

CRACCUUM

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Free to students

Studass fees rise to \$20; building levy goes to \$10

A sparsely-attended Special General Meeting at Auckland last week voted through a \$4 increase in Students' Association fees in a matter of minutes. The increase is for the Student Union building levy, which rises from \$6 to \$10. Total fees next year will be \$20.

The increase will enable the Association to pay off the \$86,000 which is owed to the University on the present Union buildings, in one year instead of two.

The additional finance raised will also be able to pay off new Union extensions, not yet begun, within 10 years. The estimated cost of these at the moment stands at \$968,000, of which the Students' Association will pay half. The increase in fees will enable the Association to get an overdraft, and it is understood to

be a factor in quickly obtaining the land behind the present Student Union, fronting on Symonds Street, which is held by the University.

EXTENSIONS

The extensions will comprise: extensions to the cafeteria, providing 66% more space (\$250,000), to begin later this

year; theatre (\$350,000), for which the plans are already drawn up, and is awaiting the go-ahead; squash courts (\$78,000); and gymnasium (about \$290,000)

At the same meeting, a proposal to have each member of the Association provide a \$10 compulsory loan, was deferred for further consideration. This is a move by NZUSA, affecting all universities, to provide a loan and fund-raising scheme, and which could also provide NZUSA with a substantial yearly income from investment.

OBJECTIONS

Objections raised were mainly along the lines of "What use is a squash court? Why not have a pub?" (applause). Law said that debate over what should be built should wait, but money was needed now to be sure of getting the land behind the Student Union building which the commerce department wants.



Student Union... paid off next year

Support for ed. officer urged

Auckland should provide more support for the NZUSA education research officer, President Mike Law told SRC last week.

Reporting on the recent NZUSA Executive meeting, Law said that it had been unofficially estimated that Auckland took up one-third of the research facilities time.

"Education officers want yet another full-time researcher but to effect this NZUSA will require an additional \$7,000 per annum. I

believe this University has seen the benefits of a strong and well-supported national body and hope we support this recommendation," he said.

He said the money would also be used to provide a full-time secretary for the education research officers.

A motion promising support was carried.

Proposals for desegregation of toilets at Victoria University have been buried.

At an SRC meeting of June 2, Association President Margaret Bryson, in moving that the policy on desegregation of the Student Union Building's toilets be abandoned, said that the plumbing regulations prohibited the proposal.

at the Tramping Club.

Please address cheques to the Rainbow Valley Memorial Appeal, which will be administered by the following committee:

M. J. Albrecht, Junior Lecturer, Department of Mathematics

Chairman: G. A. Hookings, Associate Professor, Department of Mathematics D. M c K a y

Rainbow Valley appeal

Four members of the Auckland University Tramping Club were killed by an avalanche in Rainbow Valley (near Mt. Aspiring) on 23rd December 1969.

JEFFREY NORTON BUSHELL studied for a B.Sc. degree taking pure and applied mathematics and physics.

IAN CARMICHAEL was a technician in the physics department, and had just completed his fourth year of study at A.T.I. in a five-year course for the New Zealand Certificate of Engineering.

PETER GIN completed his B.Sc. degree in 1968 after transferring from Victoria University. In 1969 he gained an M.Sc. with honours in mathematics and planned to take up an appointment as junior lecturer in mathematics in 1970.

DOUGLAS HECTOR MILLAR studied for a B.Sc. degree, taking pure and applied mathematics, physics and radio-physics and geology.

permanent interest (c) Books on mountaineering A memorial plate will be inserted in each book.



I. Carmichael



D. Millar

You are invited to contribute to this appeal by donating money or suitable books (or both). A list of the books given to the Library will be displayed at the Department of Mathematics and

Vice-President, Tramping Club G. J. Tee, Senior Lecturer, Department of Mathematics. Secretary:

PIGS out of AFA

The PIGS have finally paid the price for individuality and non-conformity. The A.F.A. (The Auckland Fascist Alliance) have finally blown their cool.

In a dramatic sequence of Star Chamber-like meetings, the University Soccer Club has been forced to withdraw the team from the competition. Apparently in the A.F.A., there are two Gods, the Board of Control and the Senior Management Committee. Both had a hand in sabotaging what was simply a group of young sportsmen who were playing pleasing and enjoyable football. They gave the University Soccer Club two alternatives; "withdraw or be withdrawn with a fine". So the PIGS are on the outer.

It seems that in the sport of Gods and Pommies there exist a number of unwritten laws: (1) Thou shalt not wear anything but the very best, the very cleanest and the most uniform of uniforms. (2) Thou shalt not engage in anything which appears to be humorous whilst on the football field (3) Thou shalt not give three grunts at the end of a game instead of three cheers. (4) Thou shalt not have hundreds of supporters chanting

rehearsed slogans from the sideline.

(5) Thou shalt only have oranges at half-time and not tea, scones and muffins.

(6) Thou shalt not wear a smile upon your face and utter a good word for your opponents.

(7) Finally, thou shalt not dazzle opponents, who are more experienced than thyself, by scintillating footwork and passing. So what new field of endeavour will the PIGS venture into?

There still remains Sunday competition, Business House competition and many other friendly games which are bound to arise. They have also been invited to Arts Festival in Wellington this August to play an exhibition match.—G. Tapp.

so we were making this scene and this dark gray and button-down fronts up and it's the fuzz and it grunts I want a word with you and so we make it to this empty room and it says you just came in from Hamilton and I say yeah and it says you been pushing and I say pushing what and he says we know you been pushing, who's the man and I know it's all gone and I say Paul's Book Arcade and he says that's fourteen years, we must stamp out books



Unrest & reform at teachers' colleges

It's time that those mockeries of tertiary educational institutes—the teachers' colleges at Epsom—were re-evaluated and reformed.

Students at both colleges are concerned that insistence on what they regard as arbitrary Gilbertian rules—compulsory attendance and conformist dress—is tending to obscure the real function of a training college, namely, the formation of a genuine group-participatory learning environment.

Speaking of the secondary teachers' college, one student teacher said last week, "The place is seething with discontent. Gilmore (Mr Owen Gilmore, the principal) is a nice enough guy, but he's about 20 years out of date."

A group of students last week suggested several improvements in the learning environment which they distributed to all student teachers and presented to the social studies faculty committee. Some discussion followed and there will be more taking place later.

GOOD RECEPTION

One of the authors said of the proposals, "I think they are going to get a good reception from the better tutors. Difficulties may occur when the proposed reforms are seen to require the elimination of some of the present bureaucratic structure. However, the degree to which change occurs in this area will depend on the degree to which the tutors (and more importantly the apathetic or antagonistic students) can be motivated to push for change."

"On the surface the proposals do not appear to be very radical, and as far as some groups are concerned, their implementation would require little adjustment. But, in effect, their implementation would change radically the psychological and social framework within which learning takes place."

The proposals are said to have the support of about 100 students within the secondary teachers' college.

Basically, the idea of the reforms is to do away with the tutor-pupil structure and to form a group-learning environment. The authors of the reforms maintain that "the present approach whereby the tutor has almost absolute discretion works from the assumption that tutors know everything while students know nothing."

SURVIVORS

But they point out that students are "survivors of years of educational processing", that they may have specialised knowledge of fields such as group dynamics or child psychology and that "most students have felt needs as to what they think should be the content priorities for themselves—to make up their deficiencies".

They feel that programme development should be a group procedure with the tutor and the students participating in the decisions. They also make the strong point that group programme planning would be much better training for the

kind of programme planning that teachers must do in schools.

The authors state that the present emphasis on individual assignments tends to preclude the learning of those skills most essential to the classroom.

"The emphasis should be on oral group discussion, oral presentation of seminar papers and on organisational and manual/technical skills.

PEER-GROUP PRESSURE

"Malingers would be more likely to pull their weight under peer-group pressure than they are at the present. In any case there is no point in distorting a good learning environment solely to cope with malingers.

"Tutors would be ex officio members of each work group. Their opinions (if they are any good) would still have as much and possibly more weight than under the present system—they would have to sell their ideas, as would all members of the workgroup."

By these methods the authors believe that students will be better prepared for the kind of oral communication of ideas that is the central basis of the classroom.

Having defined the structure, the authors pass on to consider methods of evaluation.

"The present system," they state, "whereby the tutor gives a letter grade for and a brief written comment on written assignments tends to prevent the development of a professional, co-operative working environment..." They maintain that letter grades are almost meaningless—for any real purpose.

DYNAMIC PROCESS

They feel that evaluation should be a continuing, dynamic critical process. During the year, the tutor and students would be able to assess each other both publicly and privately, with such evaluation rewarding 'good' work much faster and checking 'bad'. Again, the tutor's opinion (if valid) would still be of great importance.

On a concrete level, they say that no marks would be recorded; written assessments would be produced during the year by the tutor in a group situation and only after extensive group discussion. The advantage of this system is that tutors would have to balance their assessment of a student with those of other members of the group.

The students feel that the college's administrative structure impinges with negative effects on the learning environment as in compulsory attendance and confidential reports. Also they feel that the administrative framework defines the outside parameters within which the learning environment is forced to operate.

Specific contradictions they point out are tutor letter-grading of written assignments; tutor programme development; diploma with distinction (good teachers come in many forms); confidential reports and tutors as attendance wardens.

The authors assert that these proposals are practical as one history group is already operating in this way.

If implemented on a wide scale, these reforms would have vast effects—one of the more interesting being the swift exposure of incompetent tutors. It would be a sorry thing if the proposals were blocked for these sort of reasons.

PRIMARY SECTION

Student teachers in the primary section are disturbed over the implications of recent appointments to the education department and the english department.

Mr Eillebrecht, the acting-principal lecturer of the education department, who was generally regarded as doing a very good job, was passed over for the permanent appointment which was given to Mr Bodley, whom some students regard as the "chief architect of confusion and boredom" in his previous area, curriculum studies. Although interviews are normally held for the positions of heads of departments, no interview was held for this position.

Similarly, after a year and a half as acting-principal lecturer, Mr J.A. Gale, was passed over for the permanent position as head of the english department. Mr Gale is well known for his opposition to the Vietnam war and the All Black tour of South Africa. Students fear that these appointments mean increased pressure for conformity and a warning that unorthodox views will block promotion. They also fear the institution of teaching programmes that provide less intellectual stimulation and more "hints for blackboard polishers".

STUDENT CONCERN

About 70 students were questioned on this latter appointment and all expressed concern. Several did not even know who the new head (Mr A.L. Walker) was. But many felt that to oppose the appointment would perhaps jeopardise their own chances of appointment in the future.

This kind of mediaeval procedure would be laughable if its effects were not so damaging. The country needs alert, free-speaking teachers, not cowed, fearful conformists.

Similarly, the student proposals for reform of teaching programmes merit serious and swift consideration. The only danger is that the authorities, realizing the transient nature of the student population, may stall until the reformers are gone. This possibility is even more real than may be thought since it appears that third-year student teachers may be pulled out of college and thrust into teaching because of a teacher shortage.

This happened recently in South Auckland and it would be a very effective method of removing troublesome student reformers at Auckland since the third-year students have the most experience.

With a merger of university and teachers' college students a distinct possibility, university students should be prepared to support the student teachers in their ideas for reform and amelioration of their situation.

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VIGIL

The Society of Friends (Quakers) will be holding further silent vigils for peace and reconciliation each Friday (commencing June 26) from 12 noon to 2 pm outside the Methodist Central Mission Building, Queen St. (Opp. Town Hall). All are welcome to join in for the whole or part of the two hours.

A black's correspondence

Craccum here reprints two letters recently received by Henderson Tapela after his appearance on television. The first is reprinted entirely, the second consists only of extracts from a very lengthy letter.

If Rhodesia was so bad you are lucky to be out of it, your escape paid for by taxpayers of this country, whom you now abuse and deride—the unlucky ones are the people of New Zealand who pay for trouble makers like you to come here. Believe me I know something about coloured students—dirty, ungrateful and abusive. New Zealand and Australia can do without you.

Margaret Westbrook.

Dear Mr Tapela,

The All Black Tour to South Africa will take place and it is obvious that you will be at a loss to understand why we New Zealanders, who you describe (N.Z. Herald 6/6/70) "to be sincere and friendly people"—we do not rise up as one people to protest as you would wish.

Let me state a few facts that are not seriously disputed.

(1) New Zealand has a world wide reputation even in the U.N.O. as having good racial harmony (not 100% it is admitted), but nevertheless our laws make every race equal, even if some individuals say otherwise.

(2) We have political freedoms second to none. Every person is allowed in some way or another to express his beliefs in politics, religion or otherwise without fear of being shot at dawn.

(3) Nationally we are a peaceful nation. We have no designs to enlarge our territorial boundaries, and we believe that for world peace to reign supreme,

then full sovereign rights and independence is granted to all nations.

The above three statements would represent the feelings of 90% of New Zealanders.

CARE and HART have stated publicly that New Zealand is in danger of becoming the No. 1 racist country in the world if our plans go on.

As a student, how can you agree that the No. 1 country of racial harmony in the world—New Zealand (the U.N.O. made that statement in its own survey) overnight as it were—has become equal to South Africa, and approved of apartheid. Only a politician would say such a thing. Now let's state a few more



Henderson Tapela

undisputed facts—some people may dispute them, but nevertheless here are the facts:

(1) All the people in New Zealand associated with CARE,

HART and all organisations such as F.O.L. (trade unions) and many individuals as well, all these people are either Communists (known), centre leftists, or left extreme agitators.

Note it was a British Labour Government who brought pressure on M.C.C. to abandon the cricket tour.

(2) Coupled with above including church groups who oppose tour, are the same groups, who loudly proclaim independence for Vietnam, and indeed independence for all nations, and proclaim, non-interference with the internal policies of another nation. These very same people who cry the loudest in the cause of PEACE in our time.

Our New Zealand government branded as warmongers in Vietnam, but if we don't completely disassociate ourselves from South African politics, branded as racists etc.

Our main concern Mr Tapela is to see that New Zealand remains as it is. I believe in the basic freedoms. I am just one of the 90% who really believes in peace. I am 48 years of age. Served overseas in Air Force 1940 - 45. And for your peace of mind I am married to a New Zealand coloured. I am no racist. I am proud of my coloured friends. I do not discriminate for race, politics or religion. You are free to express your beliefs, and I assess any man by his integrity, honesty—but I expect him to have belief in basic freedoms. I am for

law and order—I will defend any man—defending his basic freedoms, but I am on the side of law and order.

The Communists can become our Government by lawful means—and I will accept it, as an elected majority. I accept the South African Government—as far as I know it is the lawful government—and I accept Zambia's Government.

I am one of thousands who really believes that RIGHT is always RIGHT. And in the end RIGHT will always win out in the end. Some day black and white will live in peace.

H. J. Buckingham.

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This space provided for armchair REVOLUTIONARIES



The case of the elusive medal

BY W.B. RUDMAN

After the last column I wrote was published, a number of people accused me of being obsessed with Local Bodies and God. While denying that I am obsessed with such matters I am definitely concerned about them. Without getting involved again, it is concerning that God-bodies—that is the established churches—tend to have "kicked Jesus Christ out", to quote Tim Shadbolt. Similarly it must be concerning for any individual interested in society to realise that the basic government of this country is organised so incompetently and in fact, perpetuates the incompetence and the class of people who are available to take part in local body government.

What concerns me most is that very few have reacted to what I have written. This means that (a) no-one reads the column, which I would not like to admit, or (b) every-one agrees with what I say; which would be even more disastrous, or, (c) you are all victims of the silent majority and are conditioned to accept but not react.

It is difficult to think of a new topic to write on each time, and it is made more difficult if there is no reader reaction. I could go to the Churchill or Cobham extreme and write stirring epistles to the masses, but it seems hardly the place; or I could go to the other extreme and write Noel Holmes type trivia.

One of those that accused me of being obsessed with God and Local Bodies was the editor. So I asked him what he would like me to write. He told me that it was his job to make space available for the column not to tell the columnists what to write. This is fair enough, but it doesn't help much.

I could have written about the All Black tour but it would have been a bit like shouting criticisms of a dead man at his funeral. Then the Queen's Birthday Honours were announced. On seeing the knighthoods my first thought was to polish up the Coronation Medal we were all given at primary school in 1953 and send it back to the Queen. But I couldn't find it.

Let's have a look at a couple of them; Sir Dove-Myer Robinson and Sir Keith Jacka Holyoake. Discussing these two is a little dangerous because I will be guilty of discussing Local Bodies and God once more.

It was nice of Sir Dove to tell us all that he accepted his knighthood on behalf of all the citizens of Auckland. It would have been nicer if he had invited us all to his celebration party, the invitations to which were sent out a week before the Honours were announced.

It was also nice of Sir Dove to ring up the daily Press a month before and inform them all that he was hyphenating his Dove and Myer together. I agree that Sir Dove or Sir Myer don't sound the best, but Sir Dove hyphen Myer is not much better. No, Robbie should have stuck out for a peerage. Lord Dove of Myers Park sounds more impressive, brings in both Dove and Myer and reminds us of our freedom-loving Mayor's belief in civil liberties.

But Sir Keith Jacka Holyoake is a horse, or a goat? of a different colour. Just as we were getting used to the idea of calling him Super-Dwarf we'll have to decide whether Sir Keith Jackass is better. This man, renowned for such depth of thought as; "Of course we are spending enough on defence. If we weren't we would be spending more," and "I am simply not aware", carried on this great tradition in a recent Gallery interview.

While discussing at some length, and with some pride, his self-education, he was distinctly heard to say: "Of course at fourteen I decided to read The Origin of the Species... ah... by Charles Dickens."

The distressing point is that most of his viewers lapped this up, blissfully unaware that The Origin of Species was the great work of Darwin. Which only goes to prove what Sir Keith Jackass has known for a long time; you CAN fool most of the people all of the time.

But to turn to a serious matter concerning politicians and education. It is over two years ago that the Students' Association revealed publicly, that the government were considering Oakley for university use. We were concerned for two reasons. Firstly, the geographical location showed a complete ignorance of the areas of population growth in Auckland and secondly the government were thinking of a satellite institution rather than an independent university.

Without becoming involved in whether 10,000 is a good size for a university it is sufficient to say that during the great debate of fifteen years ago on whether this University should remain where it is, or move, the figure of a maximum of 10,000 students was reached.

Since then all the buildings have been planned and are being built for their proportion of the 10,000 and more important site planning has proceeded on the basis of a site population density of 10,000.

It was therefore alarming to hear politicians both Labour and National, during their recent visit to the University blithely talking of 12,000 and 15,000 students.

For years the government has been pressured to plan for a second Auckland University, but up to now it has not even agreed to buy suitable land. In two years or less, this university will have reached 10,000; at that stage its building programme will be far from completion.

Accommodation will be critical. If we look at the other universities, we find a similar situation; building programmes progressing in a way that can accommodate the natural population increase of their regions, but quite unable to cope with an over-flow of 10,000 a year from Auckland.

It is understood that the government is refusing to contemplate general exclusion at Auckland University.

The public are beginning to realise that they have been fooled on the state of education in New Zealand. If we wait until they realise that they are also being fooled on university education then two groups will suffer. Pupils now at secondary schools will be denied a university education and the universities will be the target of their parents' odium and ire.

It is time the Minister of Education remembered the words of Michael Joseph Savage: "every person, whatever his academic ability, whether he be rich or poor, whether he live in town or country, has a right as a citizen to a free education of the kind for which he is best fitted and to the fullest extent of his powers."

However, if Mr Talboys leaves the field of education in the same state as he has left the field of farming, Sir Keith won't be the only one needing self-education.

advancement as ourselves.

As responsible people we ought to be concerned with this problem and to make our concern heard by our representatives in Government.

Clare Ward

●

Sir,

The films of Humphrey Bogart more than any other art produced in that country, show how racist American society is and therefore by entailment, New Zealand society. Where a society crushes out all motives but money, what seeps in to replace it is crime. The goals of America and all capitalist countries are filled with offenders against capital. In the beginning they are disqualified from self-fulfilment by a system which determines their status and opportunities before they are born. Their crime is an equaliser which evens the score. Society retaliates and the criminal takes vengeance again. Then, like a grisly game of tag the law and the recidivist fight it out. Bogart always loses.

As the capitalist system supplants more and more of our positive motives with its insidious drives more men will be injured. Their reflex will be crime, as it is now. Laws will proliferate to protect capital and the attrition will continue until man will love neither his neighbour nor himself but only money.

Humphrey Bogart spoke truth for every desperado since Cain when he said in The Petrified Forest,

"I spent the first half of my life in prison—see and I'll spend the rest of my life dead—see". Cool-Hand Luke spent the rest of his life dead and maybe George Wilder having spent the first half of his life in prison for car-conversion will spend the second part of his life dead, gunned down by our bereted armed-offenders squad.

Even when Bogart was on the law's side in Knock on any Door he still lost. The laws in a capitalist society are the beads on an abacus.

The Smart-Eyed respectable suckers, in The Desperate Hours are us sucking and being sucked.

The criminal has taken the place of the Jews. Capitalist society used to externalise its guilt by making scape-goats of the Jews, hence the pogroms. Now society exterminates the criminal as a predator. But who taught the criminal.

Dominus Saepe mutat, serui nunquam mutant.—Graeme Farmer.

I would join John Farrier in criticising Phil O'Carroll's proposals for the improvement of police-public relations. Mr O'Carroll has made some very pertinent observations on police conduct, but in trying to analyse causes and propose solutions he has fallen wide of the mark.

To begin with, he suggests that the best way to prevent verbal provocation of the police (chants of Pig, Pig, Pig) from leading to violence is to "de-sensitize" the police. This is hardly a progressive, or even humane solution. As it is, too many police too often behave like pigs. Training them to accept the fact that they are pigs, that is to regard themselves as animals, could only aggravate existing tensions. Wouldn't it be better to train them in civilized behaviour?

He then elaborates a theory in which social antagonisms arise from the "aversion, mistrust, and violence" of the conventional majority towards a non-conformist minority. "This simple social principle" is so basic that when one "socially unacceptable minority becomes acceptable" another must be found to take its place, even if the only characteristic distinguishing the new public enemies is something as superficial as dark skin or long hair. Hence police use discriminatory violence against radical leftists and blacks merely on account of their appearance and not on account of their social demands.

It is true that superficialities are sometimes used to rationalize an antagonism which we can't (or don't want to) understand. But social crisis does have more profound causes. Man, being a rational animal, does not tear apart the whole fabric of his society on account of trivial disagreements.

A promising diversion into the field of law reform is abruptly curtailed when the writer declares "But all this... is strictly not the business of the police." Isn't it?

Can the conduct of the police somehow be divorced from their social function, which is the enforcement of bourgeois legality? Even if the police were to impartially administer the law (and Mr O'Carroll admits they don't) it would still be capitalist law, directed to maintaining the capitalist state, and thus implicitly directed against the working people. While the law

reflects and upholds the system of private property, the agents of the law i.e. the police, will be subjected to hostility from the oppressed sections of the community. Infinite tolerance of long hair, unkempt clothing and dark skin is not going to alter this "simple social principle".

The next suggestion is that teaching policemen "the dangers of interference by cultural prejudices in the exercise of power over the people" will improve relations with minority groups, based on the assumption that police discrimination is a consequence of "cultural prejudice". I would suggest that it is a consequence of social reality. In the political establishment for instance, vigorous expression is tolerated, and even encouraged, because it "invigorates political life". But a stormtrooper in Otago who gives the black power salute or calls a cop a "fascist pig" will be swiftly arrested and charged under Section 3D. Reason? Simply that any manifestation of rebellion among coloured youth can easily erupt into rioting, while political bickering between the established parties will never present a challenge to the status quo. The lesson is that, far from being misapplied, the law is being used for its intended purpose; the suppression of dissenting or rebellious groups.

The call for a 'police council' continues the assumption that police-public hostility is a product of 'misunderstandings' and not of the objective social conditions. If such a council was instituted its only effect would be to fool the people into believing that they had some influence over the police. In practice it would be as much a part of the State bureaucracy as any other Government appointed commission like the Broadcasting Corporation or the Conservation Council.

Lastly the warning that Government could "indirectly use the police force to impose itself on the people" is unnecessary since the Government already directly uses the police to impose itself on the people. The indirect means by which a government maintains and exercises power are the purely ideological ones—the mystifications of the mass media and the whole ideology of welfare capitalism, and representative democracy. Anyone whose rebellion (political or otherwise) against society has led him to see the inside of a prison cell will find nothing indirect in the operation of the police force.

The policeman's job is to maintain order in society i.e. to maintain the social order. This fact precludes any hope of reconciliation between the police force and the discontented elements of society. In view of this any attempt to reform the police force is futile. On the other hand vicious unrelenting antagonism towards the individual policeman is a denial of common humanity that can only drive him to a more extreme point of brutalisation.

The only positive, constructive approach is to attack the police force as an institution, while educating the individual policeman to understand his oppressive role, and encouraging his deflection.

G. Fischer

With reference to your editorial 'A week of sellouts'. You have completely misrepresented my stand, and possibly that of Mr Newnham, with reference to the All Black tour of South Africa, by inferring that Bishop Bennett's volte-face not only followed but was somehow relevant to the stands we had taken. Let me make it quite clear that the events were connected in the following sequence: The Bishop stated that this be the last tour unless apartheid ports ends;

Mr Newnham and I, being capitalists, picked this up and stated independently that the war and the government makes this clear. In my statement I mentioned that the government must make this clear to all sporting bodies. In your vicious backstab "... when these bloody liberals going to make a stand and stick to it..." you pile misrepresentation upon misrepresentation. If you cannot state that we have not deviated at all from our stands against apartheid then all we can give you are our condolences. In any case, where the hell were you when the stand was being made—Pat Hohepa.

Towards the end of last year a large number of students were concerned with the small amount of interest shown by our country in the under-developed nations of the world. An unsuccessful attempt was made to change the government's foreign aid policy and a number of students showed their practical concern by sending 1% of their income to the government to be spent on overseas aid.

Since then, the whole issue has faded away again and no-one, including most students, seems particularly concerned with the very real responsibility which our nation has towards the poorer peoples of this world. It has been pointed out that if every one of the developed countries was to give 1% of its gross national product in practical aid—by scientific or technological aid or direct gifts or longterm loans, food or money and not military aid—then the gap which is at present increasing between the developed and under-developed countries would decrease and give the poor countries a chance to reach the same stage of



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NZ neglecting Eastern languages

By HIROSHI KUKI, lecturer in Japanese at Auckland.

5 W's and 1 H seem to be a major issue with universities the world over today. Not only what to teach, how to teach, how to test, but also even who to teach seem to be a major problem with many universities where I studied and taught in Japan, America, New Zealand and Australia, in chronological order. As a lecturer, teaching a rather "unusual" subject, namely Japanese, at this University, having unique experiences and backgrounds, I am tempted to make a report of what I saw in the above-mentioned countries, before my memory, especially that of Australia, fades away.

First, Japanese is looming up as a very popular subject at university level in Australia at the moment, gradually going down to high school level. Interest expressed by Australian administrators and businessmen in Japanese is still of an after-dinner speech sort, i.e. lip service, for the most part, as it is here in New Zealand. Japanese is taught at six Australian universities already, however, and Australian National University and Monash, which are top Australian universities today in many fields, already have independent departments of Japanese. At the University of Queensland, Chinese is now taught as part of Japanese, contrary to the case with many universities with oriental languages departments elsewhere. A similar action was recently taken by the University of London, too.

In view of the fact that Japan is now Australia's "number one" trading country, no doubt, this tendency will increase. Because of the world-notorious "white-Australia" policy and in view of the fact that many Australian men were involved in direct combat with Japanese during the War, a question that Australia would try to suppress or at least decrease Japan's recent international expansion in trade, perhaps jointly with America, was raised. A reply that I received was that they would still need to negotiate in Japanese with Japanese this time.

ACADEMIC ANACHRONISM

Language empires at this University are German, French, Chinese and Maori studies. To my mind, these are a typical case of academic anachronism observable at universities the world over. New Zealand men fought in the Middle East against Germans during the last War: hence many young University of Auckland students' amazing oral competence in German in 1970. They all seem to be quite prepared to fight another war against Germans in the Middle East. French was the language of the English court for two centuries after the Norman conquest of England in 1066: hence the enormous number of students doing French units in most English-speaking countries still in 1970. Mandarin has been a civilized language with thousands of years of literature, poetry, philosophy etc.; even Japanese male literates used to write all of their official documents practically all in classical Chinese in the fourth century all the way through 1945. China has not been producing any high-quality literature ever since the establishment of rather militant Red China, (or like pre-War Japan) in 1949. Polynesian studies, especially historical comparative studies, belong to the past in nature, too.

As a non-specialist in the field of education, except that I lecture here, I do not know who and when first began to advocate a role of a university as a service-organization to society at large. This particular role is highly appreciated in such countries as Australia and America but little thought of in Japan and New Zealand.

I am not proposing to build up a language empire of my own at the

University of Auckland. All I wish to point out is the fact that, according to my experiences here for the past year and a half, there seem to be an enormous number of New Zealanders who "went" or are now, in 1970, "going native" in Japan, going through tremendous linguistic, and socio-cultural experiences, thanks largely to the financial limits imposed upon New Zealanders by the Reserve Bank of New Zealand. The proportion of such New Zealanders to the total population here is quite large, even compared with that of such Australians across the Tasman Sea. The enrolment of nineteen for our three-week May Intensive Course in Japanese with the University Extension is a sure indication of the tendency. The enrolment in a similar course held at Australian National University this past summer, which I taught, was sixty four, from all states of Australia. On a relative population basis one would have expected more than ninety.

One dissatisfaction that I may express in connection with our May Course is that it is held here for the first time, because and only because a similar course was held at ANU in Australia for five consecutive years with success. This is a typical New Zealand reaction and a typical New Zealand administrative policy. I feel that it is about time that New Zealand university administrators began to think of their own plans in their own terms, for their own benefits, and for themselves. The ANU textbook of Japanese, for example, is not the only textbook of Japanese ever written. Naturally, I am talking about "academic freedom".

EXAM SYSTEM APPROVED

With regard to the examination system under review at this University at the moment, let me make the following observations.

To those of us with American experiences, there are too few tests and exams; to those of us with English experiences, there are shockingly many exams, here at the University of Auckland. For universities in Australasia, I feel that the current system at this University is just right.

A real live old world gent

interviewed by Stephen Chan

Sir Guy Powles is probably one of the last old world gentlemen with any sense of social reality. Perhaps a rather glib statement. But here he was: this strange creature wholly without the veneer and pragmatism one usually associates with politicians, civil servants, Queen Street businessmen and assorted lackies from the whole spectrum.

Gaining as much coverage as Robin Blackburn at the Curious Cove Congress with his forthright encouragement to dissent, Sir Guy was today esconced in the University Law School. Listening to some impassioned individual complain about police persecution as I set up my tape-recorder.

Sir Guy could you explain the purpose of your current visit to Auckland?

Well, I can only tell you in general terms—ah—I'm here to carry out a thorough investigation of the activity contained in the week of the Agnew visit—ah—and there are little matters too which I have been looking into. . . .

Have you found any discrepancies at all with the police version/government version of the Agnew demonstration?

I really couldn't comment at this stage. It's all quite confidential for a few weeks.

Well have you broached any new light at all on the controversy? I'm sorry Mr Chan, I really can't comment at this stage.



Sir Guy Powles

I'll digress then: recently the newspapers ran a story about your enquiry into the case of a young lady who was convicted for stepping off a train prematurely. Of all things. Afterwards the police went to improper lengths to amass a file of information about the girl. But with all this, does it not seem strange to you that we are witnessing the creation of scores of misdemeanour outlaws?

I think on this case Mr Chan, the action of the police department was understandable. The amassing of a file on the girl was purely a procedural oversight. You know, there is the element of human error.

And yet, anyone who is arrested is "processed" at the station. A record is retained.

I think you might have a wrong impression of this. Certainly there is a record of convictions but if a case has been dismissed no records are kept.

Has the citizen any guarantee of this? No. No guarantee at all. As I said there's the natural margin of human error. You could quite by chance be put into the wrong box. Quite by chance.

It is known, for example, that at American universities, papers for Stages I and II language units are usually multiple-choice type of objective tests, a matter of formality and count only the maximum of 40 percent or so, with regard to final grades. Usual distribution in classroom performance and attendance, 20 percent; weekly tests, 20 percent; and term tests, 20 percent. By the time final exams are given, students know what to expect in them as much as their lecturers know what grades their students will be getting for them. Point is that American universities are so well-to-do these days that they can afford to employ hundreds of tutors, especially for language classes. When I went to Hawaii as a tutor in Japanese in 1965 Berkeley had at least 800 tutors for all sorts of subjects, who were nominally responsible for and who were actually doing most of the first-year and the second-year teaching of undergraduate studies.

In order to satisfy both American and English-oriented professors and lecturers here and in view of the lecturer-student ratio at this University at the moment, it seems the current exam system at the University of Auckland is ideal "for the current situation".

The universities the world over seem to share one major and common problem: the problem of educating non-university graduates' sons and daughters, who constitute a greater proportion of the student population at most universities. I understand the worst case is India. In a way, the universities the world over are a site for class struggle in the latter half of the twentieth century. Most of student unrest sometimes lies in the mere fact that students are at a university for the first time in the entire history of his family and does not know what to expect of a university and what a university can do for him, both in the affirmative and in the negative.

It is the task of a lecturer at such a university today that he point out to his students the above-mentioned fact, explain what to expect of a university, and what university education can do to better themselves in today's world, especially from the world-wide viewpoint.

The following article was written by an arts student. But the problem expressed therein is not peculiar to that student and, indeed, has been encountered by many. For this reason, it would be better not to consider it as written by any particular student but by the archetypal *Ur-Arts-Student*.

A student dilemma

I seem to have run into a moral dilemma. I am enrolled in a Stage I course I am very interested in. There are hundreds of students in the class.

I largely disagree with what the lecturers say. And I cannot see any point in much of what they teach. But I don't get the chance to explain why I disagree with it and to present my own point of view for consideration. The tutorials are taken up by the tutor's explaining the set lectures and set texts.

TIME

I realize that I cannot take up the other students' time with my own problems, while some of them are still trying to understand the set material. The Tutor wouldn't have time to consider our ideas about the problems one by one.

From time to time we have written tests. I have found that I either write what was said in the lectures and texts or I will be marked down.

I simply don't get the chance to explain myself or to relate what has been said in lectures to what seem to be the real problems the subject is supposed to be about.

I have asked my tutor about this and I was told that even though what I was concerned about was important, the department is testing to see whether I have read the set texts and heard the set lectures and can reproduce these in my own words.

INDEPENDENT

If I decided to do just this, I think I could get a good pass. But it is a far cry from what seems to me to be worth doing, and my exam-preparation would then be

almost entirely independent of my interested pursuit of the subject.

My strongest reason for treating the course work and final exam in this way would be that I want to get more units towards my B.A. degree. I want to get this degree so that I can eventually work at something satisfying to me and at the same time earn a living. When the final exam comes up, I can do one of two things. On one hand, I can write what I would get the most marks for—an accurate reproduction of the set material. Or, I can write what I think is true and what I think is relevant—what I think I have learned about the questions asked.

ALTERNATIVES

In one sense, it seems that the dilemma is trivial and that I should take the first alternative. This is when I consider that the examiner doesn't know me from Adam, that I will never know what he thinks of my exam answers, and that I will have no opportunity to explain them to him.

But in another sense, the dilemma seems very real. If I think of the examiner as a person who takes the subject seriously, as I do, then I feel bad about misrepresenting my own thoughts, i.e. lying or pretending. If I were talking to him or writing to him, person to person, this is the last thing I would want to do.

I have two goals. One is to pass the exam. The other is to develop my understanding of the problems the subject is supposed to be about. I feel that in this case I can't kill the two birds with one stone.

What should I do?

Tit

Comments vocational e University, M Mr O'Brien O'Brien moved that however a universities ma academic has p competent to whole and fu concerned".

Mr. O'Brien annoyance Titchener's repo claimed that it irrelevant to Nev moment it Titchener's rem: that Victoria guilty of a waste

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The country i expressed in the. Universities some money is often a Committee on th over a long term estimated that ti justify, and reju of graduates. On success it is giv resources. In doi Commerce it doe done in the scho entry to profess teachers whose n

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Titchener — 2 reactions

Comments by Auckland's Professor A.L. Titchener that general arts degrees should be given more vocational emphasis have been described as "a lot of eyewash" by the Pro-Chancellor of Victoria University, Mr K.B. O'Brien.

Mr O'Brien's remarks were made at a meeting of the University Council on May 25. Mr O'Brien moved "That this Council inform Professor Titchener of the University of Auckland that however accurate his reported utterances of May 21 about causes of alleged waste in universities may be in respect of some situation in his own university in which he as a senior academic was presumably been in a position of influence for some years it considers him not competent to speak on these questions about the university system in New Zealand as a whole and furthermore that it repudiates these utterances as far as this university is concerned".

Mr. O'Brien, expressing annoyance at Professor Titchener's reported statements, claimed that if anything was irrelevant to New Zealand at the moment it was Professor Titchener's remarks. He denied that Victoria University was guilty of a waste of public money.

Professor I.D. Campbell, Deputy Vice-Chancellor, reported to the Council that he had attended the Seminar at which Professor Titchener had spoken. "Professor Titchener did not at any stage purport to speak for anyone but himself," Professor Campbell said. "It would be

unfortunate if this Council should jump in the air over this issue".

"PERSONAL"

Quoting Professor Titchener's comment in his paper that the views he was putting forward were 'personal' ones, Professor Campbell argued that the first

thing a University Council should ensure is freedom and frankness of expression. Professor Campbell read out sections of the paper by Professor Titchener which was under discussion and pointed out that newspaper and television coverage had concentrated only on the most outspoken sections.

The Council, after lengthy discussion, resolved that the Vice-Chancellor and Pro-Chancellor should study the information available and issue a press statement later.— Salient.

When I read the text of Professor Titchener's speech to the A.U.T. Seminar on "The University and the Community", and then listened to Mr. Marshall's enlightened and encouraging address on the following day, I hoped that the former would be allowed to sink into the oblivion which I believe it to deserve, writes Auckland chemistry professor, P.B.D. DE LA MARE. He continues —

Your reprinting of the edited text makes me now feel that it is necessary to reply. There are innumerable minor points to which exception could be taken. The demise of Bologna (the Università degli Studi) is, I believe, a myth; at least it still appears, with its 29,500 students and 203 professors, in The World of Learning 1969-70. Criticism of the lack of coordination in encouragement of research seems to me to be unacceptable, coming from a member of the U.G.C. subcommittee which allocates the scarce funds. But I would prefer to attempt a more fundamental analysis to put on record how profoundly I disagree with Professor Titchener's view of the University.

UTOPIA

It has been said (by Nathaniel Hawthorne), that "The founders of a new colony, whatever Utopia of human virtue and happiness they might originally project, have invariably recognised it among their earliest practical necessities to allot a portion of the virgin soil as a cemetery, and another portion as the site of a prison". New Zealand, I am sure also erected a flagstaff; later, it set up a number of institutions in order that the aspirations of the community might be satisfied. Among them, we see today the training colleges (which exist to train teachers for a vocation); the Ministry of Works (which builds beautiful bridges); the Departments of Scientific and Industrial Research and of Agriculture (set up with large budgets to do work directly related to the country's needs); the Forest Service; and many others.

The country has also decided to set up Universities. The University of Auckland Act reads "For the advancement of knowledge and the dissemination and maintenance thereof by teaching and research there shall be in the Auckland University District a University to be called the University of Auckland". It is called a University (and not a Technical Institute or a Department of Scientific and Industrial Research or a Teachers Training College) because its purposes are those set out in the Act, and are not those of other types of institution. It is flattering that some should think that the Universities can make contributions in other areas; but the moment a University employee forgets what a University is for he forgets his duty and his contract.

WIDE AIMS

The country in its wisdom realises that the aims of the University as expressed in the Act are very wide; so it allocates money and gives the Universities some freedom in the use of it. This freedom is not complete; money is often allocated to a particular field by the University Grants Committee on the explicit undertaking by the University to encourage over a long term work in the particular field where the U.G.C. has estimated that the country has a need. The University has in fact to justify, and rejustify, its expenditure; and to produce the goods by way of graduates. On the whole it does so; because of its acknowledged success it is given some latitude in the detailed deployment of its resources. In doing so, through its general faculties of Arts, Science, and Commerce it does a great deal of work which in the United Kingdom is done in the schools and in technical colleges. It prepares students for entry to professional courses; it gives specialised training to those teachers whose needs cannot be catered for in the training colleges; and

it turns out graduates whose career is not set in one single groove, nor decided at the outset of their University course.

DEGREE REVISION

Professor Titchener compares the revisions of the degree statutes in the special schools of the University with the lack of change in the statutes for the B.A. and B.Sc. degree, to the favour of the former. I disagree with him. No doubt the degree statutes for the Special Schools needed changing; those for the B.A. and B.Sc. degree have so far been sufficiently adaptable that the structures have not needed much modification. The structures are, however, of minor importance; it is the courses of instruction which matter; and these, along with the options available to students in the Science faculty, have changed enormously, as they should, to keep pace with scientific advance. The flexibility attained under the existing statutes needs to be maintained in the future, and I believe that the country's real needs are reflected in the existing structure.

No one believes that utility and scholarly endeavour are incompatible. What the Science faculty has to do in training its graduates is to train people so that their scholarly endeavour will be useful to them throughout their working life. Every scientist hopes that he will light on something that will be immediately useful and relevant; but the relevance for a working scientist starting his career at age 25 has to include what he may be required to do at 60, and there is great danger in focussing attention on an immediate goal that in a few years its relevance will be past.

University teachers in the Science faculty, when they undertake research, have several aims; the two on which I would focus attention are the training of their research students and in-service retraining of themselves. Speaking personally, the only reason why I can contribute to the teaching of modern science is that with every new research project and with every new research student I learn some more chemistry. I do not grumble publicly when the research committee of the Grants Committee does not recognise the relevance of my projects; but I regard my projects as relevant, because they help me to understand the developing subject which the University employs me to try to advance.

SUNSHINE SUBSISTENCE

It would always be possible for New Zealand to hope that it could subsist on its sunshine, which contributes so much to farming, to tourism, and to general well-being. The country could treat its Universities as technical institutes, could hold its graduates by bond within its shores, and could buy its expertise from the United Kingdom, Japan, the U.S.A., or elsewhere. Fortunately, this approach does not satisfy New Zealanders; when it comes to the point they want real universities. At the moment, they have them. The Faculty of Arts of the Victoria University of Wellington will probably let the glory of Professor J.C. Beaglehole's international reputation and honours reflect faintly even on the University of Auckland (which no doubt today would try to make him into an ideal lecturer by a week's course on how to be one). The university faculties of Science do their best within their restricted budget, and their research output as measured by their publications compares more than favourably with those of the special schools of the University. Graduates of the universities in New Zealand are well received in overseas universities, where the training given our students is very highly regarded. This situation will continue only so long as the university remains confident in its aims. We need not be complacent, but we need not be apologetic concerning our work and our contributions to society. I hope that the Council of the University does not endorse the views set out in Professor Titchener's article; I hope, too, since I have the greatest of respect for his work and for his very real contributions to the University, that on reflection he may reassess his opinions.

abreast the news

A legal advice service will begin operations in the Student Union in a few weeks. The service will be manned by senior law students at lunchtime. This does not mean that legal services will be free but enquirers will be directed to qualified people. The service has arisen through the co-operation of the Students' Association, the Law School and the Law Students' society.

Student Liaison Officer, John Coster, one of our busiest Exec. members, will not stand for any office this year. "We have had many innovations rather than many successes; perhaps the major one was Information Week which was held before Enrolment Week and which helped first-year students plan courses and generally orient themselves to university life. Another was Stuff Wednesday which came out of Discussion Day held during Orientation. Other innovations were the Free University and Agora both of which are part of the same movement for a freer exchange of ideas outside the formal atmosphere of the lecture room. Yet another is overseas students' visiting schools to tell about life in their country; this should promote racial harmony."

It looks as if this year's Elections could be exciting with seven candidates for President already being rumoured.

Last Thursday, Bruce Cleland the organizer of this year's Open Day was wandering around looking only slightly less wide-eyed than the visitors. Cleland, who rose from his sick-bed to supervise his helpers was disappointed at the small numbers who came and attributed this mainly to the weather and to the fact that the novelty, which caused a turn-out of nearly 3,000 last year, had worn off.

Of the 6,000 information booklets printed last year, 3,500 had been left; this year 3,000 had been left although only 5,000 had been printed.

Cleland: "No-one on my committee, nor any of my helpers let me down. In spite of the small attendance, Open Day was satisfying and worthwhile. My only complaint is that so many students who had arranged to meet their parents didn't use the official booklet and consequently didn't know what was going on in the various departments. I would say that for each visitor, guided officially, there were at least 2 taken around unofficially."

Some bright spark has worked out that there are 7,896 feathers in the average hen.

Many rumours are going around about the caf extensions, and IT IS SAID that a theatre is in the plans. Whether it is true or not, we note that student politicians are having a 'be nice to Government' campaign until Cabinet decides on our new extensions.

The second in the Sex Education Lectures was attended by a capacity crowd which spilled into the aisles and onto the floor of B.28. The first lecture, which though punctuated with male guffaws, held much interest for female students and their numbers had swelled considerably for the second. Dr Ruth Black, a member of the Family Planning Association and Professor Liggins of the post-graduate school of obstetrics and gynaecology spoke on "Conception and Contraception."

Dr Black: "It's important for everyone to be well informed on this topic because the world's population is increasing rapidly. At present there are 3½ billion people in the world, in another 13 years there will be another billion, after 10 years another billion and then after 8 years another billion. By then it will be the year 2000 and the population will be double what it is now, 7 billion."

Dr Black showed a series of slides on the reproductive organs and of fertilization, and outlined the main types of contraceptives used, their effectiveness and how they work. The diaphragm was rated as fairly adequate, if it is properly fitted and if the woman is well instructed as to its use. The withdrawal method is unsuitable unreliable, although it is cheap and has no side-effects (except maybe pregnancy). The rhythm method was also rated as unsuitable if the female has irregular menstruations, or emotional disturbances, such as exams or parental pressures.

S.R.C. has decided, despite some members' feelings about private schools, to support any activities undertaken by Maori Club to raise money for the save the Queen Victoria School Fund. Mike Law who spoke strongly in support of the motion pointed out that equality of educational opportunity necessitated the continuance of schools such as Queen Victoria and St. Stephens from whom the bulk of Maori graduates came. In reply to an objection that this was supporting racial segregation and supporting a "privileged class of Maori's", Law said the situation in New Zealand was such that Maoris were like cripples, running a race and that their sole crutch, the Maori Schools, was being taken away from them. "We pakehas created this situation; we own 99% of the land, and all the money and have the audacity to turn around and say the Maori should help himself!"

Wayne Innes: "Mr Davis' remarks were made in ignorance. My criticisms of the student rep system were made only because my efforts to get a better assessment of student opinions were blocked. Strangely enough, the staff of the department were much in favour of a questionnaire being given to all students, but the student reps themselves were most apathetic."

This caused me to wonder about the motivations of the average student rep. Is he scared that a questionnaire will bring forth opinions that will differ from his own, or is he only concerned with making momentous decisions and to hell with representing the students?"

No further correspondence will be accepted on this issue.—DONNA BREITENEDER



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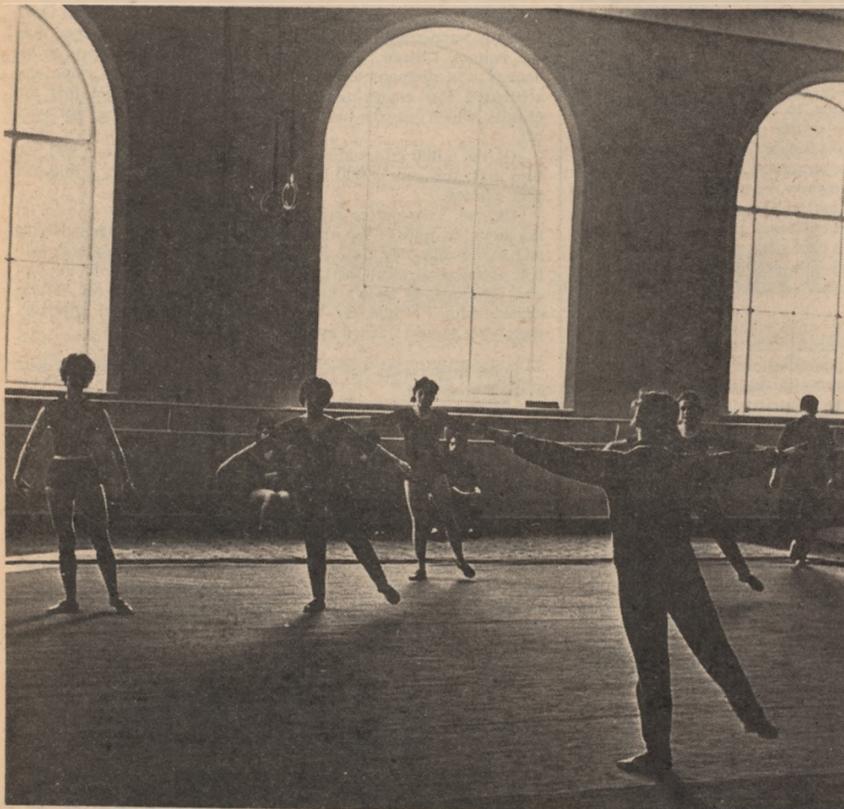
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The other side of the curtain.

Moscow University, whose student body exceeds 30,000, is the oldest and largest educational and scientific centre of the Soviet Union. It was founded in 1755 by Mikhail Lomonosov, the Russian scientist. In those days it had only a few departments and occupied a four-storey building in Mokhovaya Street (Marx Avenue now) in the centre of Moscow.

At present, the University has 14 departments and an educational institute: seven humanities departments (history, philosophy, philology, economy, law, psychology, and journalism) and an institute of oriental languages, opened at the University in 1956, are located in the old premises on Marx Avenue, while the natural sciences departments (mechanics and mathematics, physics, chemistry, biology and soil, geography and geology) are housed in the new buildings erected on Lenin Hills in 1953.

The group of university buildings on Lenin Hills is a veritable townlet, taking up an area of 320 hectares. Its main 32-storey building is in the centre of the ensemble, with twenty-two-storey hostels for students and post-graduates, and a 15-storey block of flats for professors and teachers adjoining it. The main building houses a lecture hall, with 1,500 seats, a club, with 800 seats, and a swimming pool.

The university has a three-hall sporting pavilion and a riding-school, with a total area of 6,300 square metres, football grounds, tennis-courts and grounds for other games.

Since the university is constantly developing, its old premises on Marx Avenue are becoming too small, especially for the humanities departments. A new two-storey building, whose foundation was laid near the university building on Lenin Hills in Autumn 1965, will soon open for these departments.

The university institutions include four research institutes, 250 laboratories, three museums, a botanical garden with a branch, and four observatories.

FOREIGN STUDENTS

There is a preparatory department for foreign students for the study of Russian. This department is absolutely indispensable, for the student body includes foreigners from 100 countries.

There are also preparatory courses for young Soviet people, but their purpose is different. They are attended by those who are preparing for entrance examinations, while working at a job. They mainly concentrate on subjects they are going to take exams in. Taking examination, as well as tuition, is free of charge. To pass four or five examinations is

a must for each entrant to have finished secondary school with honours and to have received an excellent mark. Entrances are taken in July and August, since an academic year begins on September 1. All other higher schools in the Union.

In addition to the day courses, every department has evening and correspondence courses, where students study in their spare time. These students receive no stipends, as they are employed at their places of work.

The majority of students receive state stipends which range from 35 roubles in the first year of study to 100 roubles in the 5th year, depending on progress. Students who make excellent marks receive stipends with bonuses. Those who excel in studies and public life receive special scholarships named after famous scientists, and political and public figures of the Soviet Union.

HOSTELITIES

The university has an outside student house in the Lenin Hills, a Students' House in the centre of Moscow, and correspondence students who come from other cities to take exams are given lodging in these houses. The charge is three roubles a month for a student and five for a post-graduate.

The main university building has grocery shops, refreshment rooms, a canteen, a barber's and hairdresser's. Students enjoy free medical aid. Married students are given rooms in the university. They can put their children in the university's nurse kindergarten.

The food question is of great importance to students who spend their days at the university. They have services of ten dining rooms, which are dietetic, refreshment rooms in the departments and in the city. Many buy meal-tickets, which consist of 10 courses, costs from 50 roubles.

As at all Soviet universities, the academic year begins on September 1 and ends on June 30. It consists of two terms, with an examination session. The students have their vacation between the end of a term and the beginning of the next one. January 23 until February 1 is the winter vacation. Each academic year has a two-month summer vacation.

Students who take evening and evening



Meride of the urtn...

for each entrant have finished secondary with honours awarded by examiners and pass only one exam their main subject with an excellent mark. Entrants are taken in July and August, since an academic year begins on September 1, as in the other higher schools of the Union.

In addition to the regular department evening and correspondence courses, where students study in their spare time. These students receive no stipends, as they work at their places of work. A majority of full-time students receive state stipends, which range from 35 roubles in the first year of studies to 40 roubles in the 5th year, depending on progress. Students who make excellent marks only receive stipends with bonuses. Those who excel receive special scholarships after famous scientists, and political and literary figures of the Soviet Union.

HOSTELITIES

Each university has its own outside students—the Students' House in the Lenin Hills, and the Students' House in the city and correspondence courses. Students who come from other towns to take exams are also lodged in these houses. The charge is three roubles a month for a student and four for a post-graduate.

Main university facilities include grocery shops, dining rooms, refreshment rooms, a canteen, laundries, hairdressers, and students enjoy free medical services. There are also rooms in the hostel for students to put their children in the university's nursery and kindergarten.

The food question is of great importance to students at the university. They have the choice of ten dining rooms, which are dietetic, and 40 student rooms right in the departments and hostels. A meal-ticket system, consisting of three roubles a month, costs from 50 roubles.

At all Soviet universities the academic year at the university begins on September 1 and ends on June 30. It is divided into two terms, with an examination in the middle. The students have vacation between the end of one term and the beginning of the next one, from July 1 until February 1. Each academic year, they have a two-month summer vacation. Students who take correspondence and evening courses

enjoy certain privileges during examination sessions and presentation of their theses. They are given additional paid holidays at their places of work. Besides, the students of correspondence and evening courses living in other towns pay only 50 per cent of the travel expenses to the place of study, when they go to take examination and course credit tests.

Large sums of money are spent for training specialists. Thus, the state spends 1,000 roubles (or some 1,000 dollars) for a student's year of studies. All students do practical work, before passing to the last year of studies. The students receive practical training also free of charge, all the expenses being paid by the enterprise or institution where they do their practice.

GRADUATION THESES

The last university term is chiefly devoted to graduation theses, which are a kind of research papers. The presentation of graduation theses to the chair meeting and examination by the State Examination Board mark the end of studies at the university.

Graduates are assigned to jobs by a special committee, including the Rector and Pro-Rector of the university, the Dean of the faculty, and representatives of public organisations and ministries. The committee informs each graduate of his or her place of work—factory, institution or office—their lodgings, their future job and salary. Those who are unsatisfied with the work they have been assigned to, may hand in an application to the Committee for re-consideration.

Before starting work, all graduates receive a four-week paid leave, in addition to their vacations. These holidays are paid out by the managements of their places of work, the sum equalling the size of their month's stipends.

All the university departments have post-graduate courses. Only people who have worked for no less than two years in their professions can be admitted to the post-graduate courses. As an exception, the best students who have taken an active part in the students' scientific circles, can be admitted immediately after graduation. In the course of three years, each post-graduate student must pass the candidate degree examinations, according to a plan specially drawn up for him, and to prepare and defend his thesis for the candidate's degree.

The life of the students, is not limited to lectures, seminars and examinations. They play in amateur theatres, variety groups and orchestras, and go in for sports. The university has two Houses of Culture and 40 amateur-art groups, uniting some 2,000 people.



Astronomy lecture in progress



Self-service canteen at Moscow University

Material courtesy of the Soviet Legation

Craccum's arts



PATTON/directed by Franklin Schaffner/Cinerama
 "No bastard ever won a war by dying for his country. He won it by making the other poor dumb bastard die for his country. . . ." bawls out General George S. Patton strutting before a huge-dimension 150 degree screen full of Stars and Stripes like a huge pop emblem.
 Patton's either the great psychopath or the great existentialist hero. His is a world of action, of direction, with ever-present death. He must be the great existential hero only he's such a bastard.
 Director Franklin Schaffner in Planet of the Apes showed man as a pretty stupid individual despite his intelligence. In Patton he shows us that when you knock the Big Authority, you never win. Every step forward in attempt to get around the system or to make the system work and—BLAM—back they come at you.
 And Patton is the great reincarnation, Caesar, Alexander, etc. etc. What's more he knew it. For him he was Caesar, he was Alexander—he must be some type of nut. At least he is honest, he reckons that war is always there and if there is war—you must fight in it—the only decent thing a man can do is to fight. In fact it is people like Patton who start all the damn wars—he wanted the allies to march on and smash the Commies. The film does glorify war, the personal glory of victory and command but at the same time it shows the

complete lack of humanity, when an officer cares for his men, abuses them only so they will kill better. War is concerned with dehumanizing. The only people who get to the top are the concerned with the whole business of dehumanizing.
 George C. Scott is superb as Patton, he creates a role which is entirely convincing. Whether it is a proper depiction of Patton or is really immaterial. The man he depicts is a man of war who sees his duty and right to be at war. He sees all issues in terms of vanquished and the victor. His desire to challenge Rommel to a duel was not just personal whim—it was a belief in the importance of the two oppositions, the clear distinction of right and wrong, and alive.
 Schaffner has created a background for Patton which is at times a little shabby. His depiction of Montgomery as a funny little man is more than just RSA members.
 One is not convinced entirely by the gore and death—it all seems a little too stagey.
 Patton is certainly different as far as war films go for it relates more to the human situation rather than the mere passage of events. As both a study of a man and as a study of the mechanics of the war machine, the film is worthy of being seen.—J. Daly-People



Kooper Session
 Al Kooper — Shuggie Otis

KOOPER SESSION/Al Kooper with Shuggie Otis/CBS, Philips.
 Needles to say this is Al Kooper's latest album and is of the same standard if not higher than his previous L.P.'s.
 Kooper's previous history is illustrious being the founder and chief arranger for Blood, Sweat and Tears which he left after their first album. Notable Kooper tracks on this being I'll love you more than you'll ever know, and My days are numbered.
 Kooper's forte seems to be the session L.P. as proved by Super Session and Live Adventures of Kooper and Bloomfield. On Super Session Kooper cut a side each with Mike Bloomfield and Steve Stills now of Crosby, Nash, Stills, Taylor and Young. Live Adventures is a live double album recorded at the Fillmore West and possibly this is why it is weak in parts.
 Shuggie Otis is a blues guitarist in the King mould. His first L.P. was a family affair called Cod Shot by the Johnny Otis Show, Johnny Otis being Shuggie's father, one of the pioneers of R & B, bandleader, disc jockey, singer, writer, arranger, etc. Shuggie has also played bass with Zappa on his Hot Rats album.
 Kooper Session as you might expect is very similar in format to Super Session, an album designed to showcase the talents of one or more guest guitarists and utilising the talents of Kooper and backing musicians.
 The album is subdivided into two sections. The Songs and The Blues. The Songs being four quickly arranged pieces and The Blues three unprepared jams.
 The Songs starts with Bury My Body, a gospel orientated track which keeps a steady thumping pace throughout. However, all that can be heard of Shuggie Otis except for snatches at the end of the track is very subdued chord work.
 The next track Double or Nothing, a Booker T and M.G.s instrumental, brings him very much to the fore. The song keeps an easy relaxed pace, and is of the right length to prevent the guitar and piano line becoming repetitive and dull.
 One Room Country Shack is a number followers of blues will immediately recognise though here it is given a very strong riff to 'popmusicize' it. Kooper makes some eerie background with

andioline and unusually for him plays guitar. Otis plays a solo which tends to be lost among the other instruments but if you take the care to concentrate on separating the instruments, is technically and emotionally excellent.
 Otis comes into his on the next track Looking for A Home. Kooper's vocals are very nicely backed by the Harris Robinson singers. Otis solo's on the last quarter of the track playing in a very sweet country influenced B.B. King style. At this stage the musicians have got together and are playing as a tightly knit group.
 In this section one way or another Otis seems to have been overshadowed by the other musicians and so this last track is almost a lead in to the Blues section.
 This section starts off with a slow blues with Otis playing very much in the B.B. King style though slightly smoother and more relaxed. Kooper follows suit with a smooth organ solo.
 Shuggie's Old Time Slide Boogie is an attempt to recreate the bottleneck-piano duets available only on 78's and the track is even reprocessed to make it sound like an old scratched record. All that needs to be said is that it succeeds in its aim.
 Shuggie's Shuffle is the last track on the L.P. Otis guitar work on this track tends more towards Albert King. Kooper plays a very jazzy organ backing and solo.
 This section brings Shuggie Otis right out front and the music certainly doesn't suffer for it, his playing is sweet, mature, and subtle and considering his age is brilliant. He could perhaps become the Clapton of the seventies which would be a considerable feat for a fifteen year old.
 The backing is provided by Stu Woods (bass), formerly of the classical rock group Ars Nova and Wells Kelly (drums) who provides a solid rhythm throughout the L.P. Mark Kling plays piano on three tracks and his playing offsets Kooper's organ work.
 In summation this album does all it sets out to do in giving this young guitarist an opportunity to display virtuosity in several different types of music; blues, old-time slide, R & B and pop. This is certainly an L.P. for the musician or blues fan and is well worth the listening time of the general public too.—Dave Burgess.

New Zealand Fiction
George Chamier
A South-Sea Siren
 Edited and introduced by Joan Stevens

A SOUTH-SEA SIREN/GEORGE CHAMIER/
AUCKLAND-OXFORD UNIVERSITY PRESS
 The Province of Canterbury has become a very distinct region in New Zealand Pakeha Mythology. The tussock foothill and shingle river country has been celebrated in the writings of Samuel Butler and Lady Barker, by the poets W.D.A Cresswell, Arnold Wall and Mary Ursula Bethell and in the paintings of Rita Angus, Doris Lusk and W.A. Sutton, whose limpid precision seems to be in part derived from the wide blue and ochre spaces of the area. Bill Sutton's "Nor' Wester in the Cemetery", painted in the year of the Christchurch Centenary, somehow concludes a century of sustained occupation of, and preoccupation with, a very characteristic region. Even the fay monumentality of the Canterbury Provincial Chambers evokes a sense of potent regional self-sufficiency. Now, like an early settlement site re-exposed after a spring flood, another piece of Old Canterbury again comes into view.
 George Chamier, the author, was English by birth and lived in New Zealand, in the Canterbury Province, for one decade—the span of the 1860's. His novel A South-Sea Siren was written a quarter of a century later, after he had settled as an engineer in Australia.
 Chamier's powers of recall are considerable and his capacity to invoke details and ambience of life in provincial Canterbury compensate very largely for the author's bird of passage status among New Zealand writers. Like the earlier transient painters in this country, Chamier leaves us with an aspect of this country, depicted as and when he saw it. But in its essentially retrospective mood, Chamier's work betrays a long time lapse between the experiences which provide the ingredients, and the realisation of the novel.
 As a graphic account of a particular epoch and area in New Zealand's cultural development, with pace and idiom of the colonial 1860's captured intact, this book serves well enough. However, it sets out to do more. In a very thorough and lucid introduction, Professor Stevens illustrates in some detail Chamier's involvement with the 18th century novel, an involvement which relates a good deal to the narrative structure of the book. Heavy-handed axe and pen-knife grinding "philosophical" dialogues recur throughout the text, sometimes taking whole chapters. If you consider the actual period of its authorship—a decade of Conrad, Hardy and Henry James—this looks like pretty lame stuff, out of time and place. (Virtually forgotten from the time it appeared, ahem the covernotes). First published in 1895, the same year as H.G. Wells' The Time Machine, this one is indeed Reverse Gear.
 The setting is Sunnydowns, a rural settlement in North

Canterbury; "possessing every charm that indulgent Nature could bestow, together with every commercial advantage that a central position in a thriving district could confer upon it. Beauty with utility combined, business with pleasure!"
 The Siren of the title is one Mrs Celia Wylde, cast in the stock role of Artful Predator, and whose energies apparently find some consummation problems out there amid the runs and the windbreak. Her brother has a Problem; he's a Worthless Lushington. The central figure, Richard Raleigh, youngish and educated, the "Philosophical Dick" of Sunnydowns, develops a Morbid Fascination for (guess Mrs Wylde, although (guess again) the Virtuous (and well-heeled) young Miss Alice Seymour is waiting beyond the demure hedges of her father's estate. . . .
 There are some nice quiet little observations. In the course of one conversation (National Education is a big topic) it is remarked how quaint it will be, come the day when real live illiterates are almost extinct. And in the immediate past history of Sunnydowns, the Methodists arrived and built a chapel, dedicated "To the Glory of God". Then along came the Anglicans, with the Reverend Tupper, the usual sort of fart-arse, brandy-sucking Parson, to erect another building, call it a Church, and dedicate it "TO THE GREAT GLORY OF GOD".
 Providence, tempted, finally issues a sour warning, rather than a Doomsday Stroke, an essentially cautionary tale is resolved. Hard times ensue, but Sunnydowns will somehow endure, sustaining change and living in the main by its collective moral precepts.
 At times the quality of writing lapses, so that the strained seams of the Period Piece begin to lose their stuffing. There are passages which drag not so much for being honestly archaic, so much as sequences of arch, pat phrases and a plethora of parentheses—"For in those 'good old times' a man was not thought much the worse for being 'hard up';" and at its worst it almost tempts you to wish for something just to make the High Camp score. It's a fairly plain tale.
 In sad contrast with earlier Auckland/Oxford publications, the design and typography of A South-Sea Siren is drab and undistinguished. With a bit of concern towards this matter, and some imagination on the publication side, a really good format would have made a great deal of difference to the whole book. As it is, it looks like some lugubrious product of the 1940's, that dismal era in book production. The result is that the rather uneven qualities of the novel tend to sink in a physical context of unleavened mediocrity. I, for one, regret that a vigorous design and printing programme did not reinforce the worthy attempt to bring an old novel back to life.—Don Binney



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JETHRO TULL/STAND UP/PHILLIPS

If you want to know about Jethro Tull then you should really know a bit about Ian Anderson because Anderson is really Jethro Tull—well almost. . . . You see, it's he who writes their songs, sings, plays various instruments, formed the group and partnered Terry Ellis in producing this, their second album, *Stand Up*. . . . O.K. just who is the real Ian Anderson; he was born in Blackpool and lists his initial influence as the early Beatles, Stones then Jimmy Reed, Howlin' Wolf, and later Alexis Korner, also Mingus and Ornette Coleman, Zoot Money and other big jazz men—Graham Bond too, and this makes sense "although at the time I didn't really realise how much Bond's music was." Well Anderson came to London and met Clive Bunker, drums; Glen Cornick, bass, and Mick Abrahams who later left to form *Blodwyn Piggy* and was replaced by Martin Lancelot Barre. . . . Anyway, they're all just names aren't they) Lancelot dragons and maidens and things—But Anderson, Mr Ian Anderson, is a pretty big name in British Showbiz. . . . "Mr Entertainment heads for America" and "Tonight on top of the pops we have. . . wait for it. . . (no not Jagger). . . yes. . . Mr Ian Anderson". . . Well he can take it all: he even thinks he deserves it and he's not far wrong see.

Jethro Tull got their first big break at the Sunbury Festival in the summer of 1968; they were established then and they have never looked back. At a time when progressive groups were taking themselves very seriously, Anderson was leaping about in a hairy great army coat with his flute in one hand and the microphone in the other. Well of course they soon found themselves in the Top Twenty with *Living in the Past* and *Sweet Dream*, so they had to cut an album. Their first album was nothing exciting, in fact rather poor, but it showed what they were about, what they could do, and they've done it—*Stand Up* their second album is very good. The trouble with their first album was weak arrangements and bad material—an undefeatable combination, Anderson was to blame, but he was green and with chart success like *Living in the Past* you can't blame him for pushing his luck. Mature lyrics and excellent arrangements are the backbone of *Stand Up* and without hesitation I would rate this as one of the best five albums from England that I've heard in the past twelve months. Another would be the Rod Stewart album and with a little opposition I would also include Led Zeppelin.

Well let's take a look at the music on *Stand Up*. First side, first track, *A New Day Yesterday* sets the standard for the whole thing—it opens with a solid bass run and Clive Bunker type triplets—heavy is the word, with phased in and out fuzz guitar. The strong rhythm section, bass and drums, carries it along through one verse then suddenly there's Anderson's flute and you know it's Jethro Tull. Never overdone, always expertly handled this flute is really something—in a beat number it's a beat flute, in a slow ballad it wisps along, a gentle sound.

A bell-like introduction with lead guitar and bongo rhythm, that delicate flute, and Jeffrey goes to Leicester Square. Like half the numbers on this album this isn't the swinging Tull you're used to—more subdued especially in *Bouree*, an instrumental, where the flute carries the whole theme over a clever bass run. Back in the Family is the harder side of Tull. Look Into The Sun with phased voice, a little wow guitar

and a pretty pleasant sound. *Nothing is Easy*, is from the charts and *Fat Man* is a strange number; tambourine, bongo rhythm, Sitar type lead, add up to an eerie sound. *We Used to Know*, makes use of a beautiful chord sequence on acoustic guitar, and that flute again, add a little wow guitar, stir and that's it—leave it alone—it's just right. . . . Well, the high point must surely be Anderson's *Reasons for Waiting*—acoustic guitar again, Hammond organ, Sir Lancelot on flute, catchy rhythm alternating with a flowing bass line, violins too—well it sounds a bit blush doesn't it, but it's fantastic—music to chat up your school girl mistresses by—it all comes off—the whole thing—the last track *For a Thousand Mothers*, is really the only overworked number on the album and even so it's still superior to the majority of the first Tull album.

The quality never lets up. Technically it's superb. You are never overexposed to stereo gimmicks—the stereo is there, a good balance, never detracting from the musical content. The recording is good. . . there's presence and little distortion.

Jethro Tull is a group with a distinctive sound and there are really too few of them about. They seem to have found their thing and they're playing with it, and it's standing up. If you like Jethro Tull—hurray! . . . If you don't what else can I say?—Derek King

Chuck Trois and the National Bank/A & M/Festival

Chuck Trois! . . . Why, he's been billed in *Cashbox* as 1970's answer to Blood, Sweat and Tears! Well they actually sound more like the Peddlers, that trio whose records sophisticated young swingers are buying in such quantities to make them N.Z.'s top selling recording artist's at the moment. Now, I think the Peddlers are *horrendous*. . . I mean they just haven't got any *taste*. White soul. The salesmen and company reps and stenographers. . . who else buys them? Have you heard their version of *When I Get To Phoenix*? Jesus it's terrible. Have you heard Chuck Trois' version of *Traffic's Her Fantasy*, written by Capaldi-Winwood-Wood? White soul. White soul cliches you mean. Good old Chuck or his vocalist—I can't find any information on them at all, has got them all off—white man with a black voice. . . the throaty growls, grunts, heavy breathing, strangled statements squeezed in at the ends of lines—they're all there. But in *Her Fantasy* he suddenly, with a "too-too too-too doo-ddody", breaks into *Hey Jude*. . . *Hey Jude!*. . . And then he talks the words and getting more singy all the time, and the backing comes in and he's singing again. It's so clever man. . . clever shithouse.

A & M belongs, among others, to Herb Alpert, and this group of six men does have a good trumpeter. In *40,000 Headmen* there is the best bit of the whole record—a short solo by this joker—he just wafes in, similar to early Miles Davis and it's very cool, but nicely done. In fact, over the whole record the instrumentals aren't that bad, it's the arrangements that kill them and the vocalist, he's just too bad, too bad, too bad. . . .

The pressing is by Festival (N.Z.) Ltd, and has a very audible rumble, similar to other Festival pressed discs I have. The price for records goes up, the quality keeps going down. Great isn't it?—F. Bruce Cavell.



A HARROWING EXPERIENCE

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geological research



Research interests among staff and students of the University of Auckland Geology Department cover most of the scope of geological study, and this range can be conveniently illustrated by describing some of the specific projects under way in each field.

Structural Geology:

The massive thicknesses of rocks forming the axial ranges of New Zealand have always presented geologists with problems in mapping because of complexity of structure and scarcity of fossils, and because their being relatively undifferentiated makes it difficult to use recognisable reference horizons in tracing the deformation that has affected the rocks during their geological history.

Professor Lillie was one of the pioneers in building up a picture of large-scale (macroscopic) structure of the rocks from the smaller-scale (mesoscopic) features observable in local exposures.

He is currently working in collaboration with Dr Sporli, who arrived last year from Switzerland via the U.S., and who has started to apply some of the working methods developed during surveys in the European Alps. Dr Sporli's initial project is a structural analysis of the rocks of the Southern Alps in Canterbury (in the Ben Ohau, Liebig and Burnett Ranges.)

Such rocks have conventionally been regarded as the result of deposition in the centre of a long, deep trough (a geosyncline) extending from south of the present New Zealand landmass to at least as far north as New Caledonia, during Mesozoic times (c. 230-70 million years ago).

Related rocks of a rather different aspect, now outcropping around the Kawhia and Port Waikato Harbours for example, are taken to represent deposition in shallower waters along the sides of the geosyncline. These rocks are often quite fossiliferous (e.g. see *Monotis* below).

An aspect of the structure of the Port Waikato Rocks is being studied for an Honours thesis, the focus of the study being on the jointing pattern (joints are fractures which form in rocks subjected to stress). The object is to check, against the observable structures, the analyses and interpretations of jointing systems which have been made elsewhere on experimental and theoretical grounds.



Stratigraphy and Sedimentology:

Following Mesozoic times in geologic chronology, is the Cenozoic Era. Two quite different groups of Cenozoic rocks are currently being studied—the Te Kuiti group by C.S. Nelson, and the Waitemata Group by Dr Ballance.

The increasing awareness of the association of calcareous rocks, and in particular limestones, with many of the known petroleum reserves of the world has led to an explosion of research in and knowledge of, those rocks in recent years, particularly in the U.S.

Applying the new concepts developed for these rocks to the calcareous mud-stones and sandstones, and limestones of the Te Kuiti group, a detailed pattern of the changing positions of land and sea and of the character and life of the marine environment has been gradually pieced together.

Between about 45 and 20 million years ago when the Te Kuiti rocks—now well exposed at Port Waikato, Waitomo and Te Kuiti—were forming, the South Auckland area was variously the site of vast coal swamps, lagoons and estuaries, deep quiet waters with sparse life, and shallow turbulent seas in which bryozoans (see below) abounded along with lesser numbers of echinoids, calcareous algae, foraminifera and molluscs. At times a giant oyster, similar to that living today in the Central Texas Bays and off the east and southeast coasts of N. America built extensive reefs in waters only a few feet deep.

Waitemata group rocks, represented at numerous exposures in the Auckland area (e.g. along Tamaki Drive, Takapuna Beach), were mainly deposited after the deposition of Te Kuiti rocks had ceased, and often in a quite different sedimentary environment.

It can be noted that these rocks often form an alternating sequence of sandstone (standing out in relief) and finer siltstone layers. Closer inspection reveals a number of 'sedimentary structures' including small-scale flows and folds within the rock bed. Various features such as these have for some time been taken to be indicative of deposition of the rocks by 'turbidity currents', water-sediment mixtures which flowed down the sides of the sedimentary basin.

An excellent recent paper by a N.Z. Geological Survey geologist G.J. van der Lingen has, by closely analysing the historical development of the idea over the last 25 years, and revealing a number of unwarranted assumptions and conclusions, cast a measure of doubt on the widespread applicability of the concept.

An emphasis of Dr Ballance's work is thus a clarification of the problematical origin of beds such as those forming much of the Waitemata group.

The deformation of these rocks is being studied by Dr Sporli, and at this stage a detailed survey of the faults is being made.



Paleontology (the study of fossils):

Mr Grant-Mackie is currently studying the evolution of the mollusc *Monotis*. *Monotis* is a scallop-like shell which lived in seas over many parts of the world, including N.Z., in late Triassic times (about 185 million years ago). For some reason (availability of otherwise unfilled habitats, for example) it evolved rapidly and in Southland, Nelson and around the Kawhia Harbour, are now found some 15 different forms through a thickness of about 300' of beds.

These beds became jumbled by extensive submarine slumping taking place as the shells were being buried in the sediment, and this has made it very difficult to trace the correct sequence of changes of

form that occurred during the evolution of *Monotis* in the N.Z. area.

If this sequence can be worked out it will greatly assist comparison of our rock sequences with those in other parts of the world (e.g. New Caledonia, Indonesia, Japan, Siberia, N. America and the European Alps) which contain closely related forms of *Monotis*.

Paleontological research at Honours level involves paleoecological work on Bryozoa, and systematic work on a group of corals (Octocorals). Important in the former study is the observation that among present-day species, the form of the colony of the animal is closely related to the nature of its marine habitat.

Thus, an encrusting type such as the *Membranipora* found on Auckland's rocky shores, is adapted to inshore environments where wave and current action is more vigorous. Others which have tall, rigid colonies are better suited to deep, sheltered waters.

There are about 18 such ecological types, and using them as environmental indicators can assist in the interpretation of the conditions under which the rocks containing a fossil bryozoan were laid down.

To assist in the octocoral study, a collection of present-day specimens collected by the N.Z. Oceanographic Institute during various cruises in New Zealand and Sub-Antarctic waters was obtained. Comparisons of the microstructure of the calcareous axes (the only part of the animal usually found fossilised) of fossil and recent forms is enabling an evaluation of the extent to which the fossils are related to species now living.

Micropaleontology:

Most important of the microfossils are the foraminifera, protozoa which secrete calcareous coverings which are able to be fossilised. They are valuable as age and environmental indicators in Cenozoic sediments, and planktonic forms, of which there are a number of geographically wide-ranging species in modern oceans, are especially important in making correlations.

Dr Gibson and senior students are currently involved in a revision of faunas from core samples taken during drilling of the New Plymouth 2 oil well, and when this is completed a comparison will be made with the sequence of faunas found last year during detailed analyses of samples from the offshore well Moa 1B.

Their value in this respect is their ability to give more precise stratigraphic control in the tracing of rock sequences with known oil-bearing horizons.

Economic Geology:

It was long a hang-up of economic geology that most ore deposits were thought to have originated by solutions emanating up from deep-seated sources, and precipitating out their mineral content in the already consolidated host rock. And it has been mainly a mid-twentieth century approach to study the ore deposit as part of its host rock, and not an extraneous entity constituting a separate field of inquiry.

Dr Kobe has a particular research in the so-called 'sedimentary-exhalative' mineral deposits, particularly copper, which are taken to have been formed when submarine volcanism introduced enriched solutions into the waters of a sedimentary basin, the implication being that precipitation of the minerals could take place at the same time as the deposition of the surrounding sediment.

Manganese in the Mesozoic rocks of the Auckland Province is the subject of a current Honours thesis, the aim being to evaluate the supposed deposition process: solutions rich in manganese, iron and silica, were locally deposited as silica gels along with other sediments. As these consolidated, manganese, iron, silica and clays separated out, often in bands, to give red argillites, red cherts and manganese ores.

Another thesis topic is the geology of south-central Great Barrier Island. Great Barrier is part of the Tertiary (the earlier portion of the Cenozoic Era, C70-2 million years ago) circum-Pacific volcanic belt, and associated with the volcanic rocks in this case are ores containing silver, antimony and gold.



Research in New Caledonia:

As part of the University's South Pacific Research Programme, the Geology Dept. has since 1965 been actively involved in geological work in New Caledonia.

New Caledonia is of special interest to the N.Z. geologist due to the close similarity in rock type and geologic history between the two countries. This applies particularly to the Mesozoic Era, when both regions were part of the same trough and receiving sediments from a common landmass. The fauna now found in the Mesozoic rocks of both countries is sufficiently different from that of nearby regions to be regarded as representing a separate faunal province—the Maorian Province.

Professors Lillie and Brothers have been involved in a survey of the metamorphic rocks, from the point of view of structure and petrology respectively.

Metamorphism of rocks occurs when they are subjected to abnormal conditions of temperature and/or pressure. Chemical changes lead to the formation of new minerals, and the study of these is included in the domain of the petrologist.

The principal object of Prof. Brother's work was to trace in detail the mineralogical changes associated with differing degrees of metamorphism. This involves the use of 'index minerals' whose temperature and pressure stability fields have been determined in experimental systems.

The metamorphic rocks studied generally exhibit a mineralogy indicative of a relatively high pressure origin, particularly for those now geographically associated with large igneous rock bodies (peridotites). It has been tentatively suggested that the peridotites were associated with the metamorphic rocks during the metamorphic episodes—possibly acting as a kind of barrier to migrating pore fluids, which built up an internal pressure sufficiently high to have influenced re-crystallisation towards the present characteristic mineral association.

Metamorphism is often accompanied by structural changes—originally planar surfaces may become crumpled, and oriented crystal growth may impart new planar or linear aspects to the rocks. Included in Prof. Lillie's work was the establishing of the relationship between the structural changes and the metamorphic events.

The peridotites have been receiving specific attention from Mr K.A. Rodgers, who has been studying the 'Massif du Sud', a 5,500 sq. km. mass which is the largest exposed peridotite body in the world. Such rocks, with high contents of iron and magnesium minerals and low silica concentration, are of immediately deep-seated origin, and usually associated with 'orogenic belts'—sites of rock deformation, metamorphism, vulcanism and igneous rock intrusion.

Since the mid-Tertiary N.C. orogeny with which the peridotites are linked, the terrain has been fairly stable and thus, while the rocks are undeformed and therefore more suitable for study, there has been sufficient time for weathering to have produced a thick soil mantle which restricts the number of good exposures. These soils are economically valuable as they contain the minerals of nickel, iron and chromium which concentrate while the less resistant components of the peridotites weather away.

Mr Rodgers is making general comparisons with similar rocks of the S.W. Pacific, especially some at North Cape which are probably of the same age as the N.C. rocks, and show a similar unusual range in rock type.

Dr Philippa Black, who returned this year from the U.S., is working on chain and sheet silicate minerals from a variety of metamorphic rocks from N.Z. and N.C., to compare structural and chemical variations in individual mineral species with changes in the chemical composition of the rocks, and the pressure-temperature conditions of their crystallisation environment.



Land and Sea:

In a previous article (Craccum N.7), a sketchy outline of new views on global tectonics was given, together with an intimation that the S.W. Pacific region could prove to be something of a testing ground for these views.

Without intending in the least to deride the work of the people who have developed this approach, it needs to be pointed out that many of these innovators are geophysicists and oceanographers who have based much of the hypothesis on interpretation of readings taken of activity deep within the earth, and from oceanographic surveys across deep ocean.

The point is, that it is all rather different from a geologist on land with the rock actually under his hammer. The danger is that mega-thinking about global evolution could become a perspective within itself, while its relation with data from terra geology is ignored.

What of the New Caledonia research? Prof Lillie has pointed out that in the northern region in which he worked, overthrusting of the rocks could well be towards the Pacific as required by the hypothesis; but that this is in contrast to the southern part of the island where movement seems to be in the opposite direction.

Further, there is no marked deformation of the rocks adjacent to the peridotite masses which would presumably be involved in any large-scale movement.

Professor Brothers' work on the volcanic rocks of the Kermadec Islands has proved to be in accord with results from Tonga, which generally indicate that the rocks are not of the same type as those found elsewhere at localities which are said to occupy analogous positions to the Kermadec region in the global scheme;

This should indicate the equivocal relationship between the different approaches to earth science. It remains to be seen to what extent the new global tectonics is developed as a testable hypothesis which can be checked against other data.

(The assistance of various members of the Geology Dept. who made written or verbal contributions is acknowledged.)

EXERCISE

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Sunday News and sanity

'Sanity... before someone gets hurt'. This was the cry of last week's Sunday News when they called on Internal Affairs Minister Seath to halt the Waikato jackpot. The only people to get hurt lately have been Seath and the Sunday News. Seath missed out on his royal knighthood, and the Sunday News which got conned the previous week into telling the tale of the jackpot winner who wasn't.

So to Matamata for nearly half a million dollars on July 11. Over the next couple of issues we are going to gather together some of the information that might help you strike the jackpot. This week we will look closely at breeding.

As we said in an earlier issue, most of the newspapers and racing periodicals run breeding columns. But few analyse sire's performances over a given period. Horse breeding is a pretty complicated affair, it's more than just wandering around a paddock looking for the occasional stray mare. Most New Zealand horses come from only the best English sire lines, and most of our top winter stallions are closely related.

Probably the most prominent winter line is descended from Phalaris. Since May 2 our top sire has been Bellborough (15 wins and 24 dividend places). However virtually all of his offspring race in the South Island, and he is unlikely to be represented at Matamata. Bellborough is a grandson of Nearco as is Copenhagen II (3,7). Nearco's son Nasrullah is well represented by grandsons Gold Sovereign (9,9), Grey William (2,5) and Lionhearted (3,8). Gold Sovereign is currently represented in the north by Mr. Sovereign, Monty, Gold Heights and Linda Marie. Grey William by Happy William and Shona's Pride. Copenhagen II by Hagens Pleasure, Britannias, Rapid Win and Country Style, and Lionhearted by Richard the First, Santa Ra and Whitlock.

Another line of Phalaris blood came to New Zealand through Fair Trial. His son Fair's Fair (11,15) and his Grandson Pakistani II (12,20) are the top winter sires in the North Island. Both these stallions will probably be well represented at Matamata. Fair's Fair horses currently in work include: Fairscott, Trutone, Fair Fury, Fans, Yvonne Fair, Kartika, Fair Clare and Gold Park. Pakistani include Rahgram, Swat, Ajasco, Bumpa and Phar Lace.

Four consistently good winter sires are Head Hunter (7,11), Faux Tirage (now dead 7,6), Gigantic (3,3) and My pal (6,11). All are very closely related being descendants of Swynford through Bahram. Head Hunter and Gigantic were sired by Bahram's son Big Game, while My Pal is by Abaden who was by the Bahram stallion Persian Gulf.

This family usually does well over jumps and in staying races. Gigantic sired Terrific, Mannix and Not Again, all of whom have been good staying three-year-olds.

His offspring racing well at the moment include; Jindabyne, Captain Logie, Double El and Maggie Jiggs. Head Hunter has Head Off, Snuggles, My Voli, and Headstrong. Faux Tirage: Bravo, Gun and Hostage, and My Pal: Jilted Cannes, Wyoming, Brylee and Mycet.

Another branch of this family is descended through Donatello and includes the southern stallion Jekyll (4,11) and the stallion currently top of the Australian list, Alcimedes (1,10).

This winter the family descended from Vatout is doing well. This group carries predominantly St. Simon line and includes the stallions Kurdistan, (11,20), Le Filou (7,4) and Rousseau Dream (1,5). Kurdistan is yet another top southern sire owned by Zealand's top owner Mr Hazlett. However in the north his offspring include MacDonald, Jacks Bay and Bevlyn. Le Filou by Winament, Deft Touch, Gold Jet, Skint Dip and Suttle.

Other top winter stallions not included in the major bloodlines include Able Seaman (5,3), Blueskin II (2,12), Better Honey (7,10) and Conte de Grasse (5,8).

In the meantime we have to win some capital to have a crack at the Matamata Jackpot, so off to Avondale. We have been keeping an eye on S. Visser's system and might give that a go on Saturday. Over the last couple of weeks the following recently promoted horses have done well in open company. Black Charm, Proper Verdict, Lancelot, Flash By and Second Chance. Captain Jest still can't win one but Star Quest, Monanader, Mr Sovereign and Abbeys Son should make their marks soon.

Last year at Avondale Captain Jest won a minor race and Redon also notched a win this time last year. Our Avondale selections, include the following provided they accept.

Steeple: All Smoke, Rio Tinto. Intermediate Mile: Mr Sovereign, Yogi Bear, Foley: Rosehill, Blue Winter, Maiden: Ruakiwi Lad, Meralee, Oratia: Bright Spray, Redon, Twist 'n' Twirl. Bledistoe: Tino Arika, Final Guy. 2 year old: Happy William, Brave Chief, Fresh Up. Presidents: Gold Heights, Lady Defence.

Mike Law, Keith McLeod

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Varsity rugby: seniors lose

Another good weekend last week for varsity rugby. Most teams had victories with the most notable exception of the seniors, who are going to have to work hard to make the top six.

Seniors v. Teachers: Missing back Ron Peter's goal kicking, varsity went down 17 - 28 to teachers. Varsity scored five tries of which was converted. Had Varsity's goal kicking been on that they would have had a scant victory. Second-five Cooney scored two tries, forward Neil Cullimore scored two and winger David Grant got one. Cooney kicked only conversion. Varsity won in of lineout ball but was often held back by the lighter teachers' scrum. Teachers' points came from only 4 tries, but their kicking put over 4 penalties and 2 conversions.

Second Restricted: The team came down in an undeserved defeat to Northcote 11 - 16. Excellent tries were scored by winger Peter Brookes and second-five Chris Chadwick. Peter who normally plays No. 8 and who turned in an excellent performance at fullback, kicked one conversion. Trevor Whiteman topped a goal when Nelson Mettetti won a tight head inside Northcote twenty-five.

Varsity looked the better team especially in the second half but makes often after exceptionally and moves cost them dearly. The kicking was the worst feature of the game and this lost Varsity valuable points. Lock Peter German dominated the lineouts during Varsity most of the session. Best move of the day came from an unnamed spectator who bounded onto the field and kicked out Varsity's winger. Reports have it he's been offered a position in the Northcote scrum next week.

Third Gold: Defeated Mt Wellington 25 - 3. Peter Fergusson at centre scored three tries, all of which resulted from good back movements, and one in which the forwards and backs combined to move play half the length of the field. The backs hit top form with

Third Blue defeated Pakuranga 20 - 9. The team scored four tries, one of which was converted and kicked two penalties against three penalties. The game was characterised by good team combination and hard rucking by



Steve Rendell playing well at second five and Mike Skegg at first picking up some difficult passes. Fullback Brian Morris scored a try and Maurice Elliot kicked two conversions and a penalty. Mike Lee the rep player at prop scored a try and Mac Fatialoga won a lot of lineout ball and burst away frequently with ball in hand.

Second Engineers defeated Marist Red by 10 - 6. Dennis Noy and Rod Smith scored tries both of which were converted by Selwyn Roper. Down 0 - 3 at half time and 0 - 6 with 15 minutes to go, the Engineers, finally recovering from the Engineers Ball of Friday night stormed back for a well-deserved victory.

Campbell who kicked two penalties. Third Hostels defeated Manukau 25 - 5. Wing Roger Rile played well scoring two tries, and kicking a penalty and a conversion. Captain and prop John Russell led the forwards well and also scored a try. Doug Edmeades at second five ran very well as did the other inside backs Philip Paine and Neville Burt.

Fifth Grade beat Grammar Gold 24 - 3. In this their first victory of the season, Steve Mihaljevich played well and Rob Foy and Tom Fox worked hard in the forwards. There is a need to tidy up loose play and for more drive in the rucks. Tom Fox kicked ten points and Leckie MacDonald and Steve Mihaljevich scored two tries each.

Craccum regrets that because of difficulty with deadlines it is impossible to print reports of matches in the same week in which the matches are played.

Readers are advised that reports of rugby matches are somewhat behind the times. If you feel that such a late service is unnecessary, please write to the editor saying so—Editor.

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the forwards. Beris Skokanich, Jeff Cullen, Gary Palmer and Tony McGovern scored the tries.

Second Blue had a hard game in which the forwards were outweighed, yet with a great effort they outplayed the opposing forwards with bustling moves. The game was too tight for enterprising back play. However, the two tries came from back moves, with the remaining points coming from the 'boot of

Sir Krispy on camera

The NZBC is well-known for producing surprises on television. Unfortunately, the surprises are generally bad, but we feel there is little the Corporation can do to equal the following interview which took place last week on the current affairs programme "Scullery".

Participants: Bacon Edwards interviewing Sir Krispy J. Holyhocks.

After talking for some minutes on his first 20 years in primary school the discussion flows on to Sir Krispy's long and tedious political career:- Below are highlights from the interview.

Bacon Edwards: Why did you enter politics in 1931? (Crosses legs and brings hands together in attitude of supplication, perhaps to the Northern Irish equivalent of the Pope).

Sir Krispy: Good question. (Muses aristocratically a moment). Tell me, where else could you sit on your arse all day and collect money for doing nothing?

Edwards: (Under his breath) You can try my job!

Now follows a rare moment of native wit.

Sir Krispy: Yes, I bought a copy of Charles Dickens, Origin of the Species. (in answer to a question on his education.)

But continuing on:- Bacon Edwards: Are you aware of these two distinct personalities that some people say you have—one pompous and overbearing in public—the other friendly and open in private?

Sir K: No I have never been aware of this... (continuing urbanely) ... I have never consciously been guilty of pomposity or loquacious circumlocutory verbosity as some critic, unintentionally I trust, made out...

Interjector: You're lying—both of you!

Bacon Edwards: Do you notice any difference in atmosphere in politics in 1931 and now, in 1970?

Sir K: (shifting his weight and smiling patronisingly) No, not really—the atmosphere is the same today as it was then, the same protests on the cost of living (smirks at the camera) the same interjections...

Interjector: But when someone interjected then you had to look in your dictionary to see what they meant!!

Sir K. continues imperterbably on, probably not comprehending the last remark at all—this habit

has given to Sir K. the impression of urbane equanimity and disdain for crude political wit—an attitude often confused with ignorance.

Sir K: ... the same faces protesting so many different issues. I studied philosophy by correspondence—I don't know what for but it subsequently widened my horizons...

Interjector: (who bears a striking resemblance to Tim Shoutbolt, a well-known demagogic revolutionary, and jelly-bean vendor by appointment to his Excellency Sir Robbie)—Perhaps it was so you could argue with Opposition backbenchers;

Sir K. does not reply as he has lost his handbook of witty retorts edited by Piggy Muldoon.

And much later, discussing the qualities of leadership.

Sir K: I believe that, given the same opportunity a drainlayer or some-one could probably do the same job.

Interjector: (Standing under a Marxist-style flag—the letters F.O. Hell with a sickle through them). I am the Drainlayer's Union delegate and if Sir K doesn't apologize for insulting us we are going on a nation-wide strike.

The reporter now misses a substantial part of the interview through boredom and awakes in time to hear the last few words of wisdom from our beloved leader.

Bacon Edwards: What do you hope to be remembered for?

Sir K: (laughs patronisingly) Nothing I hope! (Unanimous laughter—an anonymous voice—"Now you're telling the truth") No I'm satisfied with my record. I hope no-one will want to write my biography—I have no personal files, letters, diaries, no tons of material cluttering up my house (grins satirically).

Interjector: If someone writes your biography they can call it Sir Krispy Holyhocks—a Study in Mediocrity.

Bacon Edwards: Thank you Sir Krispy (Turning to face audience—half asleep—Next week Norman Quirk! And now we must close this interview before the regional riot squad arrives! Good night.—D.J. Craig

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The recent trip to Wellington by would-be anti-tour demonstrators was thwarted for some by the mechanical vagaries of their buses. One bus broke down and was too late for the demonstration while the other broke down completely 100 miles north of Wellington. Passengers had to get out and hike to Wellington and back to Auckland. It was even more discouraging to find that the pro-tour faction was better organized; even down to the uniform lettering on their placards as the above photographs show.

Why no research centre?

The topic of Maori Studies has increasingly come into the forefront of academic debate in recent years. At present Canterbury is considering whether to introduce such a discipline, and many students are actively pressuring for its implementation. However little has been said about the proposal to introduce a Maori Research Centre at Waikato University.

For the last five years at least, Professor J.E. Ritchie has been pressing for the establishment of such a centre. The main hindrance has always been the lack of finance, social science being always low on the list of priorities when research money is being considered.

At the conference which established the New Zealand Race Relations Council, its need was recognised and a fund started for its implementation from the pockets of the delegates.

The Centre is envisaged as being able to conduct active research into the role of the Maori people in contemporary settings. It is further envisaged as acting as a research co-ordinating and facilitating agency for those willing to use its services. Thereby it is hoped to fill a local, regional and national role.

The research centre will be an inter-disciplinary body. It will offer its specialist functions or staff to any subject requiring them. It will primarily be a research bureau of research staff and field officers, with the possibility of graduate students and fellows also working in the programmes.

The centre will not aim to preserve Maori traditional culture, it will be more concerned with the future rather than the past. Maori traditions will be looked at only in so much as the present aspirations of the Maori people are concerned. The proponents of the centre do not believe that this centre will place an undue emphasis on the Maori people rather than on an integrated society. They do not believe that we have an integrated society, and that we need to know why. They aim the centre to look into the role of the Maori within New Zealand society as a whole.

They do not feel that the centre will put the Maori people under the microscope. They hope through public relations work, such as adult education extension activities, to serve the need of the community to understand its own multi-racial character. The centre hopes to increase, through understanding the ability of New Zealanders to grapple with problems that are national not sectional.

While there is research being undertaken at other universities and agencies, the proponents of the centre do not feel that they are going to duplicate this work. None has the particular role of the centre to gather research material and to transform it into research programmes for field work. They feel that there are wide areas in education, race relations, employment and job training, the use of Maori assets and many more, where any research being now done only touches on the fringes of the problem.

As for the need for the centre, it is not considered to be a luxury but an essential. The country can not afford the loss of human potential, or present inefficiency in the educational system. The work of the centre will be hard to judge in a financial light.

The main aim of the proposed centre will be to free Maori research from entanglement with any one discipline and from its

previous part-time character. It is hoped the centre will enable it to carry out its functions free from ideological, political or policy control.

As indicated earlier the centre has been postulated for a long time, and at present the main hope is by slow fund raising. Which in itself is a rather damning indictment of our society and our universities in particular. Here at Canterbury, a course to simply teach Maori culture and language to undergraduates has yet to be introduced. There are hopes for it

next year, but one would need to be an optimist to expect that. There is a great social problem in New Zealand, concerned mainly with the co-existence of two races. The time has come to no longer ignore it but to seek to alleviate it, and this can only be done by understanding. The Maori Research Centre hopes by its work, to enable an understanding of the problem to be made. We at Canterbury, lacking that scope, should at least try to reach the Maori on common ground by seeking to understand his language and his traditions. The stress has too long been on assimilation rather than on integration.—Graeme Anderson. Reprinted from *Canta*.

Sir Keith SC (Hon)

BY BOB HILLIER



Bob Hillier

Holyoake's knighthood will add the letters G.C.M.G. to his already formidable list of academic qualifications. School Certificate (hon.) from *Canterbury Capping Mag.* 1969, L.L.D. (Hon) from Victoria University.

And Sir Dove-Myer; when I first read it I thought it must have been a variation on a theme by L.B.J.

The knights of 1970 will most probably be remembered for their blunders that have helped reshape New Zealand's dented destiny. Sir Dove-Myer, I get butterflies everytime I think of the name, blundered over Albert Park and Queen Street and apparently chundered over *Auckland Capping Mag.* 1969 (and didn't even say sorry) and robbed the taxpayers of about \$20,000 in giving them "maxi-pleasure" in the way of 'costly' minifares.

NO RIGHT

Sir Alan Danks aided in the further adulteration of an already adulterated university system (see *Craccum* Vol 44 No. 11 on research funds). Then we have Holyoake who just "isn't aware" and feels we "have no right to ask" what his contribution to New Zealand's polluted development has been.

In the Capping Proch Day Cambodia demonstration one could only laugh at the poor little dicky licking, hunchbacked fuddy-duddies squeaking to the cops, whose hands they may have been holding at the time, "Look at that one, officer, he's got long hair", or "They're remarkably well behaved officer."

But you puke when you see the "free" Press doing it. Quote: "As they passed a dark skinned man was heard to comment, "get off the street you bloody hippies." One woman said, "Three cheers for the tour." (Herald Sat. June 13)".

THE TOUR

The biggest disappointments over the rugby tour—apart from that it's going ahead—are suffered when the Chief Justice uses his position to express his personal opinion (in the hope some sucker will think "The law is always right.") When the captain of the team, Lochore, is honoured ahead of the only man with conscience enough to stand down for what he believes in, Ken Gray, and a footballer whose contribution to New Zealand rugby was worthy of the honour anyway. When our Labour M.P.'s very conveniently keep quiet about the whole issue and nobody but the N.Z.R.U. (Rugby Union) and one man Ken Gray issue a policy statement on the whole fiasco.

As A.U. Forum showed, the anti-tour demonstrators welcomed all policy on the tour whether it be for or against. But our so-called leaders could not offer any leadership bar the usual "She'll be right" attitude.

VENEREAL DISEASE

Dr Rex Hunton
TODAY B.28 1 p.m.

Editor replies

An informal survey of student opinions on and attitude to *Craccum* published last week showed that the most criticism was that *Craccum* represented only one view—of the left wing.

I have only one reply to this, namely, that those around the University who hold leftist views appear to be the only people willing or sincere enough to get off their chuffs and write something or come into the *Craccum* offices and offer to help. *Craccum* has only been offered two articles which could be classified as right-wing and one of those was written by a staff member. *Craccum*, after all, is your paper—if you write something that is literate and slightly relevant to student activities or their opinions, it will be published.

CLUB

Others criticised the lack of news on club activities. Early in the year, every club in the Association was circularised and asked for news and/or forwarding of club activities. Two clubs replied with sufficient copy to fill two column inches. If you want news of your club's activities, write it and send it in.

Conversely, when staff members were circularised and asked for copy, several articles were forthcoming within two weeks and more are coming in weekly.

Sometimes, *Craccum* has no-one available to cover addresses. Then write a short article yourself and send it in. *Craccum* is not interested in knowing that your club is holding a wine and cheese evening to which everyone is invited if they pay 50 cents.

Some complained that articles were excessively long. I feel that if a writer wishes to express an idea, then he should be given the space to develop his argument. For brief, pithy and completely general articles of no value whatsoever would refer you to our national dailies. *Craccum* at least tries to cater for people who think of learning to do so.

I am in hearty agreement with the reader who thought *Craccum* should try to print the news of daily papers will be. Unfortunately, *Craccum* is a trained investigative journal which are essential for gathering this kind of material.

RACING

Criticism of the racing column was frequently encountered. It is so frequently realized is that many people enjoy the column as evidenced by numbers of students who approach me and Mike Law for comments and constructive criticism on the column.

Some students wanted more sports news. At the beginning of the rugby season, all Universities were approached and invited to provide copy on each of their matches. For reasons of deadline, a copy had to be in by Monday morning. Two responded and both of them were late.

Briefly, it comes to this: *Craccum* is YOUR paper. Write for it.—TED SHEEHAN, EDITOR, CRACCUM.

Strong vote for equal pay

A Special General Meeting last week voted decisively to implement the policy of equal pay for equal work. Students' Association staff employed in the cafeteria. This decision was a follow-on of the SRC policy of equal pay adopted last term.

Man Vice-President Kelly Flavell, said it would result in an average boost in wages of about \$6 per employee per week. The Treasurer, Tony Falkenstein, thought that this could be financed from the present subsidy on the cafeteria, which amounts to \$1 per student. The SGM was originally called to decide whether the increase in the wage

bill would be met by an increase in food prices, or in fees. The present food prices have been fixed since 1966.

The motion passed was that the wage paid to any person employed by AUSA was determined solely by the worth of their job and be in no way affected by their sex.

Film festival talks

The second Auckland/Adelaide film festival will be held from July 17 to the 30th. There will be 16 films in 14 days. A series of talks aimed at developing an awareness of the Festival and the whole business of film itself will be held. There will be three lunch time talks in the week before mid-term break and three after. During mid-term break there will be screenings of 16mm prize winning feature films.

Mon. June 29 D. McIntosh (New Zealand film censor)
Wed. July 1 John O'Shea (Director of Runaway).
Fri. July 3 critics panel (G. Webster, W. Colgan, J. Peoples, P. Leach).
Mon. July 6 Jack & Jill (a postscript from

Wed. July 8 Australia) Christopher Movie Main (Canada) Signs of (West German)
Fri. July 10 Rudall Haywood (Director of Rewi's Last Stand)
Mon. July 13 Catherine De La Roche (Lifestyle critic)
Wed. July 15 Roy Knight (English film critic and lecturer)

All functions will be in B.28.

josé's bazaar

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Vic bans Prochesh

The Victoria University SRC has abolished Prochesh following damage claims for nearly \$1,000 being received by the Students' Association.

Victoria President Margaret Bryson said Prochesh was a disgrace and that both students and the public were tired of it. Social Controller John Mowbray said he did not have an opportunity to speak at the meeting but contended that the decision was not final as it would have to be made by next year's SRC or its equivalent.—Salient.

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