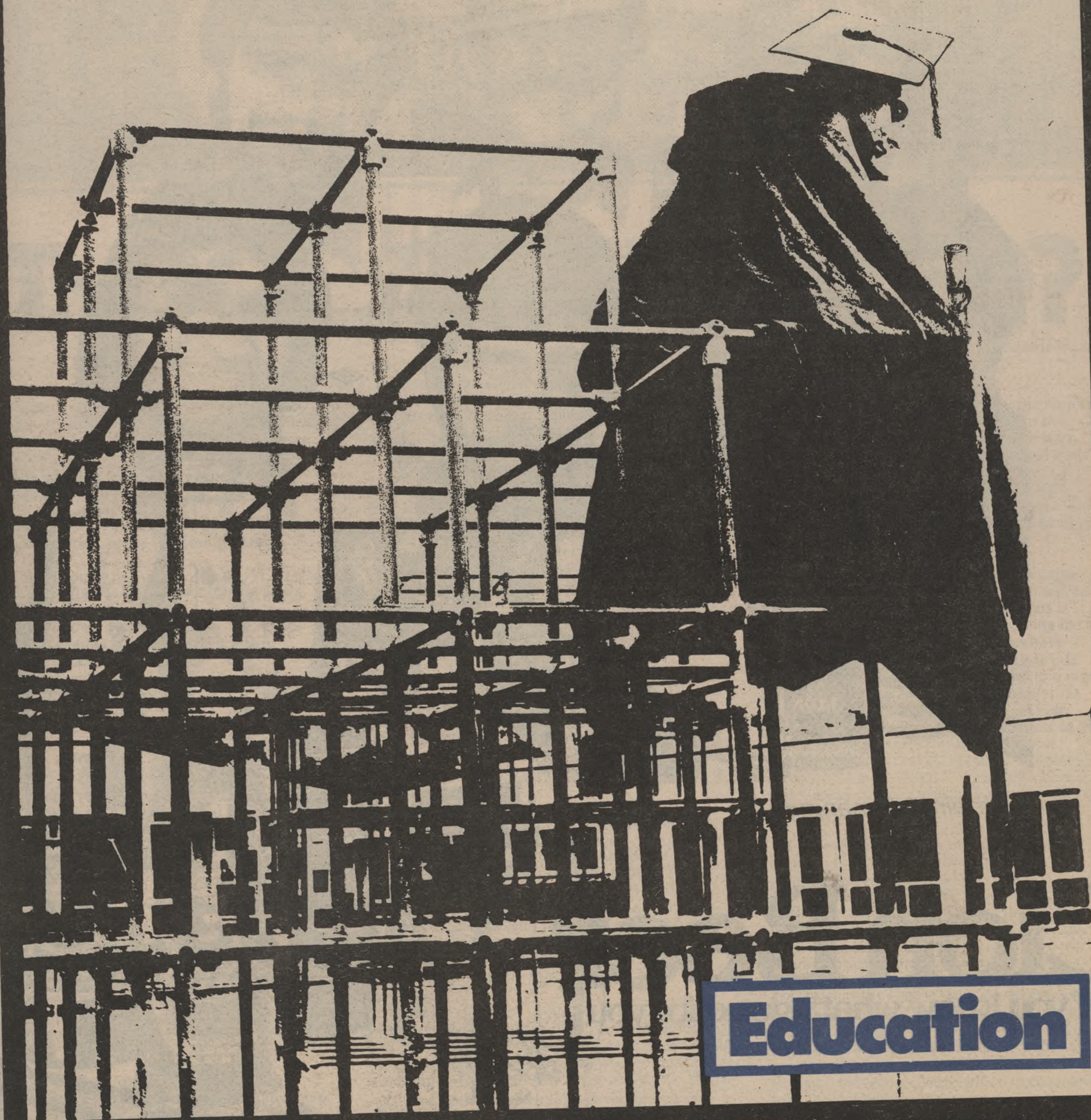


National Students' Issue No.2

17 JULY 1978

Craccum
Salient
Canta
Chaff
Critic



Education

Six test footballers unanimously* agree Lion Beer wins the series



**Well, almost unanimously.*

Lion Beer

If you know what's good for you



Editorial

This National Issue is the second of three National Issues which the student newspapers are jointly producing this year. The theme of this issue is Education. In the first term it was the Arts; in the third term it will be Politics.

This National Issue differs from the Arts Issue in that because of its more general subject matter articles have not been written with only one campus in mind. So in an article on Teachers College - University relationships for instance, attempts have been made to include information from as many campuses as possible. It was suggested that articles be printed under relevant sections, but there was more support for the present division into campus sections.

This issue has attempted to cover as broad a spectrum of education issues as possible varying from alternative education to University financing. It is only natural enough that a large part of the space has been devoted to discussion of university related topics. If topics have not been

covered here then that is testimony to the broad canvas of education and the opportunity is open for individual campuses to explore these in further depth, in their regular issues.

There is a great deal of concern about our somewhat inequitable education system being used as a tool of those on the top of the social system to perpetuate the status quo. The quality of education is also becoming an increasingly important issue, particularly as financial resources become scarce. At university this is a matter of concern about atrocious lecturing, heavy workload, overcrowded tutorials, pressures on scarce book resources; these and other factors are relevant to the declining quality of education. It is becoming clear that assessment is not necessarily made by so-called objective standards, since these vary from person to person. It is a matter of concern that academic decisions are made on the basis of personal discretion behind closed doors, and are not open to scrutiny.

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National Issue

T-COL. SWALLOWED?

Teachers Colleges until recently have been the sole institution for the training of teachers. Universities have always been the only degree conferring body. However with the changing roles of each institution the barriers are becoming blurred.

The relationship between Teachers Colleges and Universities can be seen on five levels.

- development of degree Teachers Colleges and Universities can be seen on five levels
- secondary teacher training
- continuing education for teachers
- pre service training in professional fields relating to teaching
- educational research

Before the introduction of the B-ed system, relationships were informal and limited to relationships between individual lecturers and encouragement was given to trainee teachers to take university subjects. University Extension Departments did, and still do, provide refresher courses for teachers in their subject fields.

It has been pointed out by STANZ and others involved in teaching that the two institutions are too different, and that any formalizing of relationships through degrees would mean that the teaching side would suffer as a result. This is because too much emphasis is put upon the prestige of the university.

The "qualities sought in teachers do not correspond through any necessary relationship with degree status". The university should be looking at methods of training tertiary teachers before venturing forth into the primary and

secondary sectors. This trend towards university education for trainee teachers is following trends overseas. However the degree confers little benefit in terms of classroom performance.

Students on the Bachelor of Education course have two loyalties. One to the vocational part of their training, the other to academic requirements. The University's higher prestige means that students will feel obliged to concentrate on this or be termed a "failure" and have to do the Diploma instead. The working party report on teacher training in Wellington made it clear that attempts should be made to provide a qualification of a higher status in order to be as "attractive as other professions to candidates of the highest quality". This is falling into the trap of believing that the more intellectually gifted make the best teachers, an assumption which has absolutely no basis in truth. One would have thought that with more than enough applications with qualifications of UE and better, that there was a supply of sufficiently qualified candidates.

Not only is there a difference in the function of the institutions, one professional, the other vocational but there are also problems of co-ordination. Student teachers have to cope with block course training in schools (not all in Dunedin) during the course of the year. Teachers Colleges tend to follow school term patterns. There are problems with time tabling of courses, and in the case of Otago students paying double union fees.

The formalizing of University - Teachers College relationships have meant that Teachers College has lost autonomy over the teaching of trainee teachers. At Palmerston North the committee responsible for choosing staff to teach the B ed. course is a University one, with only two College representatives on it. There is a real danger that too much emphasis is being placed on academic aspects, and an extremely good teacher might be

passed over in favour of one with academically higher qualifications.

From the student point of view the emphasis being placed on university study as in the B-ed course is creating an elite. For a start Teachers College intake is on a regional basis and not every city has the opportunity to provide such a qualification. It is creating an elite with teachers colleges between those who are doing the university course and those who are not.

It is the view of STANZ and other organisations that the establishment of formalized university-teachers college relationships is a desirable direction for teacher training in this country to take because universities have "little or no contact with the practical side of teaching". Teacher's Colleges are in danger of becoming backwaters as the universities enlarge their sphere of activity to include teaching student teachers. But it seems to be the intention of the various educational governing bodies that increased relationships can only be more helpful, regardless of what that really means for the practical requirements of teaching.

I have dealt primarily with relationships between the two institutions and the disadvantages of the present system, mainly as far as the primary sector goes. For further detail, see the article on the Bachelor of Education. There are other areas of the relationship between the two which are of interest. Both institutions provide refresher and additional courses and there is great potential in the field of education research. Lecturer training is an important area where teacher's colleges have a role to play. Otago (I am unaware of what is happening on other campuses) possesses a Higher Education Research Advisory Centre which in co-operation with the Audio-visual learning centre is attempting to provide some help and training for a limited number of willing lecturers.

THE INFAMOUS B.Ed

The Bachelor of Education degree is the subject of much debate in teacher education circles. This degree is already working on three campuses; Palmerston North, Hamilton and Dunedin. Christchurch recently accepted the proposal. The one thing these places have in common is the close proximity between the Teacher's College and the University. However in Auckland and Wellington distance, and the realisation that Teacher's Colleges are being swallowed up, has led to consideration of possible alternatives.

The whole idea behind the B-ed. degree seems to be an attempt to make teaching a profession with the highest status in order to attract applicants with the highest academic prospects possible, which the authorities equate with being the best teachers. It is felt by contributors to the working party's report on Teacher's College/University relations in Wellington that the degree would give greater recognition to primary teachers. It would also bring together teachers from both bodies to create good working relationships.

The B-ed. degree, as I said earlier, is available in Hamilton, Palmerston North, Dunedin and also Canterbury. At Waikato the award gives out degree and diploma recognition. It is a three year course which needs a full-time year of study to complete after the Teacher's College course has finished. It has been suggested that a 'Waikato School of Teacher Education' be set up within a different administrative structure of the two bodies. This is still very much in the preliminary stages of discussion. Massey has a similar B-ed. course requiring an extra year, with flexibility in the course for taking teaching and non-teaching subjects.

Otago's system has been having some problems due to lack of proper planning. For a start there is an annual wrangle over paying of double fees to two unions because of split loyalties. The suggestion to amalgamate the two students associations was recently turned down. There are problems over workloads and timetabling. Otago is presently work-

ing at ironing out problems from the experience of the previous year.

STANZ (Student Teacher's Association of New Zealand) is openly opposed to the present B-ed. system and would like to see the trend towards university education frozen, and alternatives discussed. They feel that the B-ed. system creates unreasonable demands on workload, and more unnecessary mental stress. Indeed, STANZ noted in recent submissions to the Review of Teacher Training Working Party that the Student Executive at the



Dunedin Teacher's College had observed a high drop-out rate, probably due to these figures. The B-ed. places too much emphasis on book-learning, and the University provides insufficient preparation for the class-room. There is no evidence that possessing a degree makes one a better teacher. Overseas, where University study has had a larger role to play in teacher training, there are already misgivings as to whether this gives sufficient practical guidance to enable students to become effective teachers later on.

With the B-ed. system Teachers' Colleges are slowly losing their apparent autonomy. The University has too much control over the standards of staffing and this 'militates against the employment of staff who don't possess academic qualifications' and may therefore eliminate good teachers.

Victoria University is currently discussing the prospect of a three year B-ed. system. The two campuses are however not particularly close together as Otago and Waikato are. They suggest in their submissions to the Working Party that more research be put into the feasibility of an equivalent qualification structure, a diploma in teaching, and a relaxation of the regional entry system which at present limits choice of students to an 'inferior' diploma, in Auckland for instance.

The bias of this article is heavily weighted against the B-ed. system because the trend towards 'professionalisation' of teaching, with its emphasis on the theoretical, can only continue more and more at the expense of the vocational or practical element (especially considering the disproportionate control of the University over the course, if Palmerston North is anything to go by.) More thought ought to be put into possible alternatives, which always have the prime emphasis on the vocational aspect. A Diploma in teaching could be used and any B-ed. system kept entirely separate from the Diploma of Teaching course so that the latter will avoid being interpreted as a failed degree.

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INFERNAL ASSESSMENT

Discussion of this topic has pervaded the Varsity atmosphere for years. I would like to state at this point that this is an article of a subjective nature covering my experience of the beast concerned. It is based on working experience, not intellectual theory or even emotive impulse. Perhaps the most interesting facet of my association with it has been the changing of my views. Many long years ago when I came down (from the hills) to Varsity I thought internal assessment was shit hot. A chance to prove that as a good child I worked steadily through the year. No need for worry (read sweat) over end of year exams. Unheeding of the wise advice given by an old man (read lecturer) to a class rep., I shot my mouth off about the virtues of internal assessment. As an old hand (read proven, question spotter) I'm less happy pen pushing my way through the year, especially where there is still the decisive concentration to put in for finals.

There have been numerous articles in previous Critics which systematically covered aspects of assessment, alongside various letters (read bitches) about the system, I feel that the ground has been adequately covered with proofs against the validity of the numerous assessment techniques, if not proofs of undesirability. Despite criticism, as with the article in Critic June 27 1978, there is most usually a restatement of the view "...I think we would be regressing if internal assessment was totally abolished...". Having left tradition intact I feel free to say that in many circumstances I feel that totally abolishing internal assessment is entirely appropriate. Third term options: finish those essays; swot the lecture notes; start the recommended readings. Not on your life - there's not time. Even the motivated student will fall into this trap - reading is concentrated on the essay topics, not on the wider scope of lecture references which may interest him more - in which case, internal assessment spells boredom - especially during swotting.

There are some significant levels in discussion of the topic as leads to this statement. Try these for comfort:

Is assessment necessary? For what?

Is University the place for such assessment?

What can be tried to see if it does improve our system?

How worthwhile is it to hassle about trying them out?

What are the significant factors causing discomfort?

-Are there significant differences in the spin off effects of different assessment types?

-Inference of the variations of ways in which departments and course lecturers put 'the system' into practice

Evaluation: Used by Society

In fact the relevant background to a discussion of assessment is evaluation by society of individuals.

It's most useful to have grading of cognitive ability by a non-political source, from the organizational point of view. Most adequately expressed by the Director-General of Education in New Zealand W.L. Renwick in 1976. "The education system has been, and in many respects still is, organised for the distribution of scarce resources ... the identification and encouragement of scarce ability has been one of (its) ... proper social functions". From this one would assume that assessment, being the chief means of 'organisation' within the education system both identifies and encourages ability.

But How Accurately?

In fact I think all of us in the education system are aware of the problems faced by those whose abilities do not fit in to the traditional system moulds. Beyond this the results of many experiments show that competitive assessment is in no way equal to the task of identification of ability. Most of the results of these experiments relate directly to the evaluation of traditional exam papers, but many of the criticisms of such evaluations I think relate equally to the marking of just as competitive internal assessment papers

Research

For instance Kandel's research on the influence of handwriting on marks given to scripts of identical content, but presented once in hand-

written form, and subsequently typed. There was a significant variation in the two marks received. Kandel concluded that there was only one possible cause of these variations - handwriting ability. Farrell and Gilbert in 1960 discovered that examiners gave a greater number of extreme grades after they had marked a large number of scripts. There is also ample evidence that exam induced anxiety adversely effects the performance of all but a small proportion of students. William found in 1933 that essays on mathematical topics marked by many examiners received a wide range of marks. For two of the essays, marks ranged from 16 to 96, and 26 to 92. Markers were suitably qualified and the topic scientific. How can these variations be explained? In a 1969 study of the marking of clinical examinations using 14 examiners, candidates needed to be in the top third to be reasonably certain to be passed by all of them; 15 of the candidates were failed by at least one examiner but none was failed by all examiners. The reasons for these differences were not investigated. (Wilson, Lever, Harden and Robertson).

Pure sciences and humanities exam marking is just as unreliable as that for applied sciences. The classic study on the subject was done in 1936. (Hartog and Rhodes). This reported mean ranges per candidate of from 7 grades to 18 grades per paper (four papers in English), with an average correlation between markers of only .44. In maths, the mean range per candidate was 34.7 marks. Similar outcomes were obtained in experiments in which papers were marked and remarked after a while. In numerous cases, examiners failed to better a correlation of 0.5, in some cases going as low as 0.28 which does not significantly differ from chance. But even taking the highest correlation that can be reasonably expected there are still 16% of candidates subject to a pass/fail difference between examiners. And with less than maximum correlation, which is likely in practice, this proportion can go very much higher (50% or even 70%). Averaging the marks of different examiners does not really help, since it tends to result in a convergence of the mean scores of various candidates making the separation into grades appear even more arbitrary than it now seems.

Examiners differ widely, among themselves and from occasion to occasion. The reasons are not that they employ different general standards or have differing ideas of what is required of them. In the Hartog and Rhodes study the mean mark given by different examiners did not vary greatly - it wasn't that one examiner marked consistently high and another consistently low. Powell and Butterworth (Marked for Life) have suggested an explanation. They argue that students bring a variety of abilities to examination and the variations stem from the intent to assess all these in a single dimension - by giving a mark. This would account for the experimentally established unreliability of exams.

Ass scientific research on exams supports the proposition that they do not select people with a minimum level of cognitive ability. They select people with good handwriting ability, people who don't get too sick at the thought of exams, and people who don't have their scripts marked at the end.

It has been suggested that exams select people of the right class and not people with ability. If

one looks at the composition of universities in New Zealand, the only consistent factor that seems to determine success is the social class of the candidate. Only 5% of university students in 1969 had parents whose job was semi-skilled or unskilled. Yet this category in the labour force numbers 40%. The whole practice of examining is somewhat dubious. Perhaps that is why the university authorities hold a lot of the information on assessment confidential.

Assumptions of what is measured

In the past these assumptions have been presented as facts, but it is up to each student to assess the validity of these assumptions.

1. The assumption that assessment can measure imponderables such as quality

imponderables such as "quality of mind", or "critical thinking", "understanding" etc.

2. The assumption that these imponderables can, and must, be rated in order from "top to bottom".

3. The assumption that competitive assessment is a mock-real-life performance.

4. The assumption that when a student "fails" it is the student's "fault".

5. The assumption that competition is needed to "make students work".

6. The assumption that students cannot plan their own courses, work progress and assessment.

7. The assumption that giving students a mark, or failing them "teaches" them something about their understanding of the course.

8. The assumption that assessment is impartial.

9. The assumption that academics do not need training in the skills of leading groups of students to teach and assess them.

10. The assumption that the competitive assessment system is in itself objective - apart from the course. The student's work flows on after a brief period of turbulence as it goes over the assessment waterfall.

- Assessment determines the ends of the course - a course becomes in the minds of students and staff a cram session to equip the students for the blindman's bluff game of assessment. The field of knowledge is compressed to be put through the eye of the assessment needle.

- Assessment discourages interrelationships of the diffused partsoof knowledge. Each subject and course is a world of its own.

Wanted: Assessment!

Here's where our Attentive Kiwi cries - "But wait. Our system doesn't measure cognitive ability after all. Instead they measure what subject a student is doing, the university where it is done, and a host of other irrelevant factors ..."

Yet on these evaluations depends entry to the professions and similar types of work, with the financial status and rewards these jobs bring. Is our Egalitarian Kiwi content with this? He shrugs, closes his eyes firmly and says positively "Yes. Society needs this system. Besides" and he opens his eyes and becomes Practical Dick, "How else would we sort people out? Just what we would expect from an Egalitarian Kiwi.

I suggest that only a few of us would uphold a process that allows society to strait jacket itself unless we had an ulterior motive. It is not often recognised that human beings, especially in today's crowded world, do in fact require a finely tuned grading system, to establish relative status, (pigeon-holing in effect), for our own mental security. Whether this is genetically related (Sociobiology) or correlates to environment is not finally established yet, but whichever indications are that competitive assessment is necessary to establish hierarchies, to legitimize unequal status, unequal access to resources.

Being a person of recognised (I didn't say actual) high cognitive ability, my thought on the matter is that it may as well be assessment in the field of cognitive ability, as any other field of endeavour.

THIS IS THE ULTIMATE CLASS STRUGGLE OF MARKS!



Does Accuracy Matter?

Beyond this, I think it fair to say that the assessment systems we use and University don't make major mistakes - and their degree of accuracy is significant only at the level of the individual level. All students who enter university are selected by a system of national examinations which are meant to pass people above a certain level of cognitive achievement. Students at any University entering similar subjects should have roughly the same range of ability, and they should have the same range of ability in any year. So a certain number will pass, and the remainder fail, according to the internal scale of the Department and University. This gives a logical basis for the sharing of resources and gives us general indications as to who can be trusted to bear responsibility wisely etc etc. (Strange that this inverts with regard to our politics ...).

Should the University Contribute to Status/Power Identification?

The University Assessment system is one in which tradition and method flourish, and in which we can reasonably allow ourselves en masse to believe. It is for this reason I believe it would be inappropriate to remove the major tertiary education process from societies evaluation system.

At this stage I do think it important to look at the university concept, and whether it is appropriate that the process outlined take place - from perspectives other than mine.

The University, a place of frontier learning and research. What we have are teaching colleges at the tertiary level. An element of this is seen in the high numbers attending the institution, and one of the major problems of the staff - they are teachers rather than researchers.

Especially with miles of written papers during the year from the excessive numbers of students there are not the time opportunities for research. A rather sad commentary on the development of our universities? (This matter of research and teaching has been the subject of much debate and opinions vary greatly. (Ed).

Options - University

What are the options here? To cut out the marking burden internal assessment places on lecturers, to cut down on

the numbers of students attending Varsity in any one year, to set up a separate research university (as has been done in Canberra, Australia). A distinction between tertiary teaching and postgraduate research seems important to me. There should be centres of research where people with ability can research, free of obligations to students. Those with teaching and assessment skills pursuing less time consuming or demanding research would continue to teach. Reducing the numbers receiving tertiary education would be difficult to achieve without unbalancing the total social organization - through changing the pass rate for the basic qualification for what is now a basic qualification - 'U'E'. Certainly if entry qualifications were made more difficult it would matter even less in so far as the social system was concerned, how accurate university grading was.

The odd thing about the internal assessment burden on lecturer is that it is largely self imposed. If you set 4 1500 word essays to make up 20% internal assessment, you can expect to have little opportunity for research, especially if you attempt to evaluate 'objectively'. It should be stated here that the lecturers (most of them) are intendedly kind, and subject us to what they see as being necessary for our benefit.

Options - Assessment

Obviously there are options of assessment form. What value is given to work assessed during the year, how much work has to be put in to this in-term assessment, what kind of testing takes place. We have traditional examinations - decisive, tremendous hurdles, especially for those who have done sufficient work to know how much they do not know. Open book examinations - great for quick copyists and decreases the need for rote learning. Oral examinations - "Oh God I never did get on with him, and he (the second guy roped in for objectivity) is too weak kneed to put up a contrary opinion". Take Home Questions - depends on how much sleep you need doesn't it. Information about questions - invitation to academic plagur and marks batch together according to who shared the library copy of the lecturers thesis/favourite author on that topic. Unit examinations - not so much to swat hey, but the cunning bastard put in stuff on the other term's work. Continuous Assessment - which is the straw to break the camels back?

Once again, most of these come in for all the criticisms levelled at evaluation techniques - handwriting, tiredness of the marker, new information and lines of reasoning in essays means a marker marks hardest last.

Significant factors causing Discomfort

These methods can be applied at any frequency, depending on the course leaders fanaticism that the students be seen to know his material, and his dependence on his status as being known to run a tough course. Surely the 'tough' part should be in conceptual expansion in order to master the content - not memory expansion in order to survive the evaluation.

For Internal Assessment?

Even so, presentation of assignments during the year can be valuable. It gives students the opportunity to understand their field of study better. It reveals student strengths and weaknesses. It enables a teacher to see deficiencies where teaching has been ineffective. It allows the inclusion in assessment of researched argument and original effort. To my mind however it is imperative that a student be permitted to say whether in-course presentations as part of a learning process be included in the evaluation process. David Brosnan's ideas on the application of alternative assessment in CRITIC June 27 1978, are well worth taking heed of. It is possible for students to have the option of being assessed either entirely between October and November, or February and October, (in-course assignments required for terms), allowing the keener to kill themselves seeking the best of both 'worlds. These would be a necessity for conscious consistency in marking so that biases towards students choosing one form of assessment above another didn't cause discomfort.

Is it worth the Hassle of Eternal Adjustments?

Note that the choice of evaluation system is a question of discomfort rather than accurate evaluation, both of the individuals concerned, and society as a whole as regards the legitimacy of the stratification. As I said before the rates of pass and fail will not reflect true levels of ability and in fact we are looking for a system we can believe in, that minimizes discomfort to those participating. As commented by Bassey ... "... we would be replacing torture at the end of the course by three years of regular torture! ..." For myself with present views, I prefer not to subject myself to regular torture. We could do worse than to revert to a tradition examination system. I would hate to see University students in general struggling under burdens similar to that of a second year Physio - assignments, one hour tests, pract.s, valued along the lines exposed by their three hour exam in Friday - worth - wait for it 10%. Still want to fight for Internal Assessment folks?

A Game of Monopoly

... Even tertiary education - universities - are not immune from gambling. The games played in universities are called Examinations. Upon putting in stake money - called fees - a player can play a number of examinations, and should he ultimately win, he gets a prize called a Degree, of which there are various degrees. Some players become so bewitched by this game that they play it for years and years and years. Other players win so much that they can take over running part of the racket themselves. Moreover the practise of playing Examinations seems to have seeped down into our secondary and even primary schools, so bewitching this nation's future leaders while they are still young and innocent ...

Margaret Sullivan

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ON CAMPUS

Communication Gaps

There's a lot of talk around about communications gaps. National Office has a tendency to take a large share of the blame in this. However, very recently EVP Grant Liddell was required to make a trip to Otago expressly to see Otago's Education Office, Max Fabre who up until recently hasn't been very Communicative. This was necessitated by the fact that as the key organiser of the Education Workshop he failed to attend the organising NEAC meeting. Snow closed the airport only on Thursday so he had no excuse. Anyway naturally Grant Liddell was most irate by the whole thing. It seems to be going ahead on July 28th.

Gold Cufflinks for life members

Talk about wasting student money. This item is coming up on Executive agenda sometime. People like Mac Ilree get up and rave about student protests and international policy. The deficit is \$6,000 and rising every day and Executive is discussing how to waste more money on ex-students. I know that Presidents already get them. I know because Andrew was demanding his early, last year and Ross wouldn't let him. Not only is it a gross waste of student money, it is perpetuating this association as an RSA type institution with ceremonies, trappings, traditions and quaint antiquities. And anyone would think that all life members, Presidents past and future will be men who wear suits requiring cufflinks, perpetuating the white upper-middle class male control of OUSA and the community. There is little in it for women, no wonder they stay away from EXEC in droves. Lord! What are students associations coming to when they spend money on such trappings for ex-student politicoes. Lord knows there is not enough money to go around this association at the moment.

James Movick

Movick's legal expenses have come to - wait for it - a breathless \$3,000. And how much is in the trust fund - not quite \$300. Guess where the money is coming from folks - your pockets. At August Council money will have to be budgeted to cover it and that's where part of your \$2 will go. Principles are nice things to hold but I don't know whether that one was worth fighting that long for. If only National Office had a little foresight last year they might have foreseen the possible troubles with the infamous Immigration Department. This case also paralyzed action in National Office for a while as they concentrated their energies on it.

The Education forums organised by Max Fabre to raise student awareness (by .00001%) of their education environment have stimulated discussion on a number of topics, one of the main accusations has been the operating in secrecy of the University - most of its business is dealt with in closed committee. Mr Girvan (Registrar) recently claimed that it was open and that Dr Greif didn't know what he was talking about. Anybody who has been in this institution two years or more must be becoming aware of how the system works. The decision-making is spread over so many different committees which are in turn receiving or redirecting material from all over the place. So theoretically, it is not "dictated". However the more committees one is on, the more knowledge and information one obtains and therefore an advantage over others. Andrew Guest has learnt this lesson and openly states his advantage. As far as the university structure is concerned, university committee members show too much reverence for titles, positions and those with more access to information. This allows far too much decision-making to be made in the upper echelons of the Registry palace, and Government Departments. You could say that most university committees were "token" and do much to stifle clear, original thinking.

OUSA FILES

Have you received a letter recently from an insurance agent you've never heard of? Wonder where he got your address from? The OUSA files (which aren't normally open for inspection to non-students), containing the ID card forms you filled out in February are suspected to be the source. The insurance agent concerned deserves to be banned on campus.

STUDENT COUNCIL INQUORATE

The latest Student Council meeting (s) on July 13th lapsed for want of a quorum after one hour. Mr White behaved hu

behaved himself and did everything constitutionally, but the grand total of 34 was never reached. They couldn't even meet to decide what to do about the present rotten state of O.U.S.A. Let's have a General Meeting to decide what to do with the whole chaotic mess. It is time to seriously consider an SRC (open) system as a possible alternative.

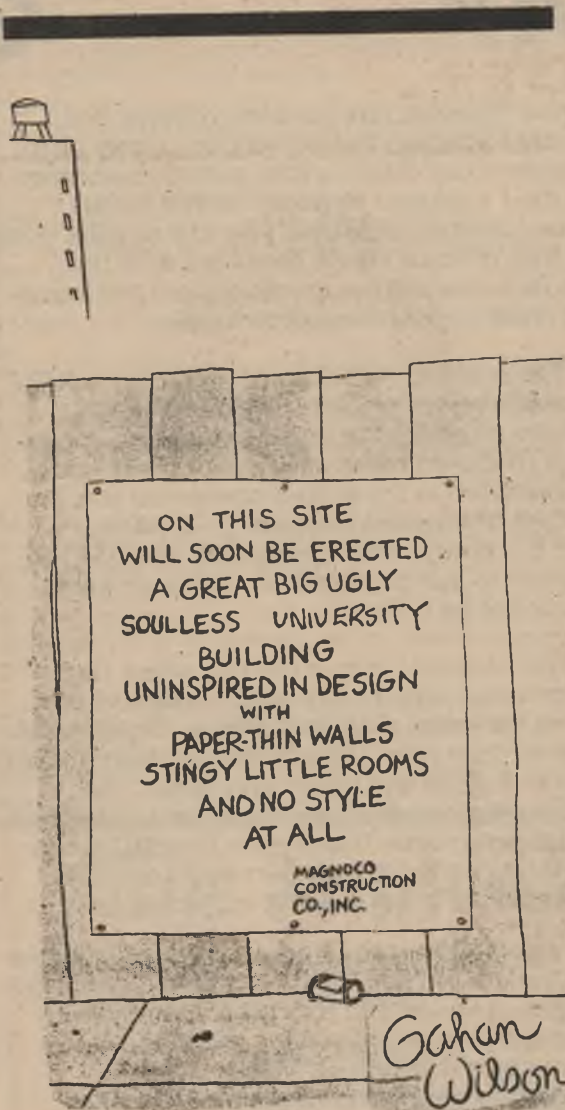
iously consider an SRC (open) system as a possible alternative.

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OUSA By-Election results for Vice President

442 Toby Rose
214 Marg Cassie
205 Alex Lee
125 John MacIlree
280 No Confidence

Toby Rose and Marg Cassie are therefore the new Vice Presidents. No confidence votes apparently out numbered Marg Cassie, but something in our constitution says they have to out-number the number of votes she didn't receive.

The turnout was almost double that of the usual by election with about 10% of the student population voting. What was amazing was the turnout at the Medical School where about 200 voted, or about 30% of their population. Toby Rose is a Med Student (figures) but, nevertheless, their turnout shames everybody else.

Toby Rose stood on a fairly broad platform, including student hostel hassles and much of NZUSA's policy such as SIS' Clutha, abortion and so on. So much for Mr MacIlree who tried to tell students that OUSA was helping too many protest movements. His arguments didn't sell too well.

Capping Charity

\$3,000 was given to Youthline and Women's Refuge as part of the proceeds from Capping. About \$2,400 of it was collected on the street and another \$700 fished up from somewhere so that we could (appear to) be as generous as last year.

Credits

Not many people helped on this issue, but the faithful few included Belinda Carter, Peter Langford, Mark Winter, Margaret Sullivan (who helped keep some sanity around the place), Martin Durrant, Paul Jenkinson, Simon Kilroy, and Sally Ellison for taking it up on the dawn flight.

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LETTERS

Dear Sir

Can students in the Education Stage II statistics course really believe they are beating the system by cheating in the tests? Are they aware they are only cheating themselves and their fellow students? Why has the Education Dept taken no action to counteract cheating and they are well aware it is happening.

I refuse to cheat in any test - including this one. However I have been tempted by many fellow students with phrases like "Everyone does it", "You'd be foolish not to", "Oh, well, you'll fail if you don't". OK then I'm going to fail - but I'll do it with a clear conscience and a sense of honest failure.

The thing which is really upsetting is that the very sneaky and immature students who do cheat have the gall to stay behind in extra tutorial time and get help on the parts of the test they missed - how far does cheating yourself go before you start to cheat others?

The Ed Dept must be a pretty poorly run and ineffectively organised place if it can't admit to all that their ed psych stats course is a failure, a ylop, a muck up, ... a damn cheek to present to SELF-RESPECTING students.

We know you've booked, you people hiding in offices up there - come on and give the honest, average student a chance. Your statistics course and manner of assessment is useless and grossly unfair.

Yours

MUTTERING SAINT

Dear Beruth,

Canned air freshners are the wasted ejaculation of that huge commercial phallic symbol that is private enterprise, coming from masturbation by upper class, borgoise, leeches on the weak minded.

Yr Hmble & Obt Svt

Gwenwynwyn

Dear Ms Goldman,

Please don't misrepresent me as trying to impose a Cheryl Ladd ideal on every female. Objectivity does not mean conformity as you assume. While acknowledging the individuality and uniqueness of Lord Byron and T.S. Eliot, 'Don Juan' and 'The Waste Land' share a universal quality which Sam Hunt's impromptu epigrams and the mawkish outpourings of a fourth form adolescent lack.

My general point in my letter was the persistent denigration of typically feminine achievement - for want of a better description, a practice which feminists unwittingly contribute to when they chuck out the whole idea of beauty contests instead of rubbishing the way men run and exploit them. To take a more important example. Looking around English lectures I casually note the predominance of female students and infer that there's something about the study of literature which attracts women. (This fact may be the result of social conditioning but that's not my concern here). But, glancing at the lists of those doing Honours and research work I casually observe the percentage of males is disproportionate to the percentage enrolled at Stage I level. At the lecturer level the facts speak for themselves. (Admittedly females teach Old English but this seems to be a specialised branch. There's only 1 pupil taking the Stage III Old English option). Personally I feel alienated when confronted by an educational businessman (male) giving his (masculine) interpretation of how a male dramatist (Shakespeare) or male poet like Chaucer presents the viewpoint of a male protagonist, himself surrounded by predominately male characters, of a sexual relationship. (Othello and Desdemona; Troilus and Criseyde). When I go to write my essay I work through a list of male commentators and the product is marked by a male tutor. The criterion for who is studied in a course and who conducts the course may be merit but isn't merit judged by masculine standards? Why are all my prescribed authors predictably men?

Is talk like 'the feminine viewpoint', 'feminine intuition'; 'a woman with a man's brain' (!!), 'a mathematical mind' groundless, or does it reflect a real difference in value terms?

MEC

Dear Ed,

Does the student union produce a financial report at the end of each year to show us where our \$40 goes? In asking around, nobody 3rd year, 2nd year or 1st year students have ever seen or heard of one. In fact, there seems to be a rumour that the finances are so fucked-up that they (OUSA) are going to have to get a public accountant to sort things out or face a charge in court because no financial report of any sort have been produced for three years. Mind you it's only a rumour, but there's never smoke without fire.

So anyway where does our money go and I feel that every student should be given the opportunity to see a detailed financial report showing exactly where our money has gone. Maybe OUSA don't know themselves, perhaps it has even been boozed away. I don't know, nobody else seems to either.

Before our money is 'dished' out to the various committees that seem to want it, those committees should be required to produce a detailed expenditure report to show what they did with the last year's money, right down to the very last cent. Then before the money is handed out for the current year, they should present a budget forecasting what they intend to do with the money they receive and why they want the amount they have asked for. OUSA should keep records of whom they give money to and expect detailed reports on expenditure as well as keeping detailed records themselves. At the end of the year all these reports should be combined and one financial report produced that can be distributed to the students so that we can have some satisfaction in knowing where our money has gone. We should also be given adequate reason as to why our fees should be increased - inflation is an excuse not a reason.

In fact I don't feel any student should pay fees next year until we see something like I've asked for happening, especially if our fees are increased. Every student has paid \$40 this year, multiply that by the number of students at varsity, and that's a fair amount of money. My opinion is that we (the students) are being ripped off right under our noses and we can't even see it happening. Instead of complaining about what the budget has or hasn't done for us let's hit at things closer to home.

Irate Student

Yes a financial report is produced. CRITIC actually printed the initial budget in the fourth issue and the whole thing is debated at Student Council. See the noticeboard in the Union for a list of meeting times. The finances are fucked-up and an accountancy firm will be not only sorting out the pile of accounts in an envelope but looking after accounts now and in the future. Amen. The budget is OK but accounts for 76 and 77 have to be presented. We are still legally OK as far as that goes.

There is a move towards what you suggest in your third paragraph. For instance CRITIC was found with virtually no current budget since then an Administration Board has been set up. A budget has been produced for this year but we cannot do much about last year. OUSA do keep records of whom they dish out money to. The point is they keep dish out money that has not been previously budgeted for (rental cars, cufflinks, daily allowance) things that would be 'nice' to have without considering the consequences. The fault lies not with committees but with Executive as individuals and as a whole.

TRAVEL CHEAP

Most students today possess an International Student Identity Card (ISIC), issued by the Student Travel Bureau Limited (STB) in Wellington, so as to obtain the student standby fare available on the domestic services of Air New Zealand. The ISIC however provides access to a much larger range of travel and unrelated concessions than the concession airfare on Air New Zealand domestic services.

Since NZUSA initially negotiated the arrangements with NAC for the 20% student standby discount on normal fares in May 1972 this particular concession scheme has been expanded considerably. Firstly the number of domestic airlines offering the fare has grown so that today Air New Zealand (domestic services), Mt Cook Airlines, Air North, Stewart Island Air Services and James Air all offer the fare.

Secondly the number and range of tertiary institutions whose students qualify for the fare has grown in five years from the seven university members of NZUSA to now include in excess of seventy institutions as diverse as technical institutes, theological college, ballet school, farm training school and the like. Today about thirty thousand students hold an ISIC and most on average use it three or four times a year. The average saving in travel costs per student so gained is in excess of fifty dollars per year. Not bad for a three dollar outlay on a card.

NZUSA has sought over the years to extend the range of domestic concessions the ISIC holder can obtain. Progress in obtaining a concession

on NZ Railways fare has been virtually non-existent although tertiary students studying in Auckland can obtain a fifty percent concession on their Auckland Regional Authority bus fares during the academic year due to work done by STB officials. Work continues with the NZ Railways and bus companies but the hoped for break through has yet to happen.

The Students Arts Council and other cultural organisations offer useful discounts to ISIC holders on admission prices to concerts, shows etc. These non-travel concessions continue to be expanded as the various concession lists in student newspapers indicate. STB advises that it is always worth presenting your ISIC to attempt to gain a concession you never know you might be lucky.

International travel is the area where ISIC holders really score. The ISIC is essential to fly on the range of student charter flights which operate from New Zealand through Australia and Asia to Europe and other continents. The SATA (Student Air Travel Association) network of student charter flights offer the ISIC holder the ability to fly all over Europe and beyond for about a third of the cost of normal fares.

To compliment the student charter flights the ISIC holder can participate in specially arranged student exchange and tour programmes which offer students the possibility to travel and live in countries that lack of finance and other restrictions prevents most people achieving. To ensure success in these activities the ISIC

GET AN I.S.I.C.

holder has a special student accommodation scheme (Check-in Hotel Reservation System) and travel insurance scheme (ISIS Travel Insurance) available to assist them.

Once outside New Zealand a vast range of related concessions are available to the ISIC holder. (See the Special Student Discount pamphlet available at your Student Travel Centre). Be it a fifty percent discount on the morning rehearsal of Lipizzaner horses in Vienna, Austria, free entrance to all state museums, historical or archaeological sites in Italy, discounts at festivals at Athens and Epidaurus in Greece, 25% discount on domestic rail tickets in the German Democratic Republic or a reduction on the cost of meals at university cafeterias in Paris, France, the ISIC holder can achieve very significant savings whilst overseas. The specific details of the concession available in any country are normally available from the ISIC (International Student Travel Conference) member in the country concerned.

In New Zealand STB is the ISTC member and as such is responsible for the issuing and renewal of ISIC to both New Zealand and visiting students. Their terms of such issuance are of course determined by STB in line with an agreed convention. STB is also charged to extend the range of concessions available in New Zealand and take appropriate action to protect the ISIC scheme from abuse. Thus the advantage available through possession of an ISIC are much more than just the reduced fare next time you fly to Wellington. Anyone eligible and not holding an ISIC is really missing out.

LETTERS

Dear Rosita,

It grieves me to see the standard of literature on the "Letters to the Editor" page declined to such a state that you are forced to print the rhetoric ramblings of a senile and sterile plagiarist, I refer to, of course, the pseudo-Pope John XX.

His pompous presumption and sonorous snobbery sound like the ravings of a perverted and perhaps psychopathic mind.

It also comes to my attention that this papal charlatan in the company of a weedy, and often tipsy physician, a Mr Eccles, M.D., have been using one of the hostels (which shall remain nameless, but is in fact ROTARY COURT) as a base for gatherings at which overindulgence is only too frequent. I have heard that the centre of these activities, for anybody that is interested, is on the second floor, of E block.

He was also influential in the great NAMKRAB plague which descended upon Kairanga Court on the 28th of June. (A NAMKRAB is a nearsighted organism with a pseudo-moustache that feeds upon psychopathic rice bubbles: re: SS5)

I personally feel that the writings of this masquerading misdemeanour, are either the result of a severe blow on the head or an overdose of Holy Water (74 percent proof).

I also find the fact, that the aforementioned rampant recreant of doubtful parentage and his extremely asinine accomplices have defecated upon the desks of SS5 with the pornographic activities of Artichokes, Weetbix and Stoned budgies artistically abhorrent.

In future I hope you will direct his letters to a more suitable place, perhaps the Psychology Building for analysis.

A.R. MARSDEN

PS: Anyway he's not even a proper woman.

Little Rosita,

I have recently heard from Super Budgerigar — who was not too stoned at the time — that vicious rumours are being spread by a certain latent lumberjack yclept A. Marsden (from whom the Gay Lib. organisation have dissociated themselves, because of his extremist policies). Well, I am neither psychopathic nor a snob (he's just saying that to please me). Can I help being upper class?

I had no part in the display of NAMKRABs on the 28th. NAMKRABs are part of the Sacred Mysteries of the Greater Reunificatory Church of the Globe Artichoke. No true believer would think of exposing them to the plebs.

ians; the culprits were a notorious pair of Kairanga Court inmates. May Super Budgerigar punish them with retroactive birth control! Mr Marsden comes perilously close to heresy in saying "pseudo-moustache" when the proper term is "Manuka blight."

The saints of the Church, my colleagues and my socks will doubtless stand up for their own defense.

But I am by no means a "papal charlatan", as witness me publicly transforming holy water into Scotch on the 30th and privately turning it back. To show the disbelieving Marsden, I have retroactively cast on him the Curse of the Desolate Knees. And look at the state he's in now! Brothers Gabbitas and Thring (Surplus Cadaver operatives) will be around for the body in the morning.

So up the compost, and up Marsden in particular.

His Supreme Holiness,
POPE JOHN XX

Dear Rosita,

Enough!! Cease and desist. If you continue to print these meaningless meanderings from that false prophet and worshipper of evil (the so called but not really) 'Pope John XX' or any of his decrepid disciples then the Weetbix master rave will be forced to take action. No longer will we stand for the slurs and aspersions cast on the name of Weetbix — 'the only true breakfast food'. Several facts which the so called 'Reunification Church' fails to reveal in its pusillanimous propaganda must now be brought to light.

Firstly and of most significance: he Artichoke is in danger of near extinction due to its utter and complete inability to obtain even partial success in its numerous battles with Weetbix (all bowl!) These cowardly cretins and worshippers of fools also fail to mention that not one of their 'saints' dares to.

Look a Weetbix in the teeth while the misnamed 'Super Budgerigar' is always seen fleeing at high velocity in the opposite direction. Speaking of velocity it must be noted that occasionally 'Saint Speedy' may be seen travelling at maximum speed, panic stricken in sheer terror while surrounded by juvenile Weetbix crawling rings around him.

Memo dated 3.6.78
Weetbix Public Relations Department.

Dear Rosita,

I can hardly accuse Chaff of censoring its communications, and so I can only suppose that it's ignorance that has prevented a large, but on the whole rather quiescent group, from being better publicized, and it's on behalf of this hitherto ignored sector of the community that I'm writing today. I refer, of course, to the Saints.

It's not easy being a saint, you know. Let's face it, requirements for sainthood are pretty strict. First off, you've

This concluded when Liversage brilliantly pink from vocal exertion was commissioned to look into the feasibility of purchasing another type writer that could do type-setting for Chaff.

MacEwan and Conn were delegated the job of liaison with TV 1 in regard to University Challenge, then we all broke to receive nutritional sustenance.

After the eats adjournment at 7.30, Dougal Stewart, using an illustrated presentation now pretty familiar to us all, attempted to explain the financing and timing of the sports complex construction.

He gave the following report:

- 1) We are building Stage II at this point with our own money i.e. \$500,000 (which includes a \$100,000 grant from the University).
- 2) Student buildings have been subsidised 1 : 1 in the past. We forwent this in 1976, and so have asked for it this year.
- 3) A submission has gone forward to the University Grants Committee asking for \$600,000 to go towards building stages III and IV of the centre i.e. the construction of new Squash Courts and conversion of those already standing (Stage III), and the construction of a Social Hall (Stage IV).
- 4) The U.G.C. would not give money specifically for Stage III and Stage IV but said they would subsidise what ever has been paid so far on stage II. This meant they approved \$300,000.

The implications of this are that a further \$300,000 may be forthcoming when stage II is completed at some future date.

- 5) It so happens we have enough money to pay for Stage II anyway, and so the \$300,000 is surplus. This figure corresponds pretty closely to the projected cost of Stage IV — the Social Hall and as this is the Stated priority in the submission, planning has begun.

got to be virtuous, which is asking a bit much at any time, let alone this licentious age. Then there's the ability to perform miracles, and that's a real toughie. And of course you've got to be dead — although this requirement has been waived in certain recent cases of canonization.

Mind you, once you're a saint you've pretty well got it made. No more worry about eternal damnation, and of course you get to commune with the Lord (or experience a revelation of Divine Will, as you laymen say) pretty much when you want. And life's not all Hosannas and Holy Holy either. It's a comfortable life, and I for one can't complain. And of course rank has it's little privileges, even in the Holy Hierarchy.

Did you know that Saints out-rank Popes? We do, you know. Not that it means much, as the sods hardly ever listen to us. Honestly, most Popes think that they're it, you know. It's not as if they can perform miracles or anything like that.

Still, I mustn't be bitter (it's a sin) After all, they'll get theirs later on. I personally know several Popes who are in for a pretty nasty shock.

And just before I go, I'd like to add a few words of Revealed Truth about the so-called Weetbix Heresy. This is simply not on, and I can personally assure all concerned that if they don't repent damned soon, they'll be having St Vlad the Penetrating, Hammer of the Tribbles, round as an unexpected guest.

Mind how you go,
St Breakwind the Lord, Holy Gourmand, and expatriate Arch-Rabbi of the Faeroe Islands.

Wonderland,
28.6.78

Dear Rosita,

Bishop Hoover the Damnable has drawn to my attention the alarming facts that there simply are not enough dormice being stuffed into teapots, and that the incidence of mercury poisoning amongst members of our profession has fallen to a horrifying all-time low. Mr MP doesn't think there's much to be done. Do you think NZUSA could organise a protest march?

Cordially yours,
THE MAD HATTER

PS — You need have no concern about Alice: she has given up the evil companions of her youth — the Mock Turtle and other such shady sorts — and is doing quite well selling autographed copies of her biography door - to - door.

PPS — I would like to disassociate myself completely from the infamous Charisma Label.

6) We are also proceeding with planning and eventual working drawings on Stages III and IV so they can be presented to the U.G.C. This is so we can show how the approved \$300,000 and a further \$300,000 would be spent.

7. Organisational committees have met already and submissions to the architects have been formulated.

Exec then committed the architects to go ahead with working drawings and Hamish MacEwan, Miles Liversage, Dougal Stewart and Paul Loof were all ratified onto the Users Committee.

All this high finance left my head fair spinning so if you are a little confused at this point have no fear, I have nothing but respect and admiration for those who deal conversantly with figures and my overall impression was that the Centre was being capably dealt with by those involved.

MacEwan and Liversage then moved that M.U.S.A.'s thanks to conveyed to Mr Derek Payne for his work for the association and wish him well in the future. Thanks were also to be given to the Manageress of the coffee bar, Mrs MacGregor, for services rendered in past years.

Notification was given that M.U.S.A. will grant \$50 to the Massey Overseas Student Association to meet expenses incurred in staging their Charity Concert. Discussion followed which centred on the type of item that Exec would perform on that evening.

The meeting finished as Russell Taylor, newly elected Secretary, requested all Exec members present to submit lists of all councils and committees they are on and the frequency of meetings. It was also requested that Exec members supply the Secretary with definite times they were available to talk and meet with fellow students so that a meet the people/voters organisational chart could be drawn up.

ROSS H.

EXEC

EXEC: MONDAY 3rd JULY 6.00 p.m.

I am frequently amazed at how much our elected representatives can actually achieve. My experience of EXEC meetings, although distorted by my own callowness as an EXEC reporter, proves them to be consistently long and noisily. So much time seems to be wasted. This evening the lads didn't let me down.

The meeting opened with a long period of discussion devoted to last meetings minutes, and several points were clarified for the new secretary. MacEwan then advised that due to the U.G.C. opposition the Telethon bottle drive was called off. He indicated that this was so because of an expected adverse public reaction to thousands of beer bottles being collected on campus!

M.U.S.A. election results were then declared valid and accepted with acclamation as Liversage clapped furiously.

James Reid presented a report on the most recent National Executive advisory council meeting and gave notice that Wednesday the 13th September would be set aside as National Bursary Action Day. Reid explained that on this day Universities about the country will Blitz the Minister of Education with telegrams of protest. Then Reid offered to organise Massey's contribution adding that the telegram will take a standard form and cost each individual about 70c. It was estimated that a contribution of about 500 telegrams could be expected from Massey to add to this swamping Strategy.

Lengthy and heated discussions followed about secretarial difficulties and the wrangle over office equipment.

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WOMEN IN

NEW ZEALAND WOMEN AND UNIVERSITY EDUCATION — Seen in perspective of the situation facing university women in England, France and the United States.

Since the beginning of organised education women have figured but infrequently and unimportantly in the history books. There are 'good' reasons for this situation as the following quotations from 'eminent' male educators and writers on the subject suggest:

Aristotle (Politics) — "We may thus conclude that it is a general law that there should be naturally ruling elements and elements naturally ruled. . . the rule of freeman over the slave is one kind of rule; that of the male over the female another . . . the slave is entirely without the faculty of deliberation; the female indeed possesses it, but in a form which remains inconclusive."

Samuel Johnson — "A man in general is better pleased when he has a good dinner than when his wife talks Greek."

Jean Jacques Rousseau — "The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honoured by them, to educate them when young, to care for them when grown, to counsel them, to console them and to make life sweet and agreeable to them — these are the duties of women at all times and what should be taught them from infancy."

Honore de Balzac — "A woman who is guided by the head and not the heart is a social pestilence: she has all the defects of the passionate and affectionate woman, with none of her compensations; she is without pity, without love, without virtue, without sex."

Alexis Carrel (Man, the Unknown) — "Women should receive a higher education, not in order to become doctors, lawyers, or professors, but to rear their offspring to be valuable human beings."

Dr. Grayson Kirk (former President, Columbia University) — "It would be preposterously naive to suggest that a B.A. can be made as attractive to girls as a marriage license."

Clearly women have not performed to their scholastic potential because they have been oppressed and denied an education. However to take a quotation from a more enlightened male educator John Stuart Mill, women must begin to tell their own story and state their own position.

Mill States . . .

"We may safely assert that the knowledge that men can acquire of women, even as they have been and are, without reference to what they might be, is wretchedly imperfect and superficial and will always be so until women themselves have told all that they have to tell."

The following discussion is an attempt to tell a small part of women's story in tertiary education. It is to be hoped that through increased understanding women will gain greater confidence in the academic potential of their sex and their right to partake of university education equally, and at every other level, alongside men.

The discussion will revolve around history ('herstory') of women in tertiary education in the respective countries, the present situation of female students and of women academics.

Herstory of university education

In comparison with England, France and the United States, university for New Zealand women had an exemplary beginning — (although admittedly this was to some extent due to the later founding of New Zealand universities in a pioneering country). Unlike the older established universities of Europe and North America, women were never officially excluded from New Zealand universities. Neither the University of Otago, founded in 1869, nor the University of New Zealand Act of 1870 excluded women. However, it was only in 1871 after a "memorial signed by one hundred and forty-nine ladies" that women were actually admitted to all classes.

Let us briefly consider women's higher education in the United States, France and England before returning to the New Zealand situation.

Higher education in the United States began with the founding of Harvard College but it was not until 1837 when Oberlin College admitted four women that higher education became available for some American women.

Tidball writes that the major force that opened higher education to women was the civil war and the reasons for this were economic rather than ideological. The all male institutions most ready to accept female students were those most in need of economic help and it was not until approximately 1900 that most graduate and professional schools would allow women to attend.

From his studies, Saul Feldman concludes that at no stage has higher education for women in the United States been without controversy and opposition. Each step to eliminate sex based inequality has been met with resistance — a resistance which continues today.

In France it was 1885 before women were officially allowed to attend university but few actually attended the faculties of Arts, Science and Medicine until 1905. To obtain even a baccalaureat in those days seemed a sufficiently elevated goal for young women daring enough to have their names printed in the newspapers. It was not until the reform of the examination around 1902 that girls, now better educated, tried to take it in larger numbers. Some of them continued their studies at the university. In 1913-14 they constituted 7% of the total, half of them at the University of Paris.

As with the United States and France the higher education of women in England did not become a burning topic until the middle of the nineteenth century. Queen's College, London was founded in 1848, and Bedford College was established by Mrs. Elizabeth Reid in 1849, but the movement for higher education of women met with a good deal of scorn and obstruction. It was not until 1878 that the University of London admitted women to its degrees, the first university to do so. However women were not fully admitted to the faculty of medicine until 1917.

Both Oxford and Cambridge, for so long exclusively masculine and mainly celebrate societies, were reluctant to assimilate women into their corporate life. Oxford admitted women to examinations in 1884, to degrees and full membership in 1920 and to university teaching posts in 1927. Cambridge admitted women informally to tripos examinations in 1872 and to 'titles of degrees' in 1923; but although women were

made eligible for teaching posts in 1926 they were not admitted to actual degrees until 1948. Women's colleges at Cambridge founded in 1869 and 1871 were given status similar to that of the men's colleges only after the Second World War. At Oxford the women's colleges only received full parity of status in the 1960's!

In comparison with England, France and the United States in the late 19th century and early 20th century, New Zealand led the way.

It was a New Zealand woman, Kate Milligan Edgar in 1877 who was the first woman in the British Empire to be awarded a degree. In 1881 Helen Cannon took the first honours degree which, as Bunkle states, set a trend for the rest of the century when women took one-third of all M.A.'s granted in New Zealand.

Bunkle and her co-authors (1974) state;

"By the first world war women had already proved themselves, in 1905 for example, one-third of those qualifying as doctors or taking masters degrees were women, while in 1910 women, who made up more than half the graduating honours class, received all the firsts, more than half of the seconds, and left men only a majority of the third class degrees. Women were distributed through all the subjects, being highly represented in Science, Medicine, and even Law — the first barrister, a married woman, qualifying in the 1880's"

However despite the early 'trail-blazing' legislation, the New Zealand university has hardly exemplified the egalitarian ideal of higher education in Plato's Republic. The New Zealand 'ivory tower' has not been without incident of sexist tribulations for the woman determined on higher learning.

For example, at Otago Medical School male students in the dissecting room threw human flesh at a woman student in order to discourage her and at Canterbury University in the early 1870's there were complaints that the lateness of its lectures was inimical to female morality. Further, in 1879 the Classics Professor at Canterbury voiced concern that female students read certain 'immoral' plays of Terence in a Latin syllabus alongside male students.

These appear perhaps to be trivial examples of early discrimination; nevertheless they indicate

inegalitarian retrograde New Zealand.

Despite that the percentage enrolled as students in the late 19th century Bunkle and her co-authors (1974) state that the percentage of women in tertiary education in New Zealand was higher than in any other country at that time.

Women's education problem

As with education in the United States there is a concentration of women in present time in tertiary education in New Zealand.

In each country there is a concentration of women in tertiary education, particularly in the fields of Education, Medicine, and the Arts. This is a traditional indication of the role of women in society; and one that is not unreasonable to expect.

In New Zealand the male student body is compared to the female student body. In 1970 the total number of students in tertiary education was 10,000, of which 4,000 were female.

New Zealand's statistics show that the hierarchy of tertiary education is only in the early stages of development.

For example, in 1970 there were 363 male and 7 female designated readers/lecturers in tertiary education.

As in New Zealand, the representation of women in tertiary education is higher than in any other country at that time.

It is a traditional indication of the role of women in society; and one that is not unreasonable to expect.

A detailed study of the role of women in tertiary education in New Zealand is needed to provide a basis for the development of a policy for the education of women.

1. structural changes in tertiary education

2. international comparisons of tertiary education

3. social and cultural factors influencing tertiary education

4. the role of women in tertiary education

5. the role of women in tertiary education

6. the role of women in tertiary education

7. the role of women in tertiary education

8. the role of women in tertiary education

9. the role of women in tertiary education

10. the role of women in tertiary education

11. the role of women in tertiary education

inegalitarian undercurrents and point to future retrograde trends in university education for New Zealand women.

Despite the promising early legislation and despite gains made in the 1960's, the fact is that the percentage of New Zealand women enrolled as students is not as high today as it was in the late 19th or early 20th centuries. As Bunkle and her co-authors point out, recruitment of women into faculties as teachers has not improved relatively since the 1930's when women were first appointed to permanent positions and appointments have little relation to the supply of women with proven ability.

Women students in university education — the present situation, problems, trends and issues

As with the history of women in tertiary education in France, England and the United States there are similarities in the tertiary education of women in these three countries at the present time. The problems, trends and issues of women in higher education in these three countries also apply to New Zealand women.

In each of the three countries women are under-represented in university education, particularly in the faculties giving training for prestigious and highly paid professions — for example Medicine, Law and Engineering. The literature on the United States and English tertiary education indicates that admission to competitive and traditionally male faculties has been discriminatory; and on consideration of the statistics it is not unreasonable to assume that admission has also been discriminatory in France.

In New Zealand in 1975 there were 23,130 male students attending lectures in universities compared with 13,801 female students attending lectures in the same year. Similar statistics are found in the United States, France and England where women students make up less than half of the total student numbers.

New Zealand is no exception to the pattern of statistics found in France, England and the United States in which women advance through the hierarchy of levels in the education system only in ever-decreasing numbers.

For example, in New Zealand in 1975 there were 363 male professors as compared with only 7 female professors and there were 1,232 males designated 'senior lecturers/associate professor/reader/lecturer in charge' as compared with 90 females in similar positions.

assistants and collaborators in order to prevent any conflict with their wives. In effect, then, there is a tendency towards a polarisation in the relationships between faculty men and women graduate students. Some professors may maximise their sexual bargaining power, while at the other extreme there are faculty men who deny promising female students the attention they deserve for fear of arousing the suspicions of their wives and colleagues."

There are very few women in faculties to serve as guides and role models and those women are grossly under-represented on committees that make decisions crucial to the women students' academic careers. Tidball (1975) conducted a study which indicated that most college and university environments are relatively non-supportive of women faculty and women students. Women faculty are themselves affirming of women students, just as men faculty are of men students, but the small proportion of women faculty in virtually all types of institutions assures that the views of the men faculty dominate the institutional climate.

There is a lack of university services oriented to women students for example child-care communal meal preparation, and counselling relating specifically to the married women student's problems. Roby (1975) states that university policies must be reshaped to encourage rather than discourage faculty and student men from sharing domestic responsibilities. Roby also suggests that the universities provide married students and faculty with maternity and paternity leaves, twenty-four hour child-care facilities, meal service and part-time work and study arrangements.

It is clear that at least some of these structural barriers to women in higher education in the United States apply equally to women in tertiary education in England, France and New Zealand.

Internalised barriers to women in tertiary education have been described by studies on achievement-motivation. The studies have confirmed what feminists have long suspected. Very briefly, social sex-role stereotyping of some occupations and fields of study as male appropriate have caused a 'fear of success' and an 'avoidance of success' in female students clever enough and daring enough to contemplate entry into these fields.

As with the structural and institutional barriers to women in tertiary education it is likely that the results of these studies on achievement-motivation (internalised barriers) carried out in the United States are also applicable to women

it is borne in mind that the positions on the most important university committees usually fall to those holding high status positions, and generally to those having a status not lower than senior lecturer."

Once more Lodge notes a discrepancy between New Zealand women academics involvement levels and their status.

Women academics in both the United States and England often do not plan their career but drift into it by chance or accident. An American study (1961) found almost twice as many women as men have become academics because they were offered the job in the profession rather than planning it and acquiring it on their own initiative. Sommerkorn (1967) found this to be true also of British women academics. 52% had become academics as a result of initiative taken by others and many of the respondents commented on the importance of fortunate circumstances and mentioned lack of definite decision on their part.

Lodge (1976) reports similar study findings for New Zealand women academics — hence many had not considered seeking a university career until invited to do so by a senior member of a department when a vacancy occurred. This is particularly true of the 51% of women gaining positions after the age of 34 years.

Women academics suffer from social role conflict in a society in which married women are expected to take the greatest share of child-rearing and domestic responsibilities..

In Britain (1975) 42 % of women academics were married compared with over 80% of the men and very few of the women academics who were mothers had more than one or two children. Similar trends emerge from American and New Zealand studies.

Lodge (1976) reports that 75% of all respondents (male and female) in her New Zealand study agreed that women forgo the opportunity of maximising their academic potential by "premature" marriage. 45% of the female respondents and 55% of the male respondents felt that marriage hampered the progress of a successful academic career for a woman and a higher proportion of married women than any other female sub-group agreed that this was the case. Finally, just under a half of divorced and separated respondents noted that incompatibility between domestic and academic roles had been a factor in the decision to separate.

Juliet Lodge concludes her study on New Zealand women academics that New Zealand men gain advancement sooner and with less

qualifications than their female counterparts.

Although it is difficult to quantify and verify 'discrimination' it is indicated in the employment of women academics at the level of lecturer and/or above;

Lodge states;

"It is certainly very difficult to ascertain why men in the under 30 group should enjoy higher status and/or higher pay than their female counterparts when they have lower rankings on the degree, publications and administration indexes and when they have served comparable periods in a full-time position (not more than four years) and have comparable teaching experience."

In conclusion, it would appear that today the reasons for the discrepancies between male and female academics and their respective positions within university education are similar to the reasons for the discrepancies between male and female students in tertiary education discussed earlier — hence there are both structural barriers to the advancement of women and there are internalised barriers which have their origin in traditional, social sex-role expectations. Women surmounting intellectual barriers (hence many women are internally conflicted as to their aspirations and are consequently lacking in achievement — motivation) are faced with external structural barriers. These external barriers are imposed by a society and education system which discriminates against women who do not choose to conform to traditional sex-role priorities and replace their commitment to higher learning with child-rearing and domestic work.

RELEVANT NEW ZEALAND READING

1. Women in Higher Education — presented to the Women's Rights Committee of the House of Representatives — January 1974 by P. Bunkle; N. Chick; A.D.M. Glass; M. Glass; M.E. Gordon; E.D. Penny; D.R. Perley; J.E. Perley; J.E. Well.
2. Lodge, J. — "New Zealand Women Academics; Some Observations on their Status, Aspirations and Professional Advancement". Political Science vol. 28 no. 1 July 1976
3. Romanovsky, P.C. — "The Education and Employment of Women Graduates in New Zealand." Industrial Relations Research Monograph no. 2, 1975.
4. Sutch, W.B. Women with a Cause 2nd edition. New Zealand University Press 1974
5. New Zealand Official Year Book 1977 Department of Statistics.

J. P. Ansill

UNIVERSITY

As in England, France and the United States, New Zealand women are most notably under-represented in faculties giving training for highly paid professions — hence Engineering, Law, Medicine and Commerce. Instead New Zealand women graduates tend to complete degrees in teaching subjects particularly in the Arts and Modern Languages.

It is only in English that women outnumber men students.

A description of contemporary problems facing women in tertiary education is detailed in considerable literature originating from the United States which has been the matrix of the most recent feminist movement beginning in the late 1960's. This literature is of value in understanding the statistical outline already given. Briefly the problems can be categorised as;

1. structural and institutional barriers to women students in higher education.
2. internalised barriers which have been exposed in studies of female achievement-motivation.

Some of the structural and institutional barriers are as follows: There is inequality of financial aid; hence quite apart from hardships due to poor holiday pay, women have frequently been discriminated against in the distribution of fellowship aid and many of the best scholarships at graduate and undergraduate level have been limited to men only.

Women students are forced to study in a male oriented curriculum and male oriented texts — hence as with the history of women in education, texts in the Arts faculties often give a predominantly male perspective.

Because faculties have been predominantly male, women students have been affected by discriminatory attitudes and lack of same-sex role models. It is not possible here to go into the details of blatant sexism documented by Frazier and Sadker (1973) and Roby (1973) however it is understandable that discrimination has come about in predominantly male faculties due to social role-playing rather than deliberate ill-will or chauvinism.

Shwartz and Lever state;

"Men may avoid taking women students as

student motivation in France, England and New Zealand.

women Academics — problems, trends, and issues

American women academics, like their British counterparts, are 'under-achievers' in a variety of respects. The most obvious respect is status; hence women tend to be concentrated in the lower ranks of the profession; at lower status institutions and in arguably lower status subjects. Women academics in Britain and the United States do less research or they publish less, but they do somewhat more teaching than their male counterparts.

How does New Zealand compare? Statistics already cited above indicate that New Zealand women academics are also concentrated in the lower ranks of the profession.

One difference between New Zealand women academics and their counterparts in the United States and Britain is that New Zealand women publish more, not less than New Zealand male academics.

According to a study by Juliet Lodge (1976) New Zealand women academics report an average of 3.95 published articles and men an average of 3.19. A comparison of publishing ratios indicates that New Zealand women academics are stronger in all except the 31—34 age group. However Lodge concludes that there is a lack of fit between the publishing output of New Zealand women and their promotion and status in the profession.

Not only do New Zealand women academics publish more but they become involved to a greater degree than men in administration.

Lodge states;

"Women clearly participate widely in both departmental and university administration, but do not necessarily sit on the committees having the greatest "power" to determine the most important aspects of university policy. Instead, they tend to be represented on "service" committees concerned with such things as accommodation, creche facilities, welfare services, timetables, bursaries and library services. However, the general low level of female representation can not be considered particularly surprising if



THE NEW ZEALAND STUDENTS ARTS COUNCIL PRESENTS

LIMBS DANCE COMPANY

WITH SUPPORT FROM THE QUEEN ELIZABETH II ARTS COUNCIL

The dance group Limbs from Auckland were immensely popular. In the midst of plaster-pretty pirouetting from the N.Z. Ballet Company and a measure of aimless, arm-floating wandering from some other groups, Limbs triumphed in the conscious search for their own style. Like Impulse, they know the value of humour, but are better at maintaining close links with the audience. Watching them, one felt appreciated, which is not always the case with a medium so dependent on technical prowess.

Limbs utilized the basic dancer's costumes — leotard, tights and legwarmers — to great effect. Bright colours and a simple concept overran the need for a different get-up each dance; with the occasional use of masks their appearance was complete.

The company functions on stage as a collective. The lack of stars and the shared vigour are an integral part of their audience relationship. Above all, Limbs do not rely on obvious formulae. They function within their particular attributes. Movement is always purposeful and never lapses into repetitive gesture. And on that simplest of levels in dance, Limbs really do enjoy themselves.

On Friday, 21st this month, at 8 p.m. the Auckland based Limbs Dance Company will perform at the Concert Chamber.

This group sounds exciting judging by reviews in Craccum, Salient, The Auckland dailies and the Listener.

The group of seven all with impressive records in dance elsewhere were formed in May 1977 and have gained wide experience as a group since, mostly in Auckland, but they've also performed once at the Uni Arts Festival in Wellington in '77 and a short tour of Coromandel towns early this year. They work as a co-operative financing themselves by appearances at night clubs, and rock concerts, on T.V., teaching dance at their studio, photographic advertising, fashion shows, as well as performing their own works.

They all attend classical ballet and creative drama classes, so their dance would be a developing thing.

Limbs, who have performed with theatre groups and music groups, including "Hello Sailor" — are now affiliated to Auckland University Students Association and are touring under the auspices of the N.Z. Students Arts Council.



notices

FILM

"THE WHITE LAAGER"

Will be here. A penetrating analysis of the Afrikaans, their history, and their present role as controllers of the apartheid state. A U.N. colour documentary of denunciation of racist South Africa.

ADMISSION FREE

MONDAY, JULY 17 — 12 NOON S.S.2

NEW ZEALAND SYMPHONY ORCHESTRA

PERFORMANCE: Conductor-Inoue, Piano-Irons
DATE: July 13
TIME: 8 p.m.

CONCESSION: Students \$1 off.

WINTER TOURNAMENT

THIS YEAR AT MASSEY — AUGUST 21-24

UNIVERSITY CHALLENGE

People interested in competing please see Trev Conn or Hamish MacEwan. Recording will be in Dunedin in the August Holidays — all expenses paid by T.V. one.

NATIONAL STUDENTS' ISSUE (CHAFF) July 17 — Page 12

20th YEAR JUBILEE — COLENSO HIGH SCHOOL, NAPIER

JUBILEE PROGRAMME:

Friday, 18th August: Wine and Cheese evening for old pupils. Tickets \$3.00.

Saturday, 19th August: Open Day and Registration from 2.00 — 4.00 p.m. Champagne Hour at 8.00 p.m. followed by a dance and supper. Tickets \$20 (double).

Tickets and further information available from Jane Morison, 4 Fox Place, Palmerston North, phone 68-553.

CHRISTIAN FELLOWSHIP DINNER — Annual C.F. dinner held in Students Centre, Saturday, July 22nd — 7.30 p.m. Tickets available from Colin Tasker, phone 85-468.

ELECTION FOR '79 POSITIONS

Don't forget to vote. 21 — 23rd July.

LOST OR TAKEN

The Golf Balls for the I.B.M. Type writer in the Studass Office are not to be found. If you have them please return them. Amnesty exists.

STUDENTS RECEIVING TERTIARY BURSARY OVER THE 1977-1978

SUMMER VACATION

If you were paid for the periods before and after the Christmas close down then you are entitled to another 1½ weeks pay (\$41.50). This you will only get if you go and ask for it. So do so!

FROM THE NEW ZEALAND STUDENTS' ARTS COUNCIL (INC)

discounts

NATIONAL STUDENT DISCOUNT SCHEME

JULY 1978

CENTRE POINT THEATRE

PERFORMANCE: 'Middle Age Spread' — Roger Hall
DATE: July 21st — August 20th
VENUE: Centre Point Theatre

PERFORMANCE: 'Twelfth Night' — Shakespeare

DATE: June 17 — July 16
VENUE: Centre Point Theatre

CONCESSION: Dinner and Show — Students \$6.00
Public \$7.50
Coffee and Show — Students \$2.50
Public \$3.50

MANAWATU ART GALLERY

MEMBERS CONCESSION: Students \$3.00 pa
Public \$7.00 pa

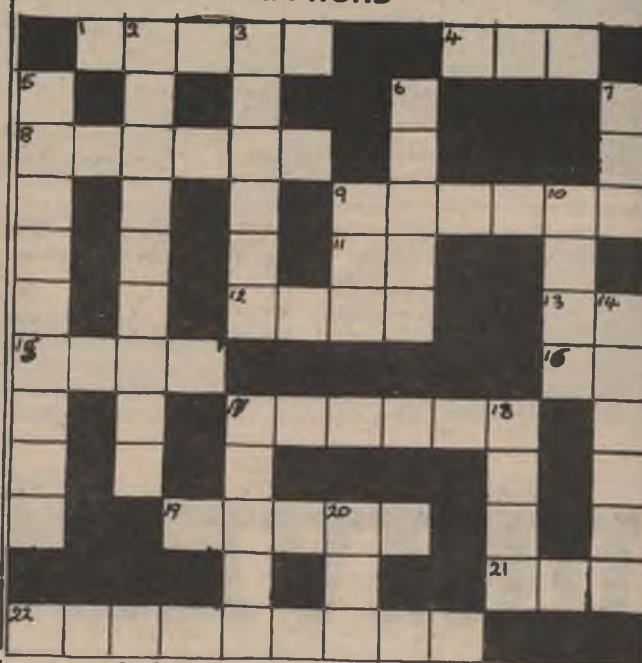
PLUS Student rates on concerts, workshops, etc that are held at the gallery.

PALMERSTON NORTH FILM SOCIETY

VENUE: Manawatu Art Gallery
CONCESSION: Students \$2 or \$1.50 (depending on the event)
Public \$2.50

PS: Don't forget the Limbs Performance — Friday, 21st July.
Students \$2.50
Public \$3.50

CHAFFWORD



ACROSS:

- 1 & 4 American food.
- 8 Bed chamber attendant
- 9 Six foot square section of wood
- 11 A, Before a vowel
- 12 Counter tenor
- 13 Exact or vague position
- 15 Emblem of Great Britain
- 16 Objective I
- 17 Under age
- 19 Hair confiner
- 21 Objective case of she
- 22 Eater of Crocodiles' eggs.

DOWN:

- 2 Suspended
- 3 Hiatus
- 5 Almost a plain
- 6 Sea fowl excrement
- 7 Weapon
- 9 Corpulent
- 10 Ancient British or Irish alphabet
- 14 Machine for stretching cloth
- 17 Time being
- 18 Every
- 20 Resistance unit

ANSWERS NEXT WEEK





WOMENS STUDIES

WHY SHOULD WOMEN'S STUDIES BE INCLUDED IN A NATIONAL ISSUE ON EDUCATION?

The creation of Women's Studies courses is an indication of how tertiary education should be developing. These courses are set up because of requests and/or demands from students and staff. They study life as it is in this complex society. Often the courses are loosely structured and experiment with new forms of assessment. A significant factor is a high degree of student-staff involvement in the planning or administration of the course.

Universities should be able to respond to the needs of the community by providing courses on current topics in which greater understanding is sought.

In this age of specialization, there is growing demand for such courses. The courses on Women's Studies are part of this movement.

The demand for women's studies arose with the realisation that women had been generally absent from courses and research in tertiary institutions. Women in history, literature and the social sciences were seldom mentioned and when they were, they were presented in a stereotyped way. Medical schools trained largely male doctors with little attention to the particular health problems of women. The educational system as a whole is used to maintain class, race and sex divisions within our society — to continue and reinforce dominant values. Tertiary institutions reflected a patriarchal society, and the content and structure of courses were formed from this view. The women's movement challenged not only the formal content (neglect of women authors, etc.) but also the structure of courses. Many women became committed to the idea that the affective is a vital part of learning, and that learning itself will therefore have an impact that reaches beyond the classroom. Women's studies, from their beginning have challenged the notion that scholarship is or can be 'objective', that learning should be a sponge-like existence in 'enrichment' without any expectations that lives will be changed by it, or institutions questioned. Some courses, such as the Flinders one, have been founded on the belief that the subjective experience matters, that lives will be changed, that social and political institutions will be challenged.

Some of this material was taken from the 1977 draft of the 'Women in Universities' report. Since that time one encouraging achievement has been the setting up of a 'Women in Society' course at Massey.

AUCKLAND THE UNIVERSITY OF AUCKLAND

The University of Auckland does not offer a course in women's studies, concentrating on women's issues alone. There are some courses which look at the place of women in history and science, however, these are only interested in the subject as a corollary to broader issues and are therefore beyond the scope of this report.

The Faculty of Law offers a course called "Women and the Law" which is a subject for the Second Law Examination (25.223), and the Third Law Examination (25.390). Consequently, it could only ordinarily be taken by a student in her third or fourth year of study towards the degree of Bachelor of Laws.

The course is the "study of law as it defines women's role in society with particular emphasis on the use of the law to eliminate discrimination", and is taught by Margaret A. Wilson, LLB MJur. It is available to all law students who have passed their First Law Examination and has the same value as any other course for the Second Law Examination. Male students have shown a sporadic interest in the course, but presently, the enrolment is overwhelmingly comprised of women students, the total enrolment being approximately fifteen.

1977 is the second year of operation of "Women and the Law" and its future will depend upon a continuing demand from students for a course of this nature. The course lecturer seeks to achieve a high level of student involvement in the course in all matters and as great a degree of flexibility in assessments of students' work as possible is maintained.

AUCKLAND WORKERS' EDUCATIONAL ASSOCIATION

In NZUSA's 1975 report, we noted the work then being done by the Auckland WEA. In 1977, the WEA has ceased its work as outlined in the 1975 report and has diversified from the "class" based study. Instead, the WEA has continued with women previously enrolled in its women's studies course and is now running various "in-depth" courses relating to current feminist issues and the issues discussed in earlier courses.

The topics being considered this year are such things as "Company Procedure and Management for Feminists who Want to Infiltrate the Board", "Environment Impact Reports — Reading for their impact on Women", and topics from New Zealand History.

The courses are run on informal discussion groups lines with a qualified woman co-ordinating and running each group, with a very high level of participation by those women enrolled. There are no formal qualifications for enrolment, as this would be inconsistent with the WEA's function, and entry is very much on a first come, first served basis. The fact that many women previously enrolled in the WEA's women's studies course have continued with this form of study is ample testimony to the effectiveness of the WEA's methods.

The women who have enrolled in course come from a great variety of backgrounds and their ages range from seventeen to the sixties. The WEA actively encourages informality and decentralisation in the course, so they are held in a variety of places around Auckland city and in the suburbs, and some classes are held in the day and in the night so that women with family responsibilities may attend at a time most convenient for them.



"... I discovered that ...
I should do battle
with a certain phantom. And
the phantom was a woman, and
when I came to know her better
I called her after the heroine
of a famous poem, "The Angel in the House"
... She was intensely
sympathetic. She was immensely charming.
She was utterly unselfish. She excelled
in the difficult arts of family life. If
there was chicken, she took the leg;
if there was a draft, she sat in it.
In short she was so constituted that she
never had a mind or a wish of her own, but
preferred to sympathise with the minds and
wishes of others. Above all, I need not
say it - she was pure. ... And when I came to write,
I encountered her with the very first words.
The shadow of her wings fell on my page;
I heard the rustling of her skirts in the
room. ... She slipped behind me and whispered ...
Be sympathetic; be tender; flatter;
deceive; use all the arts and wiles of
your sex. Never let any one guess you
have a mind of your own. Above all -
be pure. And she made as if to guide my pen.
I now record the one act
for which I take some credit to
myself. ... I turned upon her and
caught her by the throat. I did
my best to kill her. My excuse,
if I were to be had up in a
court of law, would be that I
acted in self defense.
Had I not killed her,
she would have killed me."

the Angel in the House
from Professions for Women
by Virginia Woolf.



CONTINUING EDUCATION (University of Auckland)

The Continuing Education division of the University of Auckland has offered in 1977 two courses of interest to women.

TOWARDS A NEW ZEALAND MALE AND FEMALE IDENTITY, which is run by Felix Donnelly, MA, Dip Crim, DipEd, DipRelEd. The aim of the course is to examine the role expectations of boys and girls, men and women, married and single, in New Zealand society. Estimations are made of the effects of such expectations on personal development and behaviour.

WOMENS' STUDIES is convened by Wyn Hooley, MA and Linda Daly-Peoples, MA, and the enrolment is limited to thirty students. The course covers selected topics relating to the Women's Movement and the position of women in society. Areas covered include topics from the following, depending on the interests of the participants: The history of the Women's Movement, International Women's Year in perspective, the position of women in the Third World, women in the media, women in public life, women alone, women in employment, the education of women, feminist writing, women in the arts, women and crime, childcare, women and health, the dynamics of household ecology, the future of the family, women in the suburban environment, women's rights legislations at home and abroad, and women's power as a force for change. Background material is provided and the conveners make ample provision for students to discuss these issues.

HAMILTON

The University of Waikato offers two courses specifically concerned with women: Psychology of Women and Sociology of Women. Both of these courses are available to any students enrolled at the University and who have obtained certain minimal prerequisites in the case of the Sociology of Women. These prerequisites are satisfactory completion of first year courses "Introduction to culture and society" and "Sociological Concepts". Because the courses are offered at third year level, it is not usual for students in their second year of study to enrol in the courses though this opportunity exists. A number of other courses in the University are concerned with demography and fertility and family planning, or consider particular topics such as sexism.

THE PSYCHOLOGY OF WOMEN is run by Jane Ritchie, MA, PhD, and is conducted in two parts. The first part of the course is concerned with the assessing the extent of psychological sex differences by separating myth and stereotype from data gained by empirical investigation. The course then focuses on material and data of particular relevance to the psychology of women.

The course is a full credit third year course, and assessment are entirely made by course work and terms examinations. It is taught for the whole academic year and a high level of student participation in all matters relating to the course is aimed for and obtained.

THE SOCIOLOGY OF WOMEN is taught by Rosemary Seymour, MA, MSocSc and looks at the following issues

of interest to an analysis of the position of women in society: work, status and social relationships (historical, contemporary and cross-cultural), traditional and changing ideologies, consciousness and needs, Women's Liberation Movement, theory and praxis (development, present aims, activities, alternative culture, reaction). This course is a full year course and all assessments are made on the basis of course work and terms examinations.

N.B. Rosemary Seymour, has completed a Bibliography of women's research and teaching in New Zealand. Also at Waikato is a Women's Studies Resource Room which has a comprehensive collection of information on women's topics.

MASSEY

The women's studies course started in 1978 at Massey University. It is called "Women in Society" (76.211) and is a 200 level paper. Enrolment is through the sociology department but students are not required to have done sociology previously. The pre-requisite for the course is that an intending student should have done some 100 level papers in any subject.

It is an interdisciplinary course in as far as it could be taken as an optional paper in those degrees which allow some flexibility. In a course such as Agricultural Science at Massey there would be no provision for cross crediting.

Ephra Garrett is the lecturer. She has been lecturing at Massey for 7 years and has been given a free hand by the Social Sciences faculty as to what she does with this paper. She has been involved with women's groups in Palmerston North for many years and has always wanted to start a women's studies group at Massey, there was no particular pressure behind its formation.

This year there are 42 students enrolled including 3 men. It is intended to go extra-mural with this paper in 1980 with a limited enrolment so that the course can be serviced properly.

It is too early in the year to offer a proper assessment of the course. At the start of the course the syllabus was open for discussion to the students enrolled in this paper as to what they wanted to get out of it and felt should be included. The lectures were fairly unstructured and a few people opted out of the course because they felt that it was too unstructured.

Assessment is basically up to the students choice. There is a long assignment or two shorter ones worth 60%. These are of the students own choice and discussed with the lecturer for ideas and resources available. The final exam is 3 hours on the set texts.

The format of lectures is a two hour period each week consisting of a lecture followed by a discussion.

One students project is to help get a women's centre going. A Women's Centre can provide an opportunity for students in subsequent years to join with women at the centre in any activities in which they (the students) are interested.

TOPICS

Women and economics, Women and religion, Women and politics, Women and the family, Social class and women: women as a social class? Women and education, Feminism past and present, What do women want? Select committee report, Theories of Women's Liberation, Women and the

Law, Politics of Women's liberation, Third term: women in the NZ context.

The YWCA also runs 'Positive Women' courses with up to 30 participants. These courses have been going for a few years now and Ephra Garrett is also involved in teaching them. The courses are immensely popular and always have full enrolments.

WELLINGTON

Victoria University of Wellington offers the course "Women in Society" as a second year, interdisciplinary course, worth six credits and taught over the whole academic year. Assessment is entirely by internal assessment of students' work.

The course studies the position of women in contemporary society, and is divided into three parts: an analysis of women's status, an account of its development, and an account of the organised responses to it. Both conventional attitudes and the mechanisms of social change are examined, using a variety of analytic models. The course seeks to demonstrate how the assumptions of each model affect perception of the phenomenon and our attitude toward it. The intellectual value of the course is therefore both its essentially interdisciplinary nature and its examination of the social and personal consequences of ideas.

CHRISTCHURCH

The University of Canterbury offers 2 courses, both in the department of Sociology, which investigate the position of women in society.

WOMEN: A CROSS-CULTURAL PERSPECTIVE is an optional course for students enrolled in the degree of Master of Arts.

THE SOCIOLOGY OF SEX ROLES, is a full year, stage two course with a value of four points, and is taught by C.P. Sedgwick, BA (Nev), MA (Vic. B.C.) Assessment is by examination. The prerequisite is satisfactory completion of Introduction to Sociology.

DUNEDIN

University of Otago, Department of University Extension offers a course which is part of a larger two to three year programme entitled simply "Women's Studies".

This programme has grown out of an approach from a group of women to the Department of University Extension in International Women's Year, 1975.

The collective that originally approaches the University organised the programme for two years and supervised the lectures, providing the lecturers from the qualified women in their number. The Department of University Extension arranges publicity and provides the venues.

The classes are run on a relatively informal basis, with approximately five sessions for each topic each consisting of a two hour "lecture", followed by a discussion over coffee. It is significant to note that the women's studies programme is the course offered at the Department of University Extension which attracts the highest enrolment, with about half of those attending coming from the university, about half from the general public and for each course, approximately one to three men applied for entry.

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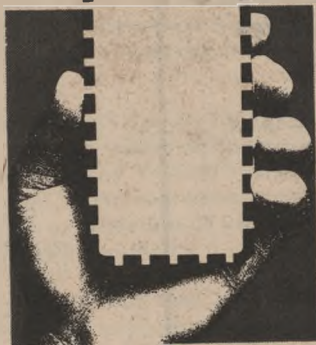
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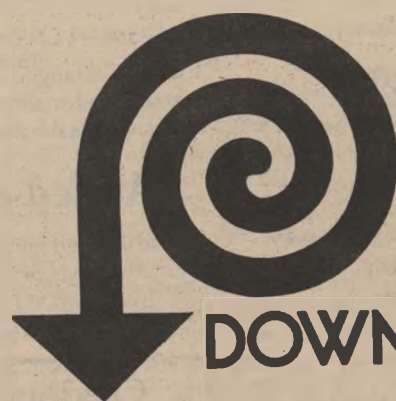
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DOWNSTAGE



ON TOUR 1978

WANGANUI	Opera House	28, 29 JULY
NEW PLYMOUTH	Opera House	2, 3, 4, AUGUST
HAWERA	Memorial Theatre	11, 12 AUGUST
DANNEVIRKE	Town Hall	15, 17 AUGUST
NAPIER	Municipal Theatre	18, 19 AUGUST
HASTINGS	Municipal Theatre	24, 25, 26 AUGUST
GISBORNE	Memorial Theatre	1, 2 SEPTEMBER
NELSON	Theatre Royal	7, 8, 9 SEPTEMBER

Bookings open 10 days prior in each centre.
Watch Papers for details.

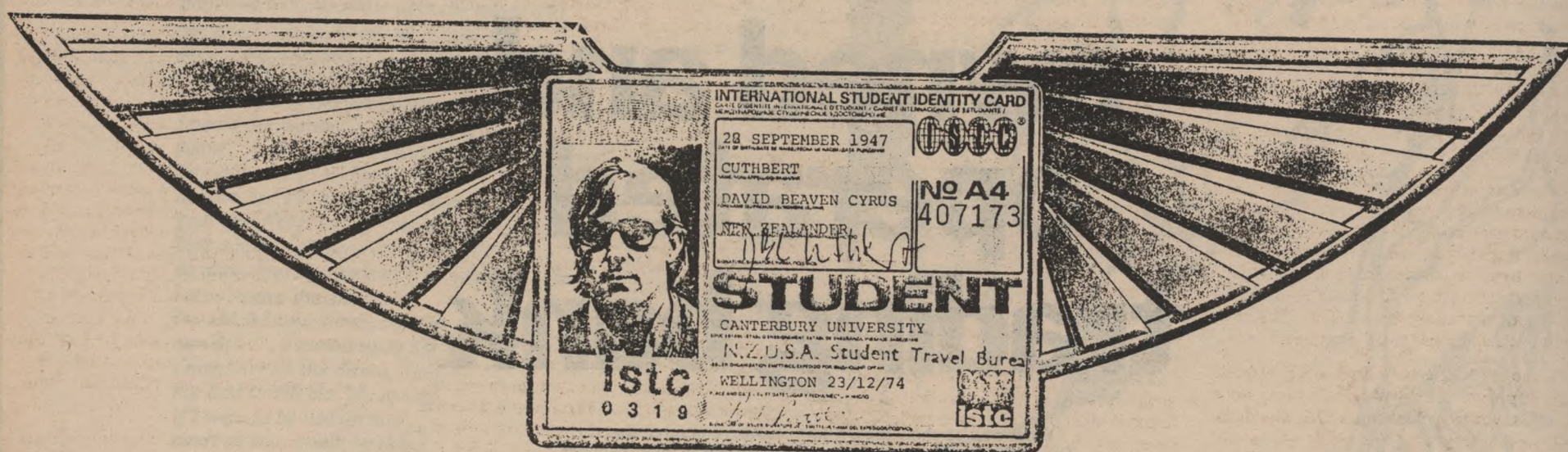
THE MERCHANT OF VENICE

Scenes of Flesh and Gold

First production of FANCY'S CHILD: a festival of Shakespeare

Opens this week at the Hannah Playhouse

July 19th - October 7th



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Editorial

NZUSA has been consistently attacked for not doing enough for students on campus, that is not looking after their education and welfare. So it will be interesting to see how popular this special issue of the student papers on Education will be. At Victoria very little has happened this year which is directly related to the academic life of the university. Not that there is little to be done. But caught between the sizeable task of deciding where to begin and the reluctance of many people to get involved in critical examination of their academic life, those people we have charged with initiating action in the education and welfare fields have been slow to move.

There are other factors which must be considered. The university administration becomes ever more adept by the year at channeling student demands into quiet backwaters. An environmental lobby has been trying to get a full course in environmental affairs set up since 1973. The latest decision: deferment until next year.

Some student groups have been surprisingly happy to accept proposals from their faculties, without pursuing either the desirability for students of the proposals or the manner in which student opinion has been considered. The Law Faculty Club, for example, was left completely out of discussions on the introduction of enrolment restrictions for a long period of time, and suddenly found itself presented with a fait accompli.

The Students' Association is now represented on a wide range of committees, from Union Management to Timetabling. This in itself does not mean much. It is difficult to develop the necessary understanding to know how to perform on a university committee so that your view will actually be listened to, let alone win support and be acted on. Furthermore, meetings are often scheduled when a student rep has lectures, so that s/he cannot always attend. There have even been instances when meetings were scheduled to co-incide with exams, and in one or two cases these seem to have been intentional.

This is not to say that the student reps we have are not effective solely because they are foiled from above. Some reps simply do not fulfil their responsibilities.

Committees themselves do not have very much power. They serve four basic functions: to advise, to action policy decided at a higher level, to do the administrative spade work, and to make students and staff alike feel they have some say in the running of the university. Nevertheless it is still important that the student voice be effectively heard at that level.

It is exceedingly difficult for reps on Professorial Board and Council to raise matters if they have not first gone before the appropriate committee. And it is a favourite trick of these two higher bodies to relegate controversial matters back to

Faculties so that they will get bogged down and shelved. Faculty reps in particular thus have a major responsibility to recognise when this is happening and fight against it.

Given that the decision making process at university is a tortuous affair and certainly not conducive to the easy representation of student opinion, it becomes all the more important that students are effectively organised into their own pressure groups.

What are the significant educational and welfare issues facing students? Assessment must certainly rank first, yet what has been done this year? Just about nothing, as many are probably aware. Assessment is an enormous problem. Every department in every faculty has separate ideas and traditions which it holds to be the most suitable for its subject. Within each department, and within the administration of each course there are differing views as to what is most appropriate. Students themselves hold widely disparate opinions about how they would like to be assessed.

So where do we start? It is clearly going to be impossible, and in fact it is undesirable, that one system be imposed on the whole university. One system of actual assessment, that is. There is good reason why the university as a whole should relax its regulations governing the style of assessment permissible and encourage solutions to the problem at the departmental and course level. There is good reason why students should be given a measure of choice in the manner in which they, as individuals, are to be assessed. There is

good reason why the decisions on course assessment should be made jointly by the students and lecturers concerned.

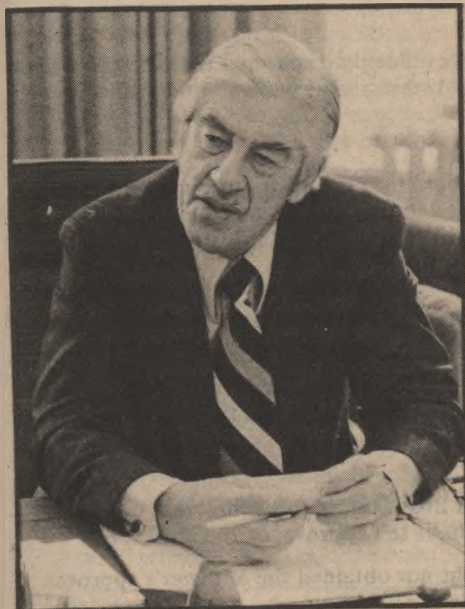
There is ample precedent in this university for direct action by students resulting in changes to assessment procedures. There has also been much done in the way of publicizing the options available. It would be unfortunate if this work was to be forgotten. It would be even more unfortunate if students became so concerned about passing they decided they didn't have time to consider how they were passing (or not passing).

There are many things we can do right now. Salient can, and will, publish background information and lend itself as a vehicle for discussion on the subject. We recognise that we have been as slow as everyone else in facing up to this task. Faculty reps, in conjunction with students within each faculty, can initiate discussion on assessment, and spearhead the necessary action, be it through the "proper channels" or direct. The Education Officer of the Students' Association and other officers generally can co-ordinate action on a broad front. It is at this level, more than anywhere else, that things must be kept moving, and it is a student responsibility to ensure that the elected officers do their jobs.

Do you consider the way you are assessed is no real measure of your capabilities? Do you think you should be assessed at all? You can bet your life you're not alone. Why not do something about it?

Simon Wilson

The craggy pillar of wisdom in 78



INTERVIEW WITH LES GANDAR

Two weeks ago Salient was granted an interview with Les Gandar, Minister of Education. We were only given quarter of an hour, and chose to use this time by asking questions on a variety of topics related to the contents of this issue. Unfortunately there was little time for elaboration or debate on any of them. The following can thus perhaps best be read in conjunction with the various articles, as a series of informal ministerial statements.

Questions were asked by Simon Wilson, photographs taken by Stephen Benbrook.

You are on record as saying that standards in basic school subjects are being maintained. Why do you think there are so many calls from around the country for the schools to get "back to the basics"?

Partly because of a misunderstanding of what's going on in our schools, a lack of appreciation that the basic subjects, the basic four subjects, are still fundamentally being used within the education system and the fact that broad judgements are necessarily subjective.

Are people afraid that the education system is not going to qualify their children for the receding job market?

To some extent, yes, I suppose this is one of the causes of their concern. But let me point out that their concern for the fundamentals of education is very ancient and goes back for centuries.

Is education in schools becoming more vocation oriented?

I don't think it's becoming more vocation-oriented, I think it's becoming more complex because of the demands that society is putting on schools.

The report of the Working Party set up to review Teacher Training is due for release shortly. How great an effect do you think it will have?

Well, let me make it clear, it's not a report that's due for release. It's a reconvening of the Conference which was set up last year, which has at present been adjourned in order that a working party could consider all those facets of teacher training that were identified. This conference will be reconvened in August and it's up to the Conference to make some recommendations.

In Wellington a Working Party has been set up to look into the relationships between Teachers' College and Victoria University. It's first report, which was recently released, advocates the introduction of a B.Ed. What are your thoughts on this?

I think we must wait until we've seen the report of the Conference and the recommendations of the Conference.

As you will know, the 1978 budget announced a \$2.50 increase for students on the Standard Tertiary Bursary. It also specifically mentions students as being among that group of low income earners who, according to Mr Muldoon, should be paying more tax—

—No, it didn't say that, it didn't say that specifically. The budget said that the tertiary bursary would obviously be one of those caught up in the increased taxation. It didn't say students should be one of those.

This effectively rules out the Standard Tertiary Bursary increase. What is your explanation for this?

It's very simple. The recommendations that I made for increases in the STB were

made at a time when I was considering my expenditure in Education. The taxation proposals are ones that are put forward by the Minister of Finance to achieve the required amount of income that year. Now these happen to be in conflict but you would also know that the Cabinet has asked me to consider this in the light of the taxation structure to see what can be restored.

Would you say there's been an oversight then?

No, I wouldn't say it was an oversight, because the fact of the matter was that the introduction of the taxation would not affect any student until sometime after March 31st next year, when he would have received less by way of a taxation rebate than he might have expected. So nobody's been penalised until March and there's plenty of time to consider.

NZUSA is negotiating with you to have the student situation alleviated. As I understand it, you favour a further increase in the STB, while NZUSA is pushing for the reintroduction of the rebate - on the grounds that the rebate cancellation affects all students, whereas only about 60% receive the STB. What is your answer to this?

Well, that of course, is a matter for the Minister of Finance. My concern was to see that the STB maintained a standard.

Why did the budget not even remove any of the anomalies?

Well, you would know very well that this is presently being discussed by NZUSA and the Department. Obviously the removal of further anomalies would not be in time to be fitted in the Budget. The Budget provisions start way back in September before the Budget.

Presumably you think education is of fundamental importance. In the 1960s and early 1970s the New Zealand University system grew very rapidly. Yet now that we are in an economic crisis students are finding it increasingly difficult to stay at University, and the universities themselves are not properly funded. Thus, as jobs become scarcer, the numbers of people available to fill those jobs is being cut back - a sort of natural selection process. This, to me, shows quite clearly that our education system is not based on the ideal of a free education for everyone of the kind for which she/he

is best fitted, but rather on economic considerations. In short, the fundamental aspect of education is its economic function of serving the interests of the economic structure of our society. How true do you think this is?

I don't think it's true at all. Why?

I think it's a very complex question and you shouldn't answer it in just a sentence. But you've made a lot of suppositions in there that I'd like to challenge one by one. I still maintain that we have in this country the most extremely open education system. If you compare it with other countries round the world you'd very soon see that.

It's true that there are increasing economic difficulties. I would deny that the universities have been downgraded in any way. The quinquennial grants have been maintained and this year I was able to obtain extra assistance over and above the quinquennial grant. That's one point that you must remember: if the quinquennial grant is to remain the fundamental way of providing income for the universities, that system should remain sacrosanct. You get a 5-year forward guarantee. Built into that are supposed to be the requirements of the university properly examined and the requirements for increases in tax.

Now, in this particular quinquennium we were able to obtain more than had been agreed between the universities and the Government. This indicates quite clearly that I have been able to accept the fact that costs have been high and that I've tried to make some provision for them.

Now you come to the support for students. It's only a few years ago support for students was very low compared to what it is today. The student today tends to forget what his brother students of five and ten years ago were getting by way of support. I don't think there's any other country in the world where students get the support we get in the New Zealand university system. This doesn't mean to say that we should diminish or cancel it and I hope that we can improve it but it certainly isn't true, as you appear to believe from your questions, that it's been downgraded.

Who killed Kaiwharawhara School?

"I did" said the Chairman of the Wellington Education Board, Mr C. Hesketh. "I killed Kaiwharawhara School."

WHO SAW IT DIE?

"We did," said the Minister of Education, the Education Department, Mr Comber, MP and Mr Templeton MP. "We watched it die."

WHO'LL DIG THE GRAVE?

"We'll help." said a group of school principals in the Wellington Branch of the NZEI.

Kaiwharawhara School was a sole charge primary school set in the hills overlooking Wellington Harbour. Late last year it was closed. Was the closure legal? In this article Salient looks at some of the circumstances surrounding the case. The story is not yet finished for the children and parents at Kaiwharawhara. For other communities facing similar problems, it may hardly have begun.

To School Secretaries Wellington North Ward

Dear Secretary,

I am writing to draw the attention of your committee to the conduct of our ward member, Mr Clive Hesketh, over the closure of Kaiwharawhara School — conduct which has led to my committee passing a motion of no confidence in him as our representative

... Finally, we would point out that, while much of their work is purely administrative, Education Boards have very considerable power to influence the quality of education in their districts. We urge you to consider whether any of your committee members is better fitted than Mr Hesketh to exercise this influence, and could, in addition, more effectively represent the interests of this ward.

Yours sincerely,

L.W. Mathers
Chairman
Kaiwharawhara School Committee.

On September 7 1977 the school parents and friends gathered at the school to hear the three top men in the Wellington Education Board district, Mr C. Hesketh, Chairman of the Education Board; Mr I. Hanna, the District Senior Inspector and Mr J. Lelliot, the General Manager of the Education Board. These men told the meeting they would recommend that the school be closed at the Board meeting on the 20 September because, in their view, the children were educationally disadvantaged.

The parents couldn't believe it.

Neither could many others prominent in education.

John Panckhurst of Victoria University, "The arguments in favour of keeping the school open are overwhelming".

Keri Kaa, Maori Language teacher, Wellington High School, "... it is our duty to demand that this school be kept open. The only truly "put together" children I came across are from whanau-type schools."

Audrey Young, Student President, Wellington Teachers' College, "There is a warm feeling in this school that leads to good learning experiences."

Dr Benton, NZCER, "I would hope therefore that the board will concur with the view expressed by the School Committee, and the sentiment of a recent public meeting on this issue, and resolve to continue to support the Kaiwharawhara School and ensure that it continues to function as part of the education system in the Wellington Education District".

But the Education Board closed the school on the 20 September, 1977 in a unanimous decision.

School Committee members turned up to the meeting, but they were sent away. The decision was made in closed session.

The Kaiwharawhara community didn't give up. It appealed to the Minister of Education. He didn't help. It appealed to the MPs representing parents in the area. But Mr Comber and Mr Templeton politely turned their backs.



"In the summer we had the acres of waste land across the road. We picked blackberries and apples and made jam and pies for our meals.

A place which parents supported, not because of any religious or philosophical doctrine of education, but because they simply liked the atmosphere of the place for their kids. All of the parents, 100 per cent of them. And they were a diverse group; comparatively high income and low, Protestant, Roman Catholic, Agnostic, Maori and assorted European. There was acceptance and tolerance here.

.....and when people who get on the Education Boards and top people in Administration preach and proclaim innovation, special needs, moral and values education, Maori education, fostering self respect and concern, integration — perhaps the question "What about Kaiwharawhara?" will haunt them a little, not only this Kaiwharawhara, but all the other Kaiwharawharas."

So the community campaigned publicly and forced the Board to reconsider its decision at an open meeting. The School Committee Chairman was allowed to address the Board. He argued for the continuance of the school on educational grounds and on the grounds that it could serve a growing community. The Board debated the points of his address and then a motion "That Kaiwharawhara School remain open" was put to the meeting. The motion was lost six votes to five.

Immediately after the meeting the Board officials suddenly discovered that they could use Kaiwharawhara school to house Roseneath school while it was being remodelled.

The School Committee Discovery

At no stage had the School Committee ever doubted that the decision to close the school was within the power of the Board. After all, the Minister had assured them that the correct procedures had been followed. But then they looked at Section 71/2 of the Education Act under which the school was closed.

Section 71/3, Education Act, 1964

"If it appears to the Education Board and the Senior Inspector that the children attending any State primary school, other than a Maori school, could conveniently attend any other such school or should be enrolled in any correspondence school, and that it is expedient that the first mentioned school should be closed, the Board, after consultation with the School Committee, may close that school:

Provided that no such school shall be closed by a Board under this subsection on any grounds other than falling role of the school without the approval of the Minister."

It is clear that the Education Board neither sought nor obtained the Minister's approval.

The School Committee wrote and asked the Education Board the obvious questions.

IF SCHOOLS, TEACHERS, AND THE GENERAL PUBLIC ARE TO BE EXPECTED TO TRUST AND SUPPORT THE EDUCATIONAL ADMINISTRATORS' THESE QUESTIONS MUST BE ANSWERED.

The meeting with the School Committee and parents. Attended by Board Chairman, the General Manager and the DSI.

Why were the parents and committee not informed that the meeting constituted "the required consultation under the Act"?

In view of the fact that the Board Chairman intended to recommend the closure of the school under Section 71/3 of the Education Act why were the Committee and parents not told about that section of the Act and its provisions?

Why were the Committee and parents told that the closure was being recommended because the children were "educationally disadvantaged" and that the closure would not be recommended if they (the Board Representatives) felt that the children were getting a good education, when Section 71/3 of the Act did not empower the Board to close a school for that reason without the approval of the Minister.

Why did the Board Chairman's official statement fail to mention that the school was closed under Section 71/3 of the Act, but mentioned reasons which were specifically excluded as grounds for closure under 71/3?

The Board's incredible reply:

"The position is that the Board made the decision to close Kaiwharawhara School specifically in terms of Section 71/3 of the Education Act 1964 and that fact is recorded in the Board's minutes. The statement by the Board Chairman, and other matters you refer to, are not really relevant to that particular point, as these were only additional reasons for the Board's decision."

"The meeting with your Committee and then with the parents on 7 September 1977 was the required consultation under the Act and was arranged for the specific purpose of complying with the Act, apart from the Board's normal policy of having these discussions when there is any contentious issue involved between the Board and a School Committee."

To the Minister of Education

Why did the Minister say that he was satisfied that the proper procedures were followed when it was obvious from the information he received from Kaiwharawhara School Committee that the proper procedures were not followed?

The Minister's reply, 28 September 1977

The Education Act (Section 71/3) gives the Board the right to make this decision and it would have been improper for me to comment."

The Minister's reply, 19 October 1977

"From all the factors available to me it is clear that the Board has followed the correct procedures in arriving at the decision to close Kaiwharawhara School and I would not feel justified in asking the Board to reconsider its decision."

In view of the fact that the Minister was in possession of all the relevant information and was aware of the law it is difficult to understand how he could have considered it improper to comment or to accept that the Board had followed the proper procedures.

The Education Department was represented at all meetings by the District Senior Inspector. The School Committee appealed to the Department and had a meeting with top officials.

Why didn't the Department intervene when it was obvious that the Kaiwharawhara community was being misinformed?

November Meeting of the Education Board

Why did no one inform the School Committee Chairman that his address to the Board was totally concerned with matters which could not be taken into account when the Board was considering closing the school?

Why was falling roll not discussed?

Why were matters not related to falling role allowed to be discussed?

There has been no attempt to answer these questions.

NZEI, The Teachers' Union

The Wellington Branch of the NZEI supported the continuance of Kaiwharawhara School and opposed any use of the school by Roseneath which excluded the Kaiwharawhara children. The officials of Wellington Branch ignored this decision.

A group of influential principals in Wellington Branch are deliberately attempting to suppress information contained in an addendum to a report commissioned by the Branch. This addendum contains material which shows clearly that the Kaiwharawhara community was treated unjustly. It shows why the School Committee passed a motion of no confidence in Mr Clive Hesketh.

Jack Mulheron. Teacher, May 1974 – September 1977.

Extract from the NZEI Report, "The Case for Kaiwharawhara School".



Religion in school

Do you remember your religious education lessons when you were at primary school? This tried and true tradition in our schools was in fact contrary to the law as it then stood. No religious instruction was supposed to be taught in school hours. In many cases the letter of the law was observed, and classes were held before everything else. Of course the students all thought these lessons were compulsory, so the spirit of the law, which intended that education would be secular, was violated.

All this has changed. The new Education Act is based on the Report of the Johnson Committee, set up by the Minister to investigate ways and means of integrating state and private schools. Father Tom Ryder, a Committee member, is on record claiming the Report is "an historic document" which "effectively ended the era of the secular clause in education and the exclusion of religion from the classroom."

Section 78a of the Education Act now reads: "Notwithstanding anything in sections 77 and 78 of this act, in any case where the Minister is satisfied that the majority of parents of pupils attending a school wish their children to receive religious instruction additional to that specified by the said section 78 and he is satisfied that such additional religious instruction will not be to the detriment of the normal curriculum of the school, he shall generally or in any special case, after consultation with the School Committee authorise such additional religious instruction up to such an amount and subject as he thinks fit."

So much for secular education in our society.

In the letter below Jack Mulheron, a member of the Committee for the Defence of Secular Education, sets out some of the arguments against the new law.

AN OPEN LETTER TO PROFESSOR GEERING Head of Religious Studies, Victoria University

Dear Professor,

I have just been sent a copy of your article, which appeared in the Auckland Star of 22 April 1978. As secretary for the Committee for the Defence of Secular Education I sent you some of our material some time ago. It is obvious from your article that you have read it. I hope, sincerely, that you have misunderstood the purpose of our committee and the reasons for our concern about the way State schools are being used in New Zealand. Let me tell you why.

You refer to our committee as a pressure group and I suppose it is one. But it is surely one of the least demanding pressure groups ever formed in New Zealand. We are not pushing people in any moral, social or political direction to fit in with an ideology. We are upholding the right to freedom of conscience - in your terms, Professor, religious liberty of the individual. And as New Zealand is committed to uphold this right as a signatory to the Universal Declaration of Human Rights we should be able to expect support from every New Zealand citizen and every organisation of New Zealand citizens.

But I am being deliberately naive, Professor. Unfortunately, in NZ, this right is not jealously guarded; not in the streets, not in the universities and certainly not in State schools.

Let me state our position again.

Our aim is to protect the secular nature of State education in NZ. We are opposed to political or religious groups using State schools to spread their "message". We believe that the major Protestant Christian churches in NZ, through their official organisation, the Churches' Educational Commission, and with some support from the Roman Catholic Church, are using the State school system during official school hours, for sectarian religious teaching.

The programmes we object to are called Social Studies and Moral, Values and Religious Education. Here are a few quotes from the Commission's publications which are offered to all State primary schools. These publications record and advocate programmes even now taking place. You will be aware that the 'RI' in the quotes stands for 'Religious Instruction'.

.....so that religious teaching would not be in a separate compartment. Is there some way in which a Christian point of view can be built into the unit which is being taught?

At the first meeting of the year they decide on what handbook and workbook to use. (A letter to all parents requesting 20c for the workbooks is sent out in a school newsletter, thus showing that it has been approved by the headmaster.)

School and RI team planned the whole programme together, and attempted to convey to the school staff that this was a joint enterprise all the way.

Practically no withdrawals by individual pupils as it seemed an integral part of total school programme; RI teachers really feeling something was getting across in an atmosphere that did not cancel out the message.

Class teachers were not being asked to "take religious instruction" but to co-operate with the "community resource" by providing the learning situation, suggesting methods, keeping order, and taking what part they felt able in the lessons.

RI - related material was used for homework, for class discussion and other lessons.....

Some of the programmes are illegal. We suggest that the way some of these programmes have been 'conveyed' is unethical. Religious Studies programmes should not need cheap salesmanship techniques to gain acceptance. These situations put teachers and parents in an intolerable position. By the way, these very publications of the Churches' Commission from which we have quoted have just recently "been withdrawn". I wonder why?

So we are really reminding the major churches and their clergy of their obligation to a basic individual right.

An organised group of churches has been running official programmes in State schools. They have taken advantage of situations in a way which shows a total lack of concern for the rights of parents, teachers and pupils. If Moral, Values and Religious Education is to take place in State schools any identification with one particular political or religious belief by the schools must be resisted. The Church Commission's activities have shown the need for State schools to remain strictly secular.

And isn't there ambivalence in the churches' attitude? Under the Integration Act church schools can be fully State funded and retain their special sectarian character. If the churches demand this protected separation for children in their own schools shouldn't they "Do unto others"?

Your disparaging comments about our committee support those people who are operating the programmes we complain about. They seem to be saying that, because Christians are in the majority in NZ, the "Christian Viewpoint" must permeate the State school system. Thus an individual right becomes a matter of majority vote.

We do not question the personal integrity of the Religious Instructors. We merely point out the obvious fact that many sincere people, armed with the revealed truth, are frequently forgetful of the rights of others.

We do not oppose the Christian ethic, although we point out that Christianity has no monopoly on ethics. Perhaps the task of schools is to look at society in relation to ethics. In a way our committee is looking at the churches, which are part of society, in the light of their own ethic. A bit of real religious education you might say. We have looked at what goes on in schools and in education generally and we have asked questions. We have received only irrelevant answers. Your comment is much kinder than others, but just as irrelevant.

When we ask, "Aren't these religious programmes illegal?" the reply is, "You're anti-religious."

When we ask, "Why was it necessary to alter the secular clause for State schools to integrate private schools under the Integration Act?" the reply is, "You're anti-Catholic."

Of course, there is always the perfect answer: "What about the communists?"

You, Professor, feature in the gentlest, but most irritating answer of all. "You worry too much. Look at what Professor Geering says."

But we are going to keep on asking questions and keep on saying that the "Special character" of State schools is that they are secular. We fully understand that committed Christians want "to get across the message". We do not deny their right to do this. But they mustn't use State schools where children of all beliefs are compelled to attend.

So, maybe Professor, we are "old fashioned" and "dated". Maybe we'll even be forced out of fashion by some un-New Zealand Activities Committee supported by banner carriers shouting slogans about Christian Values.

But we hope not, Professor.

Sincerely,

Jack Mulheron,
Secretary.

Social selection and the delights of life

1983: The problems of tertiary education have been solved. 20,000 students enter the universities. 5,000 graduate, and move straight into well-paying jobs. Technical institutes take in 1,000 full-time students (five years ago there were 6,000) and 20,000 part-time students (55,000 in 1978). The university rolls have been dropping drastically for three years, while technical institutes have maintained their low level since the 1981 revision of spending which closed down over half of their activities. Teachers' Colleges have declined in importance since the 1980 decision to make all teacher-training degree-based, and now function as service appendages to the universities. In all tertiary institutions practically no new courses have been offered since 1980.

Entry to universities is through the 7th form, based on an exam considered by many in the educational field to be the most difficult a student will face. This is not quite true, since the 11-plus system introduced in 1981 has cut the intake to secondary schools by 20% and all but a tiny number of students actually get to sit the UE exam.

Hard to believe? Impossible, many might say. The range of courses being introduced into universities indicates steady growth, while schools are clearly accepting more and more responsibility for the overall development of their students. Technical institutes are rapidly becoming one of the mainstays of a new improved system.

Educationalists may have all the plans in the world for developing the education system, but right now there just isn't the money. In five years time there will be a lot less.

Consider what happened in Britain when the Conservative Party came into office at the beginning of the decade. Technical institutes, considered until then the new hope

of educational training, had their funds knocked on the head. The whole education system entrenched itself in a minimum development across the board situation with universities being adapted to turn out the right number of graduates and very little else.

Here in New Zealand graduate employment is not a major problem, yet it is rapidly becoming one. This is something government will be concerned about, for graduates are capable of making a big noise when they want to. Solution? Restrict the number of graduates. At the same time, funding to the universities becomes less of a problem, overcrowding disappears and available resources are capable of meeting the universities needs.

The ideal

What does all this point to? To put it another way, what are the characteristics of our education system which relate it so closely to the controlling feature of our society, the economy? How fundamental are these characteristics?

Forty years ago Peter Fraser put the ideal of New Zealand education in the following terms:

"The Government's objective, broadly expressed, is that every person, whatever his level of 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."

It wasn't true then, but is it true now? The state of universities today is the clearest indication of the importance given to Fraser's words.

During the economic prosperity of the 1960s the university system expanded rapidly. Between 1960 and 1973 enrolments shot from 15,809 to 39,313. Since 1973 the figures have remained fairly constant. The expansion was aimed at creating a professional strata capable of assuming the direct responsibility for running the country along the accepted lines. New Zealand needed economic expansion, and for this it needed highly trained managerial personnel.

The intention

The Report of the 1959 Committee on NZ Universities had this to say:

"The country will clearly need an increasing number of the engineers, scientists and technologists, the doctors and dentists, the lawyers and accountants, the teachers and extension workers whom it is the function of the universities to educate. But it will also gain a great deal economically if more use is made in public administration and business management of university graduates in the liberal arts and the social sciences. For what is of primary importance in administration and management is the ability to think clearly, to exercise judgement and precision, and to see one's professional task in the wider context of life. It is these qualities which the study of such subjects should foster. In this connection also, we are convinced that both the universities and the business community must give urgent attention to the development of appropriate courses in business management at the university level."

Technological institutes have also grown rapidly to meet the needs of industry, particularly in the secondary sector. The Advisory Council on Educational Planning's 1974 report on "Directions for Educational Development in New Zealand" stated:

"The importance of developing a satisfactory system of training and retraining for employees in various sectors of New Zealand's manufacturing and service industries has gained increasing recognition in recent years. Universities contribute significantly to vocational preparation for a variety of occupations, and teachers' colleges may help in a few areas with affinities to teaching. The main institutional provision for vocational training for most of New Zealand's workers, however, must be made in technical institutes."

Thus the primary purpose of education is to create a hierarchy whereby people may be selected and trained for the social functions most "appropriate" to them, or to put it more precisely, for the social functions most desired of them by society.

The 1959 Report did not suggest that training a professional class for economic and social management was the only purpose of the universities. It declared: "Although we have emphasised the relationship between higher education and economic development, we by no means think that this is more important than knowledge

do Ed Yoo Kasion all day long," replied Dubble politely. "Well then my little fellow, you have come to the right place. Go to the Regi Stri and fill out a few forms, but wash behind your ears beforehand."

Soon Dubble had filled out a few forms and was going to his first class. "At last I'm an Aka Demik and I can do Ed Yoo Kasion all day long," he said to the boy beside him (he was still very puzzled by girls and didn't speak to them). "Oh no!" said the other boy, "you're only a Stu Denk." "What?" said Dubble, "only a Little Pisser!" "Oh yes! It takes years of practice before you can fart like some of them."

"But will I still be able to do Ed Yoo Kasion?" asked Dubble. "Oh no!" said the boy, "first there comes Tee Ching, but before Tee Ching you must learn to wash behind your ears."

Poor Dubble was very upset, he cried and cried and cried. He prayed as his Mummy had told him to, he played rugby as his Daddy had told him to, but none of it helped.

Finally Dubble remembered his Granddaddy saying that, "every man loves the smell of his own farts." Dubble didn't know what it meant, but he thought it explained the funny smell around Hierlerning.

At last Dubble decided to ask his lecturer what had happened to the village he had been told about. His lecturer told him that Ed Yoo Kasion still took place in Hierlerning, that Tee Ching and Ed Yoo Kasion were really the same things.



there, but finally he was almost there. He stopped by a stream to wash behind his ears, said a prayer that his Mummy had taught him, and went into the village.

The first person Dubble saw was a girl about his age, with long flowing hair, a little nymph-like figure and (Remember what Daddy said Dubble). Dubble walked quickly up to her and said, "My name is Dubble Trubble, my daddy is a banker but I want to be an Aka Demik and do Ed Yoo Kasion all day long." But the girl rushed off screaming. "Perhaps I haven't washed carefully enough behind my ears," thought Dubble and rushed back to the stream.

A long, long time ago, before David Soul and Abba became famous, the world was very different from what it is today. This was before Comrade Karl was even a twinkle in his father's eye, so of course there was all kinds of wicked oppression in the world.

Now there was a little island called Credit Rating Zero (or Robzone by the natives) where life was particularly horrible. Here the evil Prince Jowl ruled, and he was harsh and cruel.

Life was so very horrible in Robzone that there was a revolt in a tiny village called Hierlerning. This revolt was started by a sect who called themselves Aka Demiks (which means Big Farters). When they had taken over the village they declared it would be a Free Village, where everybody could work together in a communal activity they called Ed Yoo Kasion (farting together).

Now, dearly beloved, word of this revolt passed slowly right to every corner of the land, and finally a small boy called Dubble heard about it. "Mummy," he said to his Mummy, "I want to go to Hierlerning and be an Aka Demik and do Ed Yoo Kasion all day long."

Well Mummy asked Daddy to see what she should do and Daddy said that Dubble should certainly go, once he had completed the chores. Dubble rushed through his chores, kissed Mummy goodbye, promised to wash behind his ears, got a long talk from Daddy about birds and bees, and set off for Hierlerning.

Because the village was so very far away it took Dubble a long, long time to get

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its own sake and for increasing delight of life."

This begins to sound a bit more like Fraser's ideal. But can the two aims exist side by side? In many cases the answer is no. The student who gains a good qualification and is able to recognise and propagate the idea of knowledge for its own sake is judged the best kind of graduate.

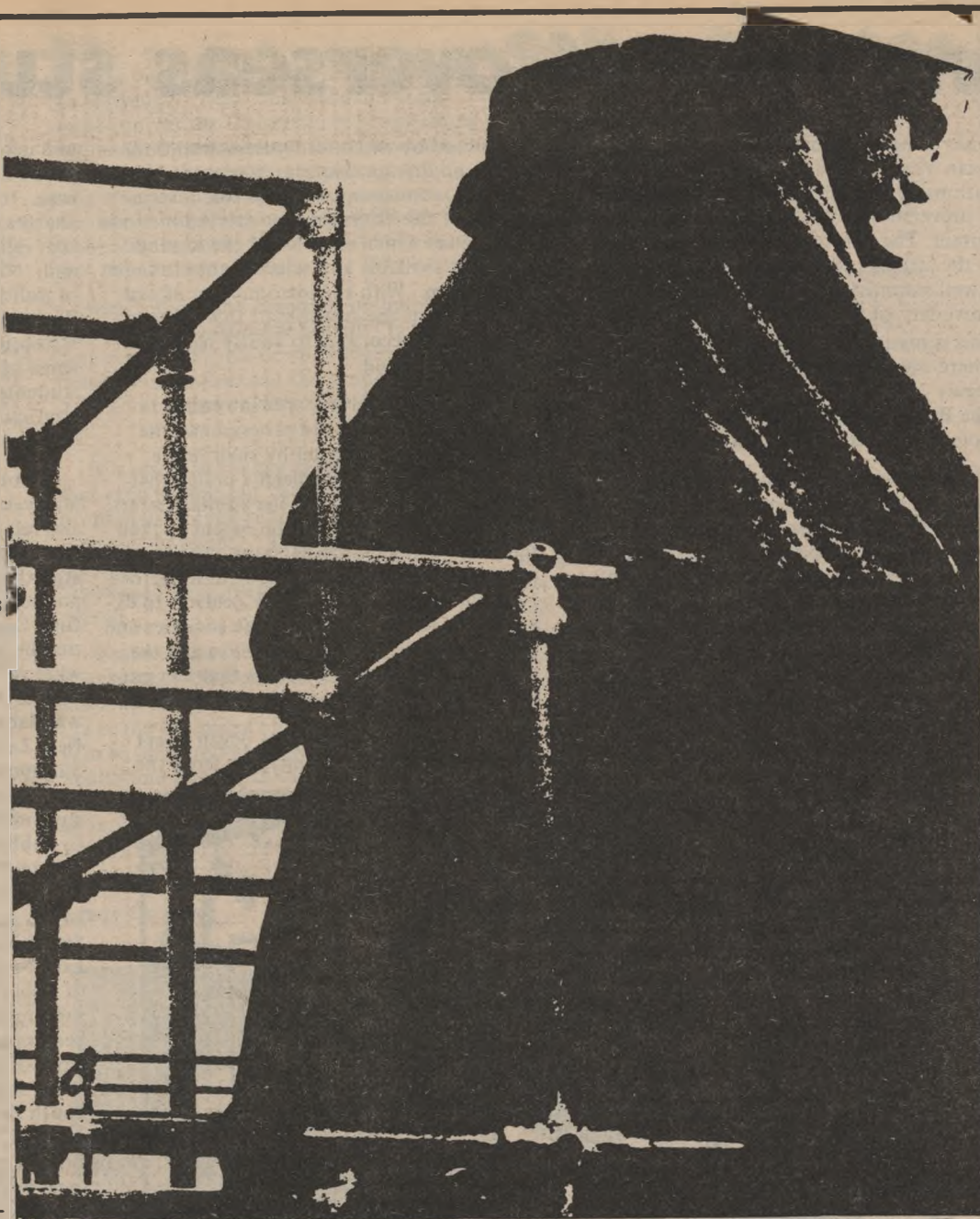
The reality

But many students do not find these two aims so easy to integrate. For those who use their education for some purpose other than competition on the job market the contradiction between the two becomes acute, especially considering that society encourages the individualistic pursuit of the "delights of life" right alongside the special selection process.

However it is this social selection process which forms the major characteristic of the education system, and its principal agent is the secondary school. A little under half of all the students leaving secondary school have no qualification whatsoever, and only a quarter are academically qualified to go on to university. Thus the sort of all round development offered by universities (valued as the highest form of development) is not even available to most of the population. It is of course true that schools are in many cases broadening the narrow academic and skills approach to take account of other educational needs, but the social selection process with its corresponding qualification structure remains central to the whole set up.

In the universities the contradiction between social selection and all round improvement manifests itself in many ways. For example students are forced to compete for high grades rather than learn cooperation among each other. Thus process is often disguised by staff and students alike as "competition against the self".

During the 1960s the contradiction was not so apparent. Rhetoric about "knowledge for its own sake" gave a liberal expression to the individualistic philosophy which provides the rationalisation for the social selection process. Our "open entry" policy for universities is one of the best examples of how the impression of an



egalitarian educational system free from the restraints of the outside world is created.

The crisis

Now things are changing. Inflation and the declining availability of graduate jobs are forcing considerable reassessment of the universities' role. Government expenditure is one of the factors contributing to inflation, a fact recognised by the present Minister of Education when he took office. He stated: "It is already clear that the government's first task must be to bring public expenditure under stricter control, and education which is second only to

social welfare among the spending departments, must inevitably come under close scrutiny."

In the latest budget education was up 8%, but in terms of the GNP this actually meant a decrease. University's funding is now reaching a crisis point, while spending in such areas as teacher training is also diminishing.

This latter has particularly serious ramifications. The schools which most need extra teachers are predominantly in working class areas, so it is working class children who will suffer. Job opportunities

for a large section of university students are also affected (in 1973 68% of arts graduates became or were training to become teachers).

Inside the universities inflation has had several effects. Block grants have not kept pace with inflation for five years. Capital works grants have fallen drastically, while research grants have been directly cut to nothing.

Libraries have had their purchasing power curtailed and have reduced their hours. Two faculties at Victoria, Commerce and Law, are introducing restrictions on enrolments. Others can be expected to follow. Even if the money could be found for the extra staff and accommodation presently needed, there would be no jobs waiting for the graduate once they left. Law and teaching are two of the clearest examples of this already happening.

Conclusion

Thus it can be clearly seen that the universities are on the one hand subject to the economy, and on the other there to service its needs. It is no calamity to the system that universities are being forced to close their doors to greater and greater numbers of people. The system doesn't need those people to be university trained, and it could not cope with them if they were. Justification will of course be given, like the excuse that restrictions weed out the failures a little earlier and save them hardship later. This is perhaps the most blatant indication of all of the purpose of university education, for the underlying assumption is that social selection is the only thing students are at university for.

An "education of the kind for which (people) are best fitted and to the fullest extent of their powers" is a luxury. Because some of us have been able to achieve it does not make it a reality for most people in New Zealand, nor does this suggest in any way that Fraser's ideal is the fundamental characteristic of our education system. Education, like everything else, will never be for its own sake, never stand above political and economic considerations. In the economic crisis, this becomes clearer every day. By 1983, the problems may well be solved. But in what manner?

Simon Wilson

He also said a lot of other things that Dubble didn't understand, things about philosophy, psychology, theories about this and theories about that, and the importance of Lifebuoy soap in keeping ears clean.

He also said that if Dubble didn't like Hierlarning, then he should try to change it. "How?" asked Dubble. "Go to the department, but wash behind your ears first." So Dubble left, glad to go as the air was getting a little foul.

The very next day, straight after cleaning his teeth, Dubble went to the Department, and he told them he wanted to see Hierlarning changed so that Ed Yoo Kasion and not Tee Ching took place. Dubble argued and pleaded and cajoled and threatened, and all the time the air smelt nicer and nicer. Finally he said that he would stage a revolution unless they changed Hierlarning. At last the Department said, "Yes Dubble you're quite right, we will change Hierlarning."

Dubble rushed away to write to his Mummy to tell her just what had happened, and he was so happy. After a little while however when nothing seemed to change, Dubble went back to the Department to see what had happened. "Well it was the faculty, Dubble. They wouldn't agree with us." So Dubble stormed off to the Faculty. Dubble did all the things that he had done to the Department, and finally the Faculty said, "Yes, you're quite right Dubble, we will change Hierlarning."

But again nothing happened. Then Dubble found out that he had to go to the Prof Bored, they had to be persuaded too. It took

In the shadows of the Great Hall



Dubble a long time to persuade the Prof Bored, but finally he did. Now Dubble was sure that something would get done. Again nothing got done.

"You will have to go to the Council," the Prof Bored told Dubble, "there you will get an answer." So Dubble went to the Council. At first Dubble couldn't find them. "They only meet once a month" he was told. "Well then," said Dubble, "I will go and see them individually." "But you can't" he was told, "most of them don't live in Hierlarning." "What!" said Dubble, "you mean that Hierlarning is run

by outsiders?" "Oh yes!" he was told. "But this is preposterous" Dubble said. "This is life" he was told.

When the Council did meet, Dubble tried to see them, but they wouldn't see him. "Why should we see you?" they asked. "We don't have to listen to Aka Demiks, we don't even have to listen to the champion fartars, we certainly don't have to listen to Stu Denks." "Well who do you listen to?" asked Dubble, shattered. "We listen to ourselves, we listen to the Regi Stri. Oh yes we always listen very carefully to the Regi Stri. On some things we do listen to the Aka Demiks, but they're

always too frightened of us to do or say very much."

Dubble went away very upset. Then he decided that he should do something, so he called a meeting in the Great Hall of everybody in Hierlarning. And he said to them, "Hierlarning is not as it should be. All these committees you have are worthless. They have no power. Everything is controlled by the Council. There is no democracy in Hierlarning, these committees don't fulfil a democratic function, they fulfil an administrative function. All these committees are just places where the Council can allocate work. And as for you Aka Demiks! You're as badly off as we are, perhaps even worse. You're so controlled by the administration you can't even make any suggestions because they control all your little privileges, that you hold so dear. You should wake up, all of you, see what has happened to Hierlarning...."

Dubble would have gone on, but everyone was booing and hissing, Aka Demiks and Stu Denks both. Almost everyone that is. In the shadows of the Great Hall sat a few men snickering. Some said they were the men from Regi Stri. Others said "Sssshh!!!" And one of the Aka Demiks said, "Dubble Trubble, you can leave, you upset our little world, you are double trouble. Go away and stay away."

So Dubble left Hierlarning and never returned. But Dubble had lots of brothers and sisters and cousins, all just like him. It is for you gentle reader, to decide if one of them succeeded where Dubble himself failed.

Peter Beach

The changing role of overseas students

In recent years there has been considerable debate in New Zealand on many aspects of this country's overseas student policy. Significant cutbacks in the numbers of private and assisted students have been made, returning students have been subject to arrest and harassment by their home governments, diplomats in this country have engaged in active surveillance and intimidation of overseas students and at least one senior Malaysian official has been recalled for his ham-fisted approach to the question.

Overseas student policy has been a controversial and widely publicised element of the work of NZUSA and has provided a major focus for a great deal of student activity in the 1970s. Student organisations have championed the continuation of a policy that admitted large numbers of students from South East Asia and the Pacific. They have done so out of a sense of internationalist duty, defending the rights of overseas students to political organisation in the context of support for national independence and opposition to imperialism.

If the policies of successive New Zealand governments are examined it will be seen that things have been stood on their heads in the last thirty years.

The origins of New Zealand's overseas student policy lie in the political situation that existed at the conclusion of the second world war. When the Japanese invaded South East Asia, driving the colonial administrations before them, they awoke a great spirit of resistance among the people of Vietnam, Malaya, Indonesia and all other countries in the region. The people stood up, fought, and defeated the invaders.

They did not struggle in order that the British, Dutch, French or American imperialists could return. They fought for independence and for their rights as nations. In the vanguard of the wars of resistance were the communist parties, and having defeated the Japanese they were determined not to meekly accept the return of the old colonial powers.

Western Imperialists were equally determined that one way or another they would continue to profit from the resources and people of the third world. They had not fought the war out of a sense of moral indignation but in order to preserve in their hands the power threatened by their imperialist competitors in Germany and Japan. Also clear was the fact that the world had changed and that a return to the old situation provided no long term solution to their problem.

By 1946, the Vietnamese had resumed their war of liberation against the French. Two years later, the British were forced to declare a state of emergency in Malaya. The Indonesian people were struggling to defend their independence, and the establishment of the Peoples Republic of China in 1949 confirmed the need for imperialism to develop a new approach to maintain its position.

'Aid' — The Imperialist Strategy to Maintain Power

The Colombo Conference, held in 1949, established the basis for New Zealand's foreign aid programme in Asia and her overseas student policy. Although popularised in the language of altruism the Colombo Plan was, at the outset, as much part of the strategy of continued domination as was the invasion of Korea and the foredoomed attempt by the French to fight their way back into Indochina. In a report of the conference "The Times" stated "..... the whole region has become an emergency area for the free world since the communist victory in China The need to buttress the area, by every political and economic means available, has been the dominant theme of the conference."

The purpose of the plan was to train a compradore elite of people who could assume titular leadership of their nation without threatening the interests of their foreign teachers and masters. Technicians were taught approaches to development that were dependent on foreign technology and future political leaders were trained as ser-

vants of neo-colonial powers. Razak, Lee Kuan Yew, Rhee and others who led their nations to "independence" were products of universities in the United States and Britain. The nature of their contribution to the struggle for genuine independence is well summed up in the song of the University of Singapore Students' Union: This is my island in the sun where my people have toiled since time begun

The British came in from the sea stole it and passed it to Harry Lee.

Even where events had overtaken the west and governments were established that stood for national independence, steps were taken to ensure that a more compliant "leadership" was trained. This was the origin of the infamous Berkeley Mafia, a group of young Indonesian intellectuals educated at the University of California. It was hoped that they would be able to undermine the Sukarno regime and eventually replace it.

It was of course no coincidence that



these academics played a leading role in the military coup against Sukarno. The Ford Foundation's director of international training and research, when explaining the support of the foundation for the programme at Berkeley, said, "Ford felt it was training the guys who would be leading the country when Sukarno got out."

NZ's Part in the scheme

Two basic schemes were established by New Zealand. They remain today as the basis for our overseas student policy. Under the scholarship schemes the New Zealand government offers to recipient governments an agreed number of places in New Zealand universities and other tertiary institutions. Most of these are administered by the External Aid Division of the MFA institutions. Most of these are administered under the Colombo Plan. The scholarship schemes are clearly part of New Zealand's overseas aid programme. Selection of students is generally in the hands of recipient governments, and the schemes are financed from the monies made available for technological aid and complement the capital assistance programme.

Assisted students are specifically forbidden from taking part in political activity.

Private Overseas students policy, under which a number of places are made available to students who are able to finance their own studies in New Zealand, is ad-

ministered by the Interdepartmental Committee on Private Overseas Students. Until recently, admissions were the sole responsibility of the Overseas Students Admissions Committee which established the number of places available and selected the students to fill them. With the introduction of restrictive quotas the freedom of this body to select freely according to ability has been somewhat limited.

The private overseas student policy is not funded from the aid programme, the students are not selected by their home governments and it has been a policy that has caused headaches for the administrators. Not constrained to the same extent as their fellow students on scholarships, private students have often used the opportunity afforded them by their stay in New Zealand to examine the nature of their home societies and governments. It is these enquiries and the organisations of such students that has caused the government to reassess its position.

In the early 1970s the rot began to set in. The withdrawal of Singapore from the

and detained in Malaysia. In June of that year a campaign was launched for their release. It had become clear that among the charges laid against the students were some that related to their activities in New Zealand. NZUSA charged that this was evidence of political surveillance of students in New Zealand and demanded the government put a stop to this activity. The campaign saw some of the largest meetings of overseas students in New Zealand's history, demonstrations were held and overseas students organised themselves.

At one demonstration a window at the Malaysian High Commission was broken, and relations between the New Zealand and Malaysian authorities had so deteriorated that the Prime Minister, Mr Kirk, responding to an irrational outburst of the High Commissioner, Jack da Silva, said that he was "talking through a hole in his window". Mr da Silva was recalled shortly thereafter. The overseas student question was debated at this time in Parliaments in New Zealand, Australia, Malaysia and Singapore. Activity continued at a high level for over a year. By this time overseas students had begun to organise themselves, to publish journals and pamphlets, to openly debate political questions. Although activity on the question of overseas students has largely centered on those from Malaysia and Singapore, students from the South Pacific have been increasingly vocal on the subject of New Zealand neo-colonial activities in their region. Many of the studies that have been made of the subject have been the work of students in New Zealand and those studying at the University of the South Pacific. The University was built with the same objectives as the overseas student policy and this example of educational aid carries with it the same dangers for imperialism.

The most recent example of student activity on an overseas student question was the campaign to allow James Movick to remain in New Zealand. A Fijian student, James Movick was in the forefront of anti-imperialist activity in his short career as a student leader. His deportation may well prove to be a spark for greater activity among pacific students studying in this country.

Governmental response: cutbacks

New Zealand and other imperialist powers were initially certain of the academic and political objectives of their overseas student policy. No longer certain that it is fulfilling those objectives, a policy of restriction has developed. The situation has changed from the time when Lee Kuan Yew sent troublesome students to New Zealand and Australia to be rehabilitated and purged of their communist ideas. Both of the last two governments of New Zealand have responded to the pleas of the Malaysian government in particular to intervene and have implemented cutbacks on admissions of overseas students.

The cutbacks have been rationalised as being part of a national economy drive, or as representing the desire of the government to have a better representation of students from the South Pacific. The fact that the Malaysian authorities have been calling for a reduction in the numbers of students sent to countries like New Zealand is conveniently overlooked.

The extent of the cutback has been fully canvassed in recent publications and there is no point in detailing it here. The reasons for the cutback are clear. The unrestricted development of the student programme would hasten the demise of the societies and neo-colonial relationships that it was conceived to protect.

As a student from Brunei, studying in Australia, put it, "The choices for foreign students are clear. On the one hand, a recognition of their potential role in the struggle for greater justice and equality in the societies from which they come. On the other hand, a resignation to the role assigned to them, which by helping to perpetuate injustices, is ultimately doomed to failure."

Those students who have made the choice and who stand with their people deserve our support.

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Though the image of dope smoking, banner carrying, long haired students still has popular appeal, the reality of student life is extremely different.

With the prospect of inadequate allowances, decreased holiday earnings and increased competition for graduate employment, many students are forced to complete their degrees in the shortest possible time. But a degree must also be a relatively "good" one to face the competition in the outside market. Add to this the pressures of internal assessment, the semester system and heavy workloads, and it is no wonder that students spend more time in the library than ever before.

Yet though students complain, very little is ever done. The only concession that has been made by the University in response to these complaints has been assessment critiques given at the end of the course. This is supposedly to help rectify the mistakes for next year's class. Yet how many courses really do change to meet student criticisms? The answer is:

Last year's lecturer continues with last year's notes that s/he has used for the previous five years. The facts may be slightly irrelevant, the presentation hopelessly inadequate but it is easier that way - for the lecturer, that is.

One of the biggest problems facing students who want to improve their assessment and/or workloads, is lack of unity and organization. It is extremely easy for lecturers to divide the class by playing off one student against another. A geography lecturer in his introductory lecture used to say, "Look to the person on the right, look to the person on the left, one of you is going to fail this course." This makes it clear to students from the beginning that they are only going to succeed if someone fails. This kind of mentality prevents students from working co-operatively on projects, essays, and lending notes.

The "you fail, I succeed" assumption is fundamentally false. The only person who really wins is the lecturer, who gains an even more unquestioning, docile class.

By sharing ideas, and by working co-operatively on projects, a student's understanding of a subject can only grow. It is often only after hours of discussion with other students that a concept can become

clear.

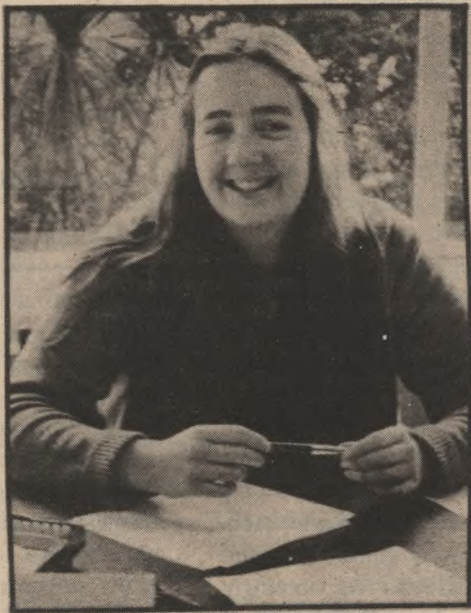
Why does the University fear co-operative learning? "Fear" may seem a strong word and yet the University has regulations against group assessment. In the sociology department the students succeeded after a long struggle in gaining group assessment for one of their projects. However, the University became alarmed and made sure that this did not reoccur.

Why is there this emphasis on individual as opposed to group assessment? If you have read the article on the relationship between education and the economy perhaps you can answer this question yourself.

It is essential for the system to work that each person can "be seen" to be appropriately graded so that s/he can fit into their slot in society. Thus it is vital that the ability (ie. ideas) of one person can be "measured" and then attributed to that person.

Most assessment procedures have been scientifically discredited. Exams and essay marking can depend on such variable factors as the examiner's health or mood. To gain an all round assessment of a person's ability and real depth of understanding would demand a complete re-orientation of our education system. This will only come about when the economic structure upon which it is built, changes radically.

Lindy Cassidy



Salient notes

Did you know that someone wrote us a letter the other week saying that they thought we, the Salient crew were uneducated! Can you imagine it? Us uneducated! Needless to say that letter will not be getting published.

All I can say is that its lucky David Murray is in China getting educated at the moment, or there would have been real trouble. He prides himself on his education. Why he's read every word that Lenin and Marx ever wrote and none of the words that Trotsky ever wrote, I mean, how could you be better educated?

Lorraine Robinson is very well educated. She went to a church school. "I may not be very good at maths, but by god I know my god." The last time she said this all the light went out and a heavenly voice, sort of like Linda Lovelace with a cold, boomed out, "And I know you too Cathy Randall bugger, I mean Lorraine, your prayers have got you three heavenly crosses, but those horrible things you said about Michael Hamblin have got you two hellish black marks. You should try harder Lorraine."

"What about me then?" asked Simon Wilson, "how are my ratings?" "Well my son, you're a bit hard to evaluate. Because you try so hard to keep on the right oops I mean left, side of everyone, and never allow your true feeling to show, I don't know what you think. You should stop being so restrained and introverted."

"Hey", asked Andrew Casey "how come when you talked to Lorraine you sounded like a bird, but like a guy when you answered Simon? Are you queer or something?" "One black mark for calling ladies "birds", another for calling homosexuals "queers" and a third for mentioning Simon Wilson's name. To answer your question, I am different for each person, for Simon I am his desire to be Dirk Bogarde."

"What about Peter Beach?" asked Lamorna Rogers. "He says all kinds of nasty things about you". "I don't recognise Peter Beach, and now I'm going home to sulk." and he/she hasn't come back since.

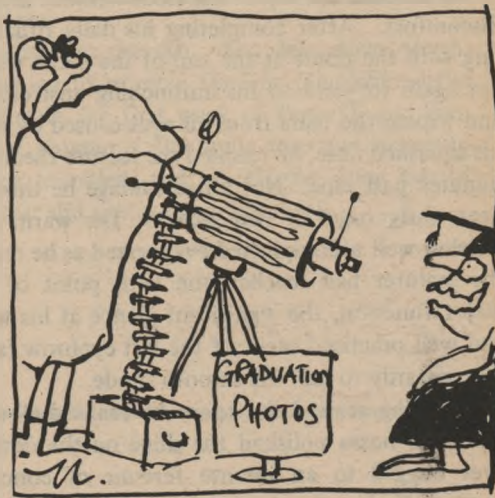
But back to the letter. It surprises me that people can be so blind as to think that Martha Coleman is uneducated. Why she would have a BA if it wasn't for the fact that the University deliberately misled her

into thinking that she had an exam in the afternoon, when in fact it was in the morning. Or Jonathon Scott, who would have passed his history exam this year except that he was late. Being an educated person he knew he could persuade the supervisor to let him in without an entry slip, which someone in the Salient office had eaten. Being educated he did not resort to violence or abuse, but in quiet and well-modulated tones explained the situation to the genial old man at the door. He quoted Shakespeare, Aristotle and Adam Smith for about two hours when he finally realised that the venerable gentleman was deaf. That was when he found out that he was in the wrong room.

I don't think you could say that David Kent was uneducated. Not if you look at the lovely cover on this issue. David put his heart and his soul into that piece of work. In fact if you look very closely at the left-hand corner you just might be able to see his leg. We cut it off and stuck it there as a sort of memento.

I know that Victoria Kennedy hasn't got a PhD, but it would really be a bit superfluous for her. When she can typeset Simon's articles even before he has written them, type photographs, do all the layout, all while talking on the telephone, well degrees are really just a formality.

I failed philosophy exams because I said that I knew things, so I'll only say that I believe that Wanganui Newspapers, Drews Ave, Wanganui printed this little thing that I think is a newspaper. I have strong circumstantial evidence which suggests that Simon Wilson edited it, but it's only a guess when I say that NZUSA published it.



Clubs and notices

FORUM ON STRUGGLE OF WELLINGTON BOILERMAKERS FOR RECOGNITION AS A UNION

Featuring Wellington Boilermakers Secretary, Con Devitt. Thursday 20 July, 12-2 pm. Union Hall.

WOMEN'S LIBERATION

There will be a meeting at 3 pm on Wednesday of all women interested in women's issues and especially, the position of women on campus. The meeting will discuss future activities and, in particular, plan a forthcoming supplement on women in Salient. If you're concerned about women's rights, then come along. You don't have to be a hardened feminist, just yourself. Wednesday 19 July, 3 pm. Boardroom.

ANANDA MARGA MED. CLUB

A four week course will be held on Wednesdays from 7.30-8.30 pm. beginning on 19th July in the Board Room. It will include a slide show, meditation, yoga exercises, philosophy and other aspects of Tantra Yoga. The course is offered free of charge by the Ananda Marga Meditation Club.

Wednesday 19 July, 7.30-8.30, Board Room.

CONSERVATION EVENING

The Environmental and Conservation Organisation (ECO) and the Nature Conservation Council are sponsoring Dr J.G. Mosley for a week of high level discussions on conservation. He is the director of the Australian Conservation Foundation.

On July 21st at 7.30 pm. he will be speaking on marine conservation on behalf of Project Jonah. Also two films that evening: "Well of Life" and "Shadow of Progress", both on sea conservation. Admission free.

PLUNKET MEDAL ORATORY CONTEST

The University Debating Society is currently accepting entries for the 72nd Annual Plunket Medal Oratory Contest to be held on Friday 28th July, in the Memorial Theatre at 8 pm.

Speeches should be of no longer than 12 minutes duration, and the choice of subject is unrestricted.

If you are interested in entering please contact either: Chris Finlayson 793-054 or Leslie Brown TWA 6516.

BIOLOGICAL SOCIETY

Biological Society Free Films: "Environment in the Balance" and "Air is for Breathing". All welcome. Wednesday 19th July, 12.15-1.30 pm. Kirk, K303.

ENGLISH CLUB

Professor Northrop Frye, Commonwealth Prestige Fellow, 1978, is visiting the university from July 14 to 21.

At the invitation of the English Club, he will give an informal address on Tuesday 18th July on 'The Canadian artistic experience', in the Conference Room, Easterfield Building, at 1 pm. All welcome.

ENGLISH CLUB

"An Appreciation of Venice". An hour of music painting and readings presented by the English Department. Free. All welcome.

Wednesday, 19 July, 1-2 pm. CB 114.

LIFERIGHT

The next LIFERIGHT general meeting will be held in the Lounge, at 12 noon Wednesday 19 July. There will be discussion on the film I'D

LOVE HER BACK, THOUGH and also on the social work done by Liferight outside the campus. Coffee will be provided, and everybody is welcome. For further information contact Lorraine ph. 672-819.

DINNER

In the Greenstone Room of the World Trade Centre in Cuba Street on Saturday 29 July at 6.45 pm. Rev. Rob Yule, University Chaplain will speak on 'The hurdles of the human race'. Tickets available at Ramsey House. Cost \$5.00. All welcome.

VUWSA FILMS

MONTY PYTHON AND THE HOLY GRAIL

The film completely different from some of the other films which aren't quite the same as this one. Reputed to set the cinema back 900 years and nominated for 26 Oscars, 3 Brians, a Maurcen and 1 Sergio.

Wednesday 19 July, 5 pm.

ROMEO AND JULIET

Franco Zeffereilli's version of the classic Shakespearean tragedy. Fresh performances from Leonard Whiting and Olivia Hussey.

Thursday 20 July, 2.15 pm.

MILK & HONEY

Concert, Union Hall
Tuesday 18 July 12-2
Christian Union

DER UNBESTECHLICHE

by Hugo von Hofmannsthal

A Vietnamese Costume Comedy staged by students of German.

Memorial Theatre, Friday 21 July, Saturday 22 July, 8 pm. Students \$1, public \$1.50.

Letters

Trotskyite inconsistency

Dear Sir,

At the latest abortion forum - the one with the election candidates - I was rather puzzled by a large placard attached to a wall by some people supporting the "Socialist Action League". On the top part of the placard was advice to vote for Socialist Action in Porirua and Island Bay; on the bottom part were the words "Elect a Labour Government". Few could not have been struck by the patent absurdity and inconsistency of the placard.

According to the Socialist League, a Labour Government would be elected if everyone didn't vote Labour but voted for something else. Moreover, as National voters would hardly be happy to switch to a party which, I am told, is Trotskyite, Socialist Action would get its votes FROM Labour! In Island Bay only 5 per cent of 1975 Labour voters switching to the Socialists would make it a NATIONAL seat. In Porirua only 7 per cent of 1975 Labour supporters moving to the Socialists would elect a NATIONAL MP.

If the Socialist Action crowd mooching around at the abortion forum are any guide, the people in the SAL aren't likely to attract many voters. Labour will still lose from the Socialist League's declared support. Many people will be put off voting Labour if they discover that such a group wants a Labour Government. The Labour Party is probably aware of this: I read somewhere that in the 1960s Labour formally dissociated itself from the SAL, declaring membership of the Socialist League to be incompatible with membership of the Labour Party.

In conclusion, if the SAL really wants a Labour Government it should withdraw its candidates and declare its support for National. Voters would leave National in hordes.

Yours,
Student Observer.

A day in the life of...

NEXUS SHORT STORY

It was two minutes to nine as he pulled open the heavy outside doors, struggling to squeeze his body through the nine inch gap before the door swung shut and left him trapped painfully halfway through the door. He accomplished the feat nursing only a badly bruised leg this time, and then hesitated in the foyer, considering the lift or the stairs. There was really no choice. He decided that the frustration of impotently watching the lift dance between Level 3 and 1 was too much to bear so early in the day, so taking a deep breath, he strode purposefully towards the stairs. He managed to leap two at a time this morning, suffering only the discomfort of a red haze between his strained eyes, a pounding heart and jellied legs. Aha old son, he thought while his head was between his knees on the second landing, those strolls to the shop aren't quite enough to keep you in trim. Visions of jogging, harriers, weight-training at the Recreation Centre, maybe yoga or how about TM flashed through his mind, all to disappear as his bodily functions returned to somewhere near normal. No, just cut down on the bread, no need for extremes.

He reached the top of the floor without much further discomfort. After completing his daily ritual of wrestling with the doors at the top of the stairs which failed yet again to yield to his unflinching unstretched hand, and wiping the tears from his eyes caused by the pain of his squashed nose, he reached the lecture theatre at three minutes past nine. Not a bad average he thought, only been early once in two weeks. The warm glow of a mission well accomplished evaporated as he realised that the lecturer had reached the fifth point of the third major function, the significant glance at his wristwatch and well practised sneer of the left eyebrow failing even momentarily to halt the smooth tirade.

Glancing around the room he realised all seats were taken, as noses polished the shine on the desktops and eyes bugged in an intense fervour of concentration, hands suffering already their second painful cramp of the morning. He noticed one or two who even at this early stage had admitted defeat, and were gazing with ill-concealed vacancy at the lecturer. Mentally he berated them for being poor exponents of sleeping behind alert

and attentive eyes. He slumped down against the wall, onto the floor where he had a rather excellent view of a forest of hairy legs. He studied the moles on the nearest three pairs intently while fishing for his folder and pen in his shoulder bag. Regarding the gentle cascade of essay notes spilling out around his legs and his run-out pen, he sighed inwardly and decided that the lecture was quite probably paraphrased in the text anyway. He made a mental note, for the third time that week, to have another look at the price of the book. Maybe a miracle had happened and the price had dropped below \$15. The lecturer had now decided to draw diagrams on the window-reflecting blackboard, and thus effectively prevented seventy-five per cent of the lecture from copying them, and produced acute neck pain in another ten. Not being able to see over the lip of the desk tops anyway, he retired to briefly contemplate the moles again, and devoted the remaining forty minutes refining witty and sardonic comments which were directed at some of his lecturers when they passed by on the other side of the street sixty yards out of earshot.

Despite stubbing his toe twice while climbing the library steps as he attempted to catch a glimpse of girls' upper thighs exposed as their skirts billowed wildly in the wind funnel, he reached the bag room of the library in a considerable state of anticipation. Rumours of orgies in overdues and the prospect of yet another chance to defeat the system produced a quiet fluttering of excitement in his stomach and perspiration gleamed on his brow. The sight of every cubicle filled with bags, books and helmets failed at first to quench his enthusiasm until he had circuited the bag room for the fourth time looking for even a very small space in which to stuff his bag. He finally threw it onto the lockers, and after picking up his essay notes again and severely injuring his hand after it had been caught by the guillotine flap cunningly concealed in the return-books slot, he marched towards the automatic doors and across the acre of carpet to the rows of catalogues. This morning he managed to find not only the subject he was looking for in fifteen minutes, but also some prospect of finding books on the

shelves on the particular essay topic he was considering. In a beatific frame of mind he therefore resisted the temptation he usually felt after a thirty minute encounter with the beast to take out the skewer pinning the cards, to shuffle them, deal a Royal Flush on the side and replace all within thirty seconds — while maintaining an intellectual expression on his face and posting an eye to watch for any approaching name-tags. He stored the fantasy for a future occasion when he knew he would need comic relief, and set off to Level 3.

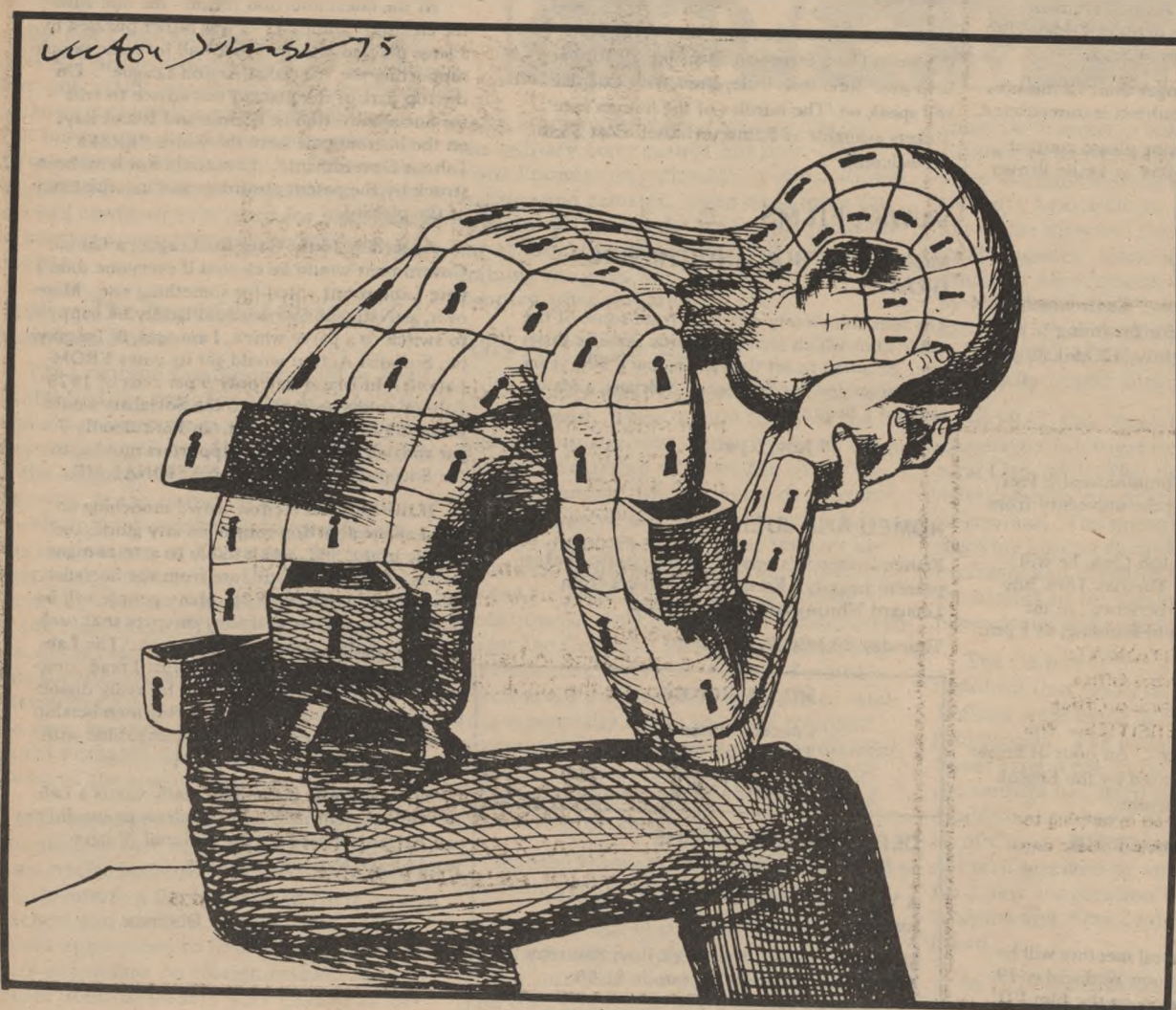
Keep calm, he told himself as he rounded the shelves for the seventh time looking for the call number, you've had worse days up here. He hurriedly pushed back the reminiscence of that best forgotten day in his first year when he had been convinced that library assistants had removed whole sections of books and stored them away for reasons best known to themselves. He had retired, utterly defeated, after spending two hours covertly watching their every move hoping to discover the secret passageway to the cache of popular books that he knew was hidden deep under the library. Sometimes he worried that he was on the verge of paranoia, but anecdotes from other students who had similar experiences made him realise that his fears were not all groundless.

The library was saved from a civil emergency when he decided not to put his plan of perfecting the domino theory into action by toppling the rows of shelves onto one another in glorious confusion. The catastrophe was avoided when he at last found the little pile of four books on his topic hidden in a long row of other tomes on the bottom shelves. I'll give them full marks for ingenuity, he conceded grimly. Nearly had me defeated. The rather delightful image of a scrapheap of shelves and mutilated books faded when he also admitted that he couldn't live to old age with the haunting shrieks of fellow students trapped beneath the pressing weight of paper and iron as they were ground into the carpet. It would be rather difficult, he thought, to clear the area of possible victims without drawing attention to himself, and the cost of cleaning the carpet of bloodstains would no doubt be borne in next year's library fines.

He retired to the outside balcony of Level 4 to bathe in the appreciation he knew he had earned by saving the library from a rather nasty little incident. After all, it was only his consideration of the costs involved that had prevented him putting his plans into practice. He pushed the niggling possibility that he did not have that much influence around the university to a little-frequented corner of his mind. He could still dream. They hadn't taken that right away yet. He peered over the balcony to the rather hard looking concrete far below. Only the uncertainty of propelling himself far enough to the right so he would pass the Head Librarian's window on Level 2 on his way down prevented him from hurtling over the edge. Still, it was comforting to think of the headlines: Student Becomes Martyr After Years Of Frustration. Processions. Memorial services. Candles and tears shed by thousands. Perhaps even the first Saint of Students? Maybe he would settle for the new students union building bearing his name.

His peaceful state of mind restored he visited Oranga for lunch. He refused to let the fact worry him that all the filled rolls, his favourite Vogels bread combination of cottage cheese, prunes and gerkins (and to cap the jolly lot off) his special delight of custard square had all disappeared. Instead, he contemplated ordering eight milkshakes of assorted flavours, but magnanimously decided on one milkshake after brief consultation with his stomach. Methinks he doth protest too much, he thought, feeling rather pleased with himself that he had remembered even that much of his Shakespeare, even if it wasn't the correct phrasing.

The afternoon passed pleasantly through occasional excursions to odd lectures, numerous coffee breaks and



discussions with friends in complete agreement about how much work there was to be done and how much they couldn't get done. After hearing himself say he had six essays, five tests and four assignments to hand in at the end of term to the third friend over the fourth cup of coffee, he wondered why he hadn't become a freezing worker before.

The personal vagaries of Waikato weather had turned the cloudy skies into rain by the time he was turning for home. Keeping his head well down, he tried not to notice the trickles of water flowing over his chest. After the sixth car had passed too close to his bike, showering him with water, the absence of waterproof clothing hardly mattered. He eventually reached the flat despite attempts by his bike to prevent him making any progress beyond one hundred yards of road in two minutes, by cleverly catching his trouser-leg in the chain and grimly

refusing to give up its pressure on the tyres. He kicked it in the wheel, whereupon it promptly fell over and deftly managed to manoeuvre its pedal into clipping him a painful blow on the ankle.

After allowing himself the brief pleasure of frothing at the mouth, he entered the flat where one of his flatmates was pretending to be busy in the kitchen with dinner.

"Hello," his flatmate said, looking up from the indescribable mess he was stirring around in the frypan. "Been for a swim?"

He resisted the temptation to throttle his friend and stuff his body in the nearest rubbish tin, and merely contented himself with a "No I've been parting the waters of the Waikato for an afternoon's bit of free entertainment."

"Very good, quite a wit aren't we. Anyway, what was your day like? Lots of exciting and stimulating

lectures and work done? Ha Ha."

"Marvellous," he replied. "Marvellous day. Only considered suicide three times and a nervous breakdown once. Didn't even think of bombing J Block today. Quite ordinary really. Anyway, what's for tea?"

"Dogs mess mince. Original name, original creation. Amazing what you can do with a pound of mince," was the reply.

He went into the loo, carefully closed the door and took the half-used toilet-roll off its hanger and stuffed it into his mouth before he screamed. He clamped his jaws tightly, wanting to retch.

Should have taken a bit more off the roll, it's a bit big. Mince mince mince. God the last straw! Agggghhh.

The mental scream of anguish emerged as a muffled squawk.

Steady on old son, he thought as he picked the bits of loo paper out of his mouth and spat them into the bowl. You've only had mince five times in the last week. People live on much worse you know.

The thought was beyond his comprehension, due in part to his flatmate's skills of cooking. The pounding in his head eased as he removed the last shreds of sodden paper.

What you need is that holiday. Yes, of course. May holidays next week. Three weeks of lazing about. Reprieve reprieve!

He saw himself in the sun. Ten days down south. Hours of listening to music. Then he remembered the four essays due in the first week of Term II, and then there was that seminar. The smile that had begun to crease his face trembled, and he felt the rising tide of hysteria as a tear slid gently down his cheek.

Liz Stewart



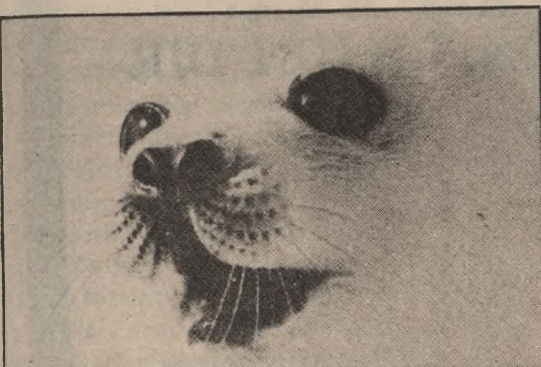
ECONOMIC GRADUATES

The Department of Statistics, Wellington, has vacancies for graduates in Economics and is also offering supplement to near graduates who wish to study at University in Accounting, Economics or Statistics.

Placement would be on the Central Government Accounts or on Inter-Industry Sections.

For further information, please telephone Mr Lewington on 729-119 or write to the Senior Administration Officer, Department of Statistics, Private Bag, Wellington.

Save the Baby Harp Seals



SIGN THE PETITION AT:
MASSEY — Studass Office
VICTORIA — Studass Office
OTHER UNIVERSITIES — Will
arrive soon.

Anyone interested in helping to
circulate the petition please con-
tact—

Project Jonah
c/- PO Box 452
WELLINGTON

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HARD UP?

The STB hardship allowance

Here are details of the additional allowances you can get.

If you are on the ABATED bursary:

You can get the abatement cancelled if you cannot continue full-time study without extra financial assistance. **AND**

Then, if you still can't manage, you can get an additional allowance of \$7 per week.

If you are on the UNABATED bursary:

You can apply for the additional hardship allowance of \$7 per week, only if you cannot continue full-time study without extra financial assistance.

How to apply:

Go to the registry and get the special form needed. After an interview with the liason officer, student counsellor or registrar, which is to help you fill in your form, the application is sent to the Education Department. You don't have to have an interview if you don't want one, but it is in your **BEST INTERESTS**.

What is taken into account?

Your income, holiday earnings and assets are taken into account. If you are **unmarried**, your parents' incomes are considered and parents will be asked to fill in a form. If you are **married**, your spouse's (but not your parents') income is taken into account.

Married students:

Can get an unabated bursary if your husband or wife and child are substantially dependent on you **OR** if you are married to a full-time student who only gets a tertiary bursary. You too can apply for the special hardship allowance.

This applies also to people in defacto relationships.

IF YOU ARE HARD UP, APPLY. NOTHING IS LOST AND THERE MAY BE SOMETHING GAINED. IF YOU THINK YOU HAVE HAD A RAW DEAL GO TO YOUR LOCAL STUDENTS' ASSOCIATION, OR GET DIRECTLY IN TOUCH WITH NZUSA.

New Zealand University Students' Association,
PO Box 9047,
Courtenay Place,
WELLINGTON

Believe it or
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Believe it or not, even Universities feel the pinch during the economic downturn. And as the economy of the country gets worse, education spending looks like being in for a hard time over the next decade. Universities are among the first to be effected — witness the reduction in library services such as periodicals cutbacks of fewer hours, or perhaps the overcrowding of lectures due to the inability of our universities to get funds for optimistic building programmes planned for the present gloomy decade in the economically buoyant 60's.

Universities get the vast bulk of their funds from an allocation made to them by Government every five years, called the quinquennial grant. The grant covers all the running costs of the seven New Zealand Universities from new lecture blocks down to paper clips, from the Vice-Chancellor's salary through to counselling services. The current quinquennium is for the period 1975-1980 and already the body which draws up the quinquennial application, The University Grants Committee, is preparing for the next one to be announced towards the middle to end of 1979. As with the last block grant announced early in 1975, the next one is not expected to show any marked increase in University spending and after inflation is taken into account will probably show a percentage drop somewhere in the 8-12% region. Areas likely to be the most affected are, naturally enough, student welfare, where it is considered that students should pay increasingly more for welfare services such as student health, and counselling. Universities will be looking towards a greater contribution from the individual student towards the running of these areas as well as ways of making students pay more for university expansion from the building levy charged to each student for the first 5 years of study. Tuition and examination fees are bound to increase to make up for the shortfall in income from the lower than expected block grant.

Besides these fairly obvious avenues Universities will still have to find other incomes outside the realm of Government funding. The commercial world offers some hope here with grants to Universities for academic and scientific research or the providing of cash for "guest lecturers". Government Departments also help out as much as possible with reasonably lucrative research contracts covering such things as tractor accidents at Massey University in Palmerston North to earthquake prediction at Victoria in Wellington.

Often these research contracts last for a long period of study and are aimed at staff and senior students within a particular department.

MILITARY FUNDS ??

The only possible avenue left after these have been exhausted is the military, and generally when the Universities start seriously to consider this alternative you know that things have reached rock bottom.

Up until the beginning of the 1970's military funding, specifically of research, was quite widespread throughout the four main New Zealand Universities. The amounts of money involved when compared with the total University expenditure were fairly insignificant but when examined in the context of how an individual department is funded it can take on great importance. Military funding was halted in the early seventies during the Vietnam War campaign as the Universities became increasingly touchy about "military money" and following widespread student protest the practice was dropped and University Councils

MILITARY FUNDING OF NEW ZEALAND UNIVERSITIES



David Merritt
G.V.P.,
N.Z.U.S.A.



adopted policy against it.

However there are now moves afoot to bring back military financing of University research at Otago University in Dunedin.

WHAT IS THE HISTORY OF SUCH FINANCING FROM THE MILITARY; JUST WHAT IS AT STAKE? HISTORY — BACKGROUND TO MILITARY FUNDING FOR THE PAST 10 YEARS.

The first university to receive military funding was Canterbury University in 1958, and from then until 1973 it was granted for research purposes more than \$400,000 from military sources. The practice of outside funding (especially from the military) spread, and it is likely that with the exception of Massey, Lincoln and Waikato, all other New Zealand Universities have accepted military funds at one time or another over the past 15 years. The other three universities involved have considerably lower levels of military funding (MF) than Canterbury and the collective total from the other three universities would not exceed the Canterbury total of almost half a million dollars.

CANTERBURY

Canterbury had the highest level of MF due to the nearby presence of the US Airbase at Harewood in Christchurch. This airbase is the centre for Operation Deepfreeze — the American exploration and study of Antarctica, and despite a relatively low level of activity (118 flights per year), it plays an important role as a communications centre for the US Airforce in the South Pacific area. The military research carried out at Canterbury University has been for the USAF and the topics covered included such juicy titbits as the effects of rarified high atmosphere on missile trajectories, or the possibilities of aircraft tracking by exhaust emission. Academic research at Canterbury has to a considerable extent been prostituted for the armed forces. The following list sets out all known so far about the University of Canterbury's history as academic mercenary in the period 1958-67. It has been gleaned from university calendars, research reports, newspaper clippings and an investigation of military research in foreign institutions carried out by Senator Fullbright and printed in the US Congressional Record, 1 May 1969.

METEOR RESEARCH: In 1958 Canterbury received the first contract awarded to a New Zealand University by the US Defence Department. It consisted of \$14,700 for research into the effects of meteors on the upper atmosphere. At the time it was awarded it was claimed that the findings would have a bearing on the behaviour of satellites, rockets and missiles that pass through the upper atmosphere.

According to university calendars,

this research continued to be supported until 1966 by the US National Science Foundation and by NASA, both ostensibly civilian organisations. Strangely, all published results indicate that funds came from the USAF and the US Navy Office of Naval Research. After the initial admission of military significance the university has publicised only civilian benefits.

GEOMAGNETISM: In 1962 the US Office of Naval Research and NASA made grants totalling at least \$15,000 for recording micropulsations of the earth's magnetic field. Published results, including a paper on pulsations resulting from the 1962 high altitude nuclear test programme in the Pacific indicate that this work may have been sponsored because of its relevance to nuclear test detection and nuclear effects on a proposed extremely low frequency Navy submarine communication system.

RADIO PROPAGATION: In 1962 the USAF Office of Scientific Research made a grant of \$14,672 for radio noise and absorption measurements at the Physics Department Field Station. In 1963 \$12,000 worth of recording equipment for this project was provided by the USAF on indefinite loan. The work has obvious importance to all types of military communications and surveillance systems.

WHAT THE HELL IS THE MANFIELD AMENDMENT?

This was passed by the American Legislature in 1970 and states that "the Department of Defence could not finance any research program or study unless such project or study had a direct and apparent relationship to a specific military function or operation".

Further evidence that any research carried out has got to have a direct military benefit comes from section 6-805.2 of the Armed Forces Procurement Regulations which states:

"All ongoing or further research and exploratory development by foreign performers shall be supported by DOD (Dept of Defence) only when it has been determined that;

- (a) It is clearly significant in meeting defence needs of the United States*
- (b) It cannot be deferred for later action*
- (c) The proposed foreign investigator certifies that he is unable to obtain support from any other source for the proposed project".*

Clearly this shows that all MR at Universities must have a real military value. Since the Mansfield amendment was passed in 1970 it has been watered down in that it now allows the DOD to fund research with only a "potential relationship to a military function of operation". This change was brought about because DOD found it was getting thrown out of so many US and outside Universities that its weaponry research programmes were being seriously impeded. Also they adopted a strategy of supplying two completely different descriptions of each project it supports — one for internal consumption and the other one for the public. So bionosphere research into the effects of ozone on high altitude jet aircraft is described as research into the effect of the ozone layer on the world's oxygen content, or some such nonsense.

At Canterbury and (to the best of my knowledge) at other Universities, Council policy is, to say the least, wishy-washy and open to abuse. Most Universities lay down the condition that all results of any military research be

Continued on p. 34.

If you've bothered to read even this first line then its probably safe to say you've got a few thoughts of your own about bursaries; what they should be, how much — or whether we should get them at all. Articles about them have been appearing in student papers ever since I can remember, some of them good, some bad, some full of facts and figures. They show what anyone who's thought about it knows already — that you can't save enough in an average holiday job to even come close to covering the gap between a bursary and the costs we face. But the arguments I have and I suppose most people have with friends and strangers tend to be about entirely different things; a whole range of tangents. Friends who live in "student flats" run-down hovels that they wouldn't dream of living in if they became respectable, out in a job, or married; they'll tell you it's all part of that mysterious "student life". The second-hand coats, tired old clothes that seem to be so much a part of a student's image. And the endless succession of meals using mince, macaroni or rice. And when people finally get pissed off with seeing their friends who've got jobs driving around in cars and going out to places they can't afford in clothes they wouldn't consider buying, of facing the prospect of a part-time job on top of their study so that they leave — it's not the money, we all say. They just couldn't take the pace, couldn't keep up with the work and lifestyle.

And worst of all, your unbelievably confused, middle-class mixed-up

BURSARIES

Greg. Waite

student will turn around and say — oh yes, but universities are elitist, what's the point in giving better bursaries. The rich kids will just use it to buy their skis for the new season. And it's in the schools that poorer people get culled out, the government should make changes there. Ye gods! Where oh where is the logic in an argument which states that the whole system is bad, so therefore there's no point in trying to fix part of it?

Despite all this though, there have always been people ready to help organise the bursary marches, to do whatever they can to publicise the fact that some students are damn poor, that we don't all have wealthy parents to bludge off, who can give us cars for birthdays and send a regular cheque, to find us a nice cushy little holiday job in the firm. And there are lots more who are sympathetic, who felt the squeeze on jobs last Christmas, perhaps had friends who for the first time took that strange and unexpected step of registering as unemployed. If that's you, then congratulations! When everyone around you is saying "be grateful, you're lucky to get where you are", when all the pressures are to sit back and keep quiet, keep on working and churning out those essays, sitting those tests, then you're doing pretty well. Don't be discouraged if

you had two last minute assignments to do on this year's bursary march so you never quite got round to it — no doubt about it, end of term is a pretty silly time to organise something like that on \$15 a week, that's a pretty good reason to change the system, not sit back and get bitter. Also on the theme that students are a mixed bunch, often from pretty good backgrounds, you'll notice that many of them while living in poverty, still feel they don't deserve a better deal. Be patient with these types, they may well learn even if it takes time — a summer on unemployment with no savings at the end can do wonders.

LESSON 2 — Some students are definitely poor — there are always those (again!) who'll deny it, just like they'll tell you everyone on the dole these days doesn't want a job. Do your best to publicise the plight of students you know, whether it's by surveys on large numbers, or perhaps using case studies. This can be an excellent way of getting good media, focusing attention on the real problems of students as people, not some image-based on prejudice.

LESSON 3 — Governments are not benevolent organisations. When the Man up there starts talking about loans instead of bursaries, and doesn't even have the decency to

keep what we've got now up with the rate of inflation in election year, then you can safely assume things are going to get worse not better. And best of all we had an M.P. speaking at Canterbury, a certain Mr. Elliot, who had the nerve to tell us he didn't support tying bursaries to the cost of living because it made the economy too difficult to regulate! Hell! Now we're a tool to be used by the mighty Muldoon while he fiddles round with his "economic mirade". Students, the worst paid group in society, are the ones he chooses for this "fine tuning" — the logical extension is that our bursaries, like education spending, will go down when times are hard. Just too bad if we can't get a job as well I suppose.

LESSON 4 — Logic has very little to do with getting students motivated about bursaries. They've got to experience it, to know what it's like to be short each week, and then they've got to feel it a bit longer so they can get over their prejudices. But rest assured, increasing numbers of students are getting that experience.

There were lots of people ready to help organise around here (after they'd been given a few prods). And they were good people; many hadn't been involved in anything similar before but they knew why they were there — and it was fun too, especially the march! So next year, give it a go yourself — think about the issue a bit, think about whether it's going to get better or worse — then get into it!

TEACHING?

The Recruitment Officers will be in the University during the week 31st July - 4th August.
An Audio-Visual presentation will be given at 1 p.m. in A.1. on Monday, 24 July.
Contact the Graduates Appointments Officer (Room 406, in the Registry) for an appointment.

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INTERDISCIPLINARY COURSES AT CANTERBURY

Mikhail P. McBak.

Since 1974 the University of Canterbury has run an interdisciplinary course on Socialism and will be offering two new ones next year, on Drama/European Tragedy in '79 and New Zealand Studies/The Great Depression in '79. In introducing the last of these, the course on the Great Depression, those behind it were careful to point out that there were no financial implications, that existing staff and library facilities would be adequate — a handy way of getting something new and refreshing into the university scene in these troubled economic times. The course however does a lot more than just being together a number of the established disciplines. It not only offers the student a many-sided perspective on the subject matter, but also provides an excellent stimulus to tired academics. In the Socialism paper for example some lecturers find a vehicle for developing new ideas and approaches, and the distinctions between Sociology/Philosophy/Political Science become rightly blurred. It makes a change for a few of them to actually show a bit of flexibility instead of the usual downhill slide into conformity.

The paper on the Great Depression shows clearly the value of an interdisciplinary approach; with lecturers from the Departments of English, Sociology, Economics, English, Art History, Maori, History and Political Science — the student receives an incredible range of impressions. If s/he can't come out with some understanding of that period of history after hearing lectures ranging from "Basic theory of class composition and class interests: depression and proletarianisation" to "Sandshoes and an orange for Christmas: social and political conditions" to "Frank Sargeson's stories and *That Summer* (to learn a style from a despair), then it won't be the fault of the course. The lessons for our present national conditions are clear too, and it's encouraging to see a response to it from the academic world.

The Socialism course too is potentially much more of a learning experience than the average paper. Again, it has lecturers from a wide range of backgrounds; Marxian Economics, Philosophy and Sociology, for example. Topics such as The Soviet Union and China, Aspects of New Zealand Socialism, History of Socialism and Socialism in The Third World are covered by lecturers from Economics, Law, Sociology, History, Social Work, Fine Arts and Political Science.

One distinctive characteristic of the interdisciplinary courses is the lack of specific papers as prerequisites: they range from any 12 to any 36 points (one year full-time), so you don't need to have a background in Pol.Sci. to do Socialism or English to have a go at Drama. This also encourages the courses to be more of a broadening experience than is usual at university; people who already have definite sympathy for the subject can actually enjoy studying it, can pick and choose between those parts which they enjoy, leaving those which are less interesting. Again, it's good to see a change away from the more traditional work attitudes, the "I-must-pass" feeling.

The Drama course is intended to range over the literary, philosophical and practical aspects of the tragic tradition in European theatre, from its origins to the most recent developments in Western Europe. This means not only the same dry old material churned out by people who've been doing it for years, but also the machinery and stagecraft utilised through the history of European Tragedy to give a practical and visual expression to the concept. Workshop drama and set design, as well as invited speakers are all part of the plans. One of the best ideas is the promise to "maintain continuity and cohesion within the course" by the constant attendance of classes of as many as possible of the participating staff. In this way it is hoped to minimise the potential for fragmentation within the course — obviously a fair amount of commitment and group feeling among those taking the course plays a large part in making these interdisciplinary papers work.

As a student in the Socialism course this year I can only conclude that the concept is one of the most promising I've seen come out of the staid university world since I've been here, not only for students but also for our lecturers. If any students would like more information from sources more qualified to talk about the courses than I, write to Robin Bond, Department of Classics (for the Drama course); Luke Trainer, History (for Socialism); and Dr. P.A. Simpson, English (for New Zealand Studies). Good luck!

The first eight motions put all related to minor alterations to the constitution and were passed with minimum furor although the motion abolishing Executive proxy votes at S.R.C. meetings appeared a slight irritant to some.

President Mike Lee congratulated himself most heartily on the success of student activities this year, pausing to mention the Presidential Elections to be held next Thursday.

The first contentious item was the motion forwarded by Petrie/Parry — "that the annual subscription paid by student members shall be \$44.00". Finance Officer, Nigel Petrie, spoke to the motion saying that the increase is essential to meet inflation having estimated approximately a 10% increase in all costs. In addition, kitchen extension costs for next year must be met. Ladanyi then proposed a motion that fees remain at \$38.00 and proposed to do so by abolishing all funds for Publications. Exactly what would this entail? Mr. Ladanyi feeling that CANTA is "a load of crap", was making a plea for the death of CANTA, GOLDFISH, Ante-Calendar and any other publication ever likely to arise. Mr. Ladanyi's motion, amidst widespread derision and disbelief, suffered resounding defeat.

Mr. Tony Couch pointed out that negotiations with the University on the Deed of Management for a contribution to assist in the running of Studass are under way and advocated tabling the motion until they are concluded. Mr. Couch and Mr. Powell felt that our bargaining power as poverty-stricken students would be lost if we went ahead and voted ourselves an increase in fees. All motions concerning increasing student fees were lost.

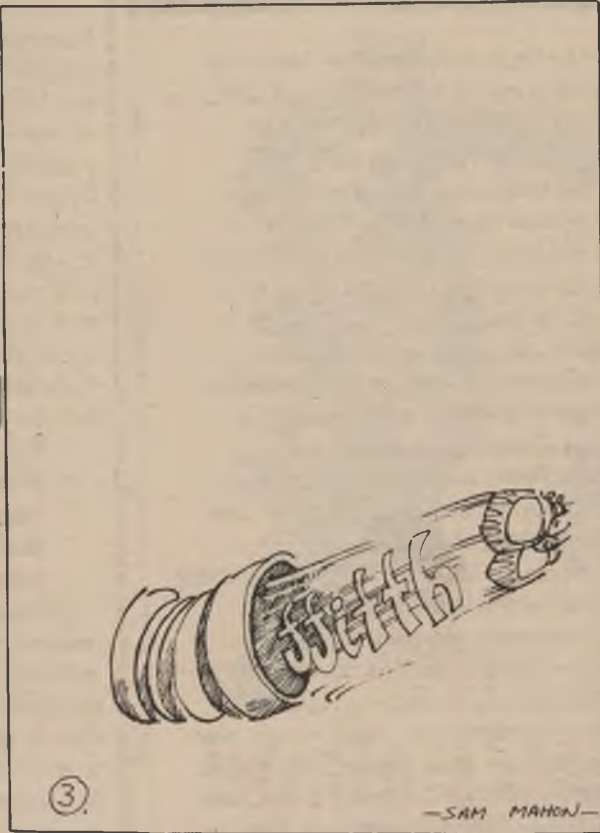
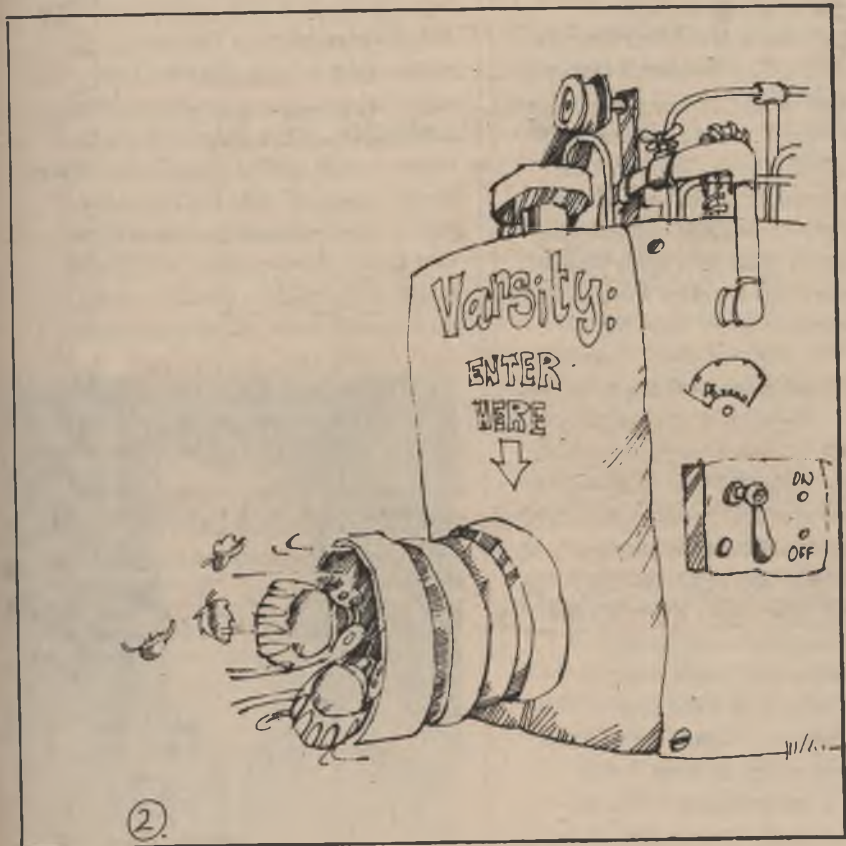
Mr. Tony Stuart, rising to the floor with a motion for General business that vaguely resembled our current President's election ticket last year, proposed "that UCSA extends its motion to withdraw from NZUSA until the 31st December 1979". With very little, verging on negligible accord given to the democratic process, this motion was carried, taking us right back to the middle of nowhere.

Speaking rights were granted to NZUSA President Ms. Lisa Saksen who said that "having a guillotine over one's neck" impaired the work that NZUSA was doing, rather than "keeping them on their toes" as was suggested. (Full raspberries to the M.C. at the back who yelled at Lisa to "Get your ass down there woman"). And on that note, the ½ AGM was wound down; anything further, and mental debauchery and paralysis would have taken hold.

Belinda Trainor.

1/2 A.G.M.

— 12TH JULY



JUANITA DOOREY

I am standing for president, because I think that the role of the President, and the Students' Association should primarily be actively involving students in issues and campaigns which are defending their rights. At the moment,



I think that both our local students association, and NZUSA, put too much emphasis on administrative and commercial activity.

More emphasis on student involvement means that as well as meeting the cultural, social and sporting needs of students, the students association MUST ALSO be acting as a union — acting as a trade union for students.

As President, I would see it as a priority to encourage students to get involved in the following issues:

1. Bursaries are hopelessly inadequate for students to live on, and with part-time and vacation jobs being harder and harder to get, many students are being forced to leave varsity. Education is once again becoming a privilege for the people from wealthy families. Students should get a bursary that they can live on, and it should be a priority of the association to get students active through demonstrations, forums to get students a living bursary.
2. The repressive abortion laws are an attack on the rights of all women. And for a woman student, an unwanted pregnancy interrupts her studies, and endangers her prospects for a future career. Also, with the inadequate day care facilities at varsity, women students' studies can be interrupted. Women students are also at a disadvantage when it comes to holiday jobs, as jobs that women get are generally lower paid.
3. This year we've seen James Movick, International Vice-President of NZUSA, get kicked out of the country by the government. The government has been trying to cut back the number of overseas students allowed into the country. Overseas students should be allowed to come to N.Z. and study, without interference and harassment from the government, while they are here, and when they return home.
4. Students' associations should also give support to struggles going on in the community, like the Maori land struggle at Bastion Point, Raglan, and here in Christchurch, with Little Hagley Park. I fully support the idea of having a learning hui, involving students, Maori and Pacific Island groups in Christchurch.
5. Students at Canterbury have decided to stay in NZUSA. It is essential that we have a national students' union like NZUSA — an NZUSA that is not just a national office in Wellington, but is our national students' union. Only through students becoming involved in their own associations and through NZUSA running campaigns that are

going to encourage lots of students to become active in them is this going to happen.

I am a member of the Young Socialists on campus — a group which has been very active in many of the campaigns on campus this year, such as bursaries, abortion rights, Soweto actions etc. and which fully supports a local and national students' association that represents all students and which aims to involve the maximum number of students.

As a member of the Young Socialists, having been active in the bursaries action group, women's group, and having been a member of this year's Executive, I have had a lot of experience in running association campaigns, and insight into the running of the association.

FOR A FIGHTING STUDENTS' ASSOCIATION!

FOR A LIVING BURSARY!

FOR A WOMEN'S RIGHT TO ABORTION!

FOR AN END TO THE ALIENATION OF ALL MAORI LAND!

FOR AN END TO CUTBACKS IN OVERSEAS STUDENTS!

PETER HORN

My interest in running for U.C.S.A. President has arisen from a passive involvement in almost three years of student politics. What I have seen in that period of time has frequently disturbed me. As I see it there are four major problems.

1. The general disinterest of students in the running of U.C.S.A.
2. The effectiveness of N.Z.U.S.A.
3. U.C.S.A. being used by some individuals as a means to propagate their own, often political, views.
4. The time and money spent on issues that interest only a few, and affect an even smaller number of students.



As far as promises go, the only one I am prepared to make is that I will work to the best of my ability in matters that affect all students.

This means that I would place great emphasis on welfare and education. I will do my best to encourage greater involvement of students in U.C.S.A., and to ensure that N.Z.U.S.A. are worth the \$14,000 we give them each year. And if a group of students wish to protest about 'atrocities in East Timor', for example, that is their right; as long as they don't use U.C.S.A. finances, or claim they have the backing of U.C.S.A.

As for U.C.S.A. (or N.Z.U.S.A.) having policies condemning, for example, 'colonialism, neo-colonialism and imperialism', it is quite obvious that a vast majority of students regard these as totally irrelevant. Students can have opinions on these matters if they wish. But what I find distressing is that less than two hundred students in New

PRESIDENTIAL CANDIDATES

Zealand's three largest universities can, by passing a motion in their S.R.C.'s that is adopted by an N.Z.U.S.A. Council, give N.Z.U.S.A. the backing to say that a majority of New Zealand students support that particular stand. We should keep out of politics that don't concern us, and we can start right here at Canterbury. Give U.C.S.A. back to the students. They pay fees to finance a Students' Association, not a political lobby.

To conclude, a vote for me is a vote for the ordinary student. They form the majority and are the most important people in this institution. I stand for concern for all students, not just a small leftist minority.

Vote Pete Horn for President.



GLYN JONES

I am not standing for President to push my own political beliefs. I am not standing for President to gain a 'qualification' for when I leave 'Varsity'. I am standing because I have been nominated by people who feel as I do that none of the other candidates have the ability to carry out the job adequately.

I believe that the President should be a person who can carry out without reservation the decisions of students — the student association should be run for students by students therefore I have given up my position as President of the Labour Club. I have a background in accounting and economics and have been involved in social organization such as Radio U and Orientation.

While I have only been on the Executive for a few weeks I feel that my decision to give up my academic work for the second half of this year shows the kind of dedication that I believe successful candidates should have. As Education Officer I am involved in one of the most important and relevant positions on the Executive and have already made contact with the bodies that I will be working with to improve students' working conditions.

The areas I have been working in include:

- * Bursaries
- * Lecturer Training
- * Assessment
- * Getting together Canterbury's team for University Challenge.

I personally believe that there has not been enough activity in the social, cultural, sporting and political life of the students' association and it is clear to me that what is holding students back is the assessment system. I will be preparing a comprehensive case to put to the University for changes to the

present assessment system, if elected.

I believe that greater control has to be exercised over the elected officers of NZUSA and will be fighting to see this achieved at August Council. While I have not heard enough convincing arguments for the necessity of a fees increase I am willing to stand by the decision made at the half-annual General Meeting.

After the fiasco of the NZUSA debate I fully back Mike Lee as President and support and will work for his idea of a regional students' association to work mainly on social, cultural and sporting matters.

I will be adding my voice to those who are asking for justice for Overseas Students, Women's rights, especially the right to safe, legal abortion, and for a freer and more equitable society.

However, the majority of my work will be based around the demands of students for improvements to the university system.

I will not be using cheap cliches in my advertising, or offering bribes like chilled beer, or covered walk-ways to the "Bush" as I think that the Presidential position should be filled by the best person, not the best advertising agency.

During the last couple of years of varsity I have been appalled by the inactivity and lack of interest shown by students in many aspects of student life. If elected as President, through changes in the assessment system and through other means (most importantly my hard work), I hope to change this situation and thus make your situation a better one.

VOTE FOR THE ONLY SERIOUS CANDIDATE.

A VOTE FOR JONES IS A VOTE FOR YOU.

TONY STUART

I am a fourth year B. Com/Law student from the Wairarapa who believes that the good things in life are to be found in the south. I feel that this varsity has a hell of a lot to offer us and is probably the best around facility-wise, but there is still missing a strong campus atmosphere. The main explanation for this that we hear bashed about by our student politicians is APATHY. "Joe Student is too lazy to give a stuff sort of thing," and so Joe Student's apathy gets the blame for lack of involvement in issues such as East Timor, Soweto Day, NZUSA etc. However, I think it's about time that student politicians realise that most of



us are only apathetic because we aren't at all interested in these issues, for most of them are far removed from our day-to-day lives. I feel that the emphasis in student life should be where student interest is rather than where some think it should be.

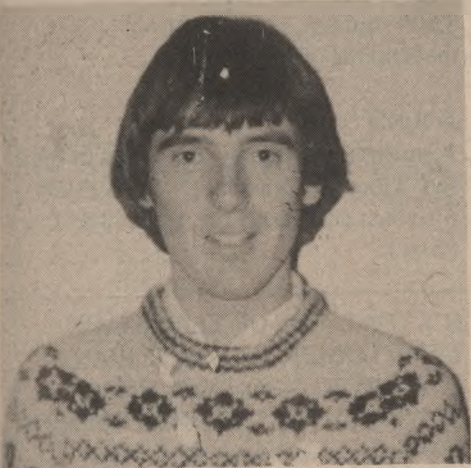
As this year's Easter Tournament controller, I found no apathy involved over that weekend, and just look at how many students attended or were involved in process/Hello Sailor concerts etc. compared with the number who go to our S.R.C. meetings and various campaigns.

I would like to see more emphasis given to cultural, sporting and social interests rather than student politics, so let's return to where the majority of interest is in student life.

I view this position of president not as a political appointment but rather as an administrative post where the prime concern should be the efficient day-to-day handling of Stud. Ass. and student welfare, YOUR welfare.

KEVIN WHITESIDE (Afforestation Officer 1978)

I am a 22 year old 4th year law student, finishing my degree this year. I used to be a student who sat back for 3 years and then I decided that I would like to see what was happening to my \$38. In 1977 I stood for the executive, was successful and I was appointed the Afforestation Officer for 1978. In this job I feel that I have been competent. This year the Afforestation scheme has run smoothly and I have even finally got the Afforestation lease with the Forest Service in a position to be signed. (It has been around for five years). While on the executive this year I have become familiar with the way in which the Stud. Ass. is run, which I feel is very important for an incoming president.



Why do I want the job? This is something which I have given considerable thought to. As far as I can see the job involves a lot of hard work and a lot of time. It is now virtually a full-time job with considerable administrative work. The president has considerable criticism thrown at him from all quarters yet he still has to relate to students and at the same time represent students and relate to people on the other side of the river. However the criticism is both essential and necessary. These points and others I have considered and I am willing to put both the time and the energy into running this Union for students and not as a politician. I want the job and I am willing to work for it. Remember, half-hearted campaigners make half-hearted presidents.

As far as my policy goes it is impossible to outline it all in a few sentences. I am not a politician, my main concern is students, not South Africa or South-East Asia. I do not wave a flag for a particular party. I feel as the president is employed by the students he must

represent all of them and not just a political few.

My stand on N.Z.U.S.A. has led me to receive a lot of criticism from the pro-N.Z.U.S.A. campaigners much of which I feel was unnecessary. I was one of the main campaigners for the withdrawal of Canterbury University Students' Assn. from N.Z.U.S.A. This is because I feel that although we need a National Union of students I do not think that N.Z.U.S.A. is fulfilling this purpose. It is inefficient, doing too much and it is not involved with students enough. I expect that at least 2000 students at this university still do not know what N.Z.U.S.A. is. However, it seems now that we are stuck with this body for a while at least. But a lot of changes are needed yet before we will have an efficient National Union of Students which is needed and indeed necessary but not in such a large body as N.Z.U.S.A. The president next year will have to keep a close eye on N.Z.U.S.A. to make sure it operates successfully. I feel that if I was elected as president I would be in the ideal place to get stuck into N.Z.U.S.A. to make it work for students and not for the political few. This sort of president is needed by Canterbury, not someone who believes that the sun shines out of N.Z.U.S.A.'s arse because they become brainwashed and do not recognize N.Z.U.S.A.'s faults. Remember N.Z.U.S.A. uses \$14,000 of Canterbury students money every year, there is a rumour that it will soon be \$3 a student, making it \$21,000. Canterbury students will definitely need a president who will keep an eye on how that money is being used by N.Z.U.S.A. It must be spent on helping students on student matters, including overseas students, and not on unrelated political matters.

I am willing to become president. I can guarantee that I will last the year out and I will NOT RESIGN. At the same time I would do a full-time course so that I would not become alienated from the students I would be representing. So vote for a president who does not offer any spectacular promises but just promises to do the job by representing EVERY STUDENT. Vote for KEVIN WHITESIDE for PRESIDENT on July 20th.

If not then at least make the effort and vote for someone. It's your Union they will be running.

THE SILENT CANDIDATE: NO CONFIDENCE

A sixth option will appear on the ballot paper. The position of U.C.S.A. President is unique in this association and requires competency and abilities over and above those expected of ordinary members of the exec. If you doubt the capabilities of ALL candidates to fulfill the role of President, then you have the option of voting NO CONFIDENCE.

The functions of President are complex. As head of the association he/she has responsibility for ensuring that that association is doing as much as possible to serve the best interests of its members. In doing this, s/he must be able to work with and, where necessary, direct his/her executive in the important areas of welfare, education, and student activities. U.C.S.A. has the capacity for innovation in these areas, and in many cases the President needs to persuade his executive to concentrate their activities in specific areas. In short, there is no room for a vacillating

President who is easily led by others on issues of vital importance to the association's members.

Secondly, the president has to be a skilled public relations person. This involves the ability to communicate CREDIBLY at many levels within the University and outside it. Students must be able to feel they can approach the President with individual complaints and get a fair hearing. But the Association's President must also deal skilfully with such people as the Vice-Chancellor, and state the student's case forcefully at meetings of University committees and boards on which s/he sits.

To do this, any potential President must be a competent orator able to communicate clearly and persistently with groups outside the association.

Thirdly, by virtue of his/her position, the President is Canterbury's representative on the National Executive of NZUSA. To do this, a great degree of knowledge is needed concerning the functions of NZUSA, but, more importantly, the needs of his own association. Not all information comes from a filing cabinet. Mere political ambition is no substitute for personal experience and contacts built up over a long period of time.

Finally, an often-overlooked function of the President is his/her role as head of a large and expanding business. S/he is ultimately responsible for the more than 70 staff employed here, and for their work. A few months' involvement in student politics is not adequate experience for administration to be effectively under student control. A weak and ill-equipped President who lacks the respect of permanent staff may precipitate the sort of situation we have had in the past where various interests within the building conflict and strain working relationships.

The position of President should not be one in which student politicians attempt to further their own ends. Nor is it one for the political newcomer. The Association cannot afford incompetency in its President. If you feel that no candidate can fill the exacting requirements of the position of President, vote no-confidence, and force another election with more suitable candidates.

A VOTE OF NO CONFIDENCE IS BETTER THAN BEING LUMBERED WITH A WEAK PRESIDENT.

Bruce McLay

publicised, a situation which the United States especially has been anxious to avoid. In fact it is rumoured that two sets of results, one for internal, and one for external consumption, are kept.

O.K. then, let's say that perhaps some of the research carried out by the Universities for the military has some good sides and will help humanity in some way. That may be so but the Mansfield Amendment states that research that is carried out must have the POTENTIAL of being of military value

It is likely that since the military is there for the express purpose of killing people it stretches the realms of possibility to believe that they are motivated towards university research out of some benign desire to help their fellow human-beings, the very people the military wants to kill.

The question of military funding of universities raises some even more philosophical points, in these days of sophisticated weaponry and total and complete global destruction. The development of such horrific weapons as the neutron bomb and the cruise missile have occurred, with university research playing a small if not significant role.

So just where does that leave Canterbury and the other New Zealand Universities? As the economy gets worse and Universities feel the economic pinch, the prospects of the growth of Military funding is very real. As mentioned earlier, Otago is now making plans to accept military money for research and others will follow unless a halt is put to it now.

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PRESIDENT

Michael Lee

TOM SHARPLIN AND THE ROCKETS on July 23 sees the start of another run of major social events on campus. This rock 'n roll revival night heralds new heights of student extravaganzas. At the door, students will be given FREE CHEWING GUM and FREE GREASE to set the tone and atmosphere for the evening. There will also be LP giveaways and a Presley look-alike contest. This event is a once-only. **TOM SHARPLIN AND THE ROCKETS** are being especially brought up from Invercargill for you. Make sure you don't miss out.

FAT FRIDAY returns on July 28, starting with a lunch-time rock concert by a local group. 1.30 p.m. will see the dramatic return of, yes, custard-pie fighting. This event is not for the squeamish. Only those with strong hearts, strong arms and, especially, strong stomachs, need enter. At 2.30 p.m. the theatre will open with movies and cartoons being shown for the remainder of the afternoon. At 8.00 p.m. in the Lower Common Room, the **FAT FRIDAY STEIN** will commence. Again, giveaways include chocolate fish, marshmellow bars, two sorts of lollies, and a record giveaway for the fattest person.

The final event this term is the special limited concert of **ROCKINGHORSE**. Again, **ROCKINGHORSE** are being brought down from Wellington for your entertainment. This band is one of the top in the country at the moment, and we are especially grateful for their co-operation in making themselves available for this special concert at Canterbury. Remember, this is a once-only event.

The above social events are being organized for your benefit. Your attendance means the Association can continue to subsidize them.

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NOTICES

MARXIST ECONOMIC THEORY GROUP:

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"LOST"

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TO: THE LOUSY BASTARD WHO RIPPED OFF MY PARKER 75 A FEW WEEKS AGO.

Message: My name is engraved on the pen. I'm in the telephone book (near Varsity) and I'd really appreciate it back. Apart from being very useful it has great sentimental value.

Failing that emotive plea, I hope you get prodigious duodenal ulcers, ringworm, syphilis and the Black Death, and die a horrible death in agony and mental torment.

Affectionately yours,
You-Know-Who.

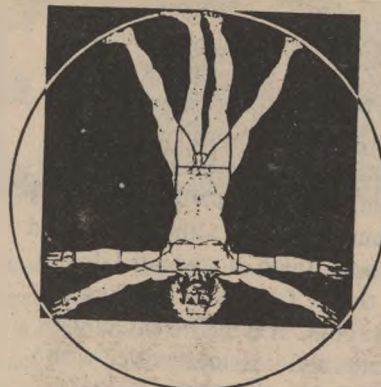
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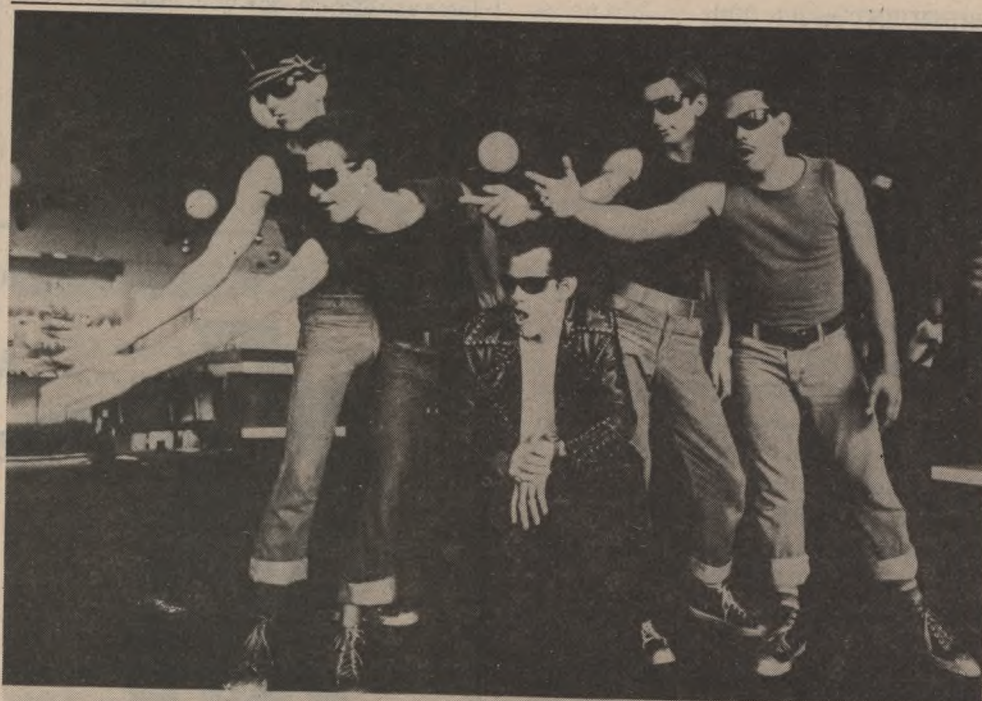
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For tickets Phone 583-932. All Welcome.
Thank you. D.S. Naidu (Fiji Club).

C.U.T.C.

Trevor Chinn's talk on Antarctica transferred to next Wednesday 26th July at 7.30 p.m. Watch noticeboards for details.

NATIVE FORESTS ACTION CLUB

Teach-in on West Coast and Central North Island forests, also the National Parks system.
Sunday, July 23rd - 1 - 5 p.m.
Environment Centre.

FOLK CONCERT

In the Museum Lecture Theatre, 8 p.m. Saturday 22nd July by the University of Canterbury Folk Music Club with guests Marg Layton, Paul Metsers and Mike Stanley and club performers. Tickets \$2.50 and \$2.00 students, are available at the booking office, Studass.

FOUND

A small sum of money was found in the Arts Library (13th June). If you think it's yours do contact me. Ring 44-997 (Gary).

IT'S THAT TIME OF YEAR AGAIN. WE'RE LOOKING FOR APPLICANTS FOR A WORLD-BEATING TEAM. IF YOU'RE INTERESTED IN REPRESENTING CANTERBURY AND BEING VIDEOVIEWED BY FRIENDS AND FAMILY PUT YOUR NAME IN AT THE OFFICE OR SEE GLYN JONES, EDUCATION OFFICER. AUDITIONS COMING UP SOON.

UNIVERSITY CHALLENGE

PLUG FOR POSSIBLE PRES.

Dear Editor,
Of the five presidential candidates standing for this coming presidential election, we are supporting Tony Stuart because we feel that he seems to be the candidate concerned with student interests rather than student politics.

Signed:
Mark Kelly
Al Munro
Pete Boyce
Gilbert Enoke

Tony Lepper



LETTERS

APPRECIATION OF MUSIC

The Editor,
Grass, Arty, Pseudointellectual, Pathetic,
Yellow-bellied Newspaper (CRAPPY),
A.K.A. Canta.

Dear Sir,
wif all the resint fus about puNK rok I feel that this QuOt should be brot to the notis of your reders, if their are any Left who can stil Reed.
"Get a radio or phonograph capable of the most extreme loudness possible, and sit down to listen to a performance ... But I don't mean just sit down and listen. I mean this: Turn it on as loud as you can get it. Then get down on the floor and jam your ear as close into the loud-speaker as you can get it and stay there, breathing as lightly as possible, and not moving, and neither eating nor smoking nor drinking. Concentrate everything you can into your hearing and into your body. You won't hear it nicely. If it hurts you be glad of it. As near as you will ever get, you are inside music; not only inside it, you are it; your body is no longer your shape and substance it is the shape and substance of music.

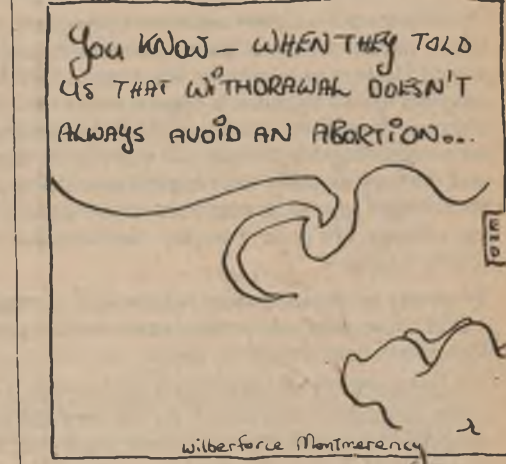
Is what you hear pretty? or beautiful? or legal? or acceptable in polite or any other society? It is, beyond any calculation, savage and dangerous and

murderous to all equilibrium in human life is; and nothing can equal the rape it does on all that death; nothing accept anything, anything in existence or dream, perceived anywhere remotely towards its true dimension."

And don't fink you'se are going to get of that litle eifer. That is not a descripton of punk rok, the writer was deskribin the musik of Beethoven (his Seventh Symphony to be egsact) or Schubert (C-Major Symphony) in the intreduscion to a book kalled "Let Us Now Praise Famous Men." The person what rite it is called James Agee, and the peece was rited many years ago. It can be found on page 15 of the book in the uneversite bokshop. So stuph that lot in yer ear!

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ENEMY RULES.

Sihned Johnny Revolting.



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CRACCUM

Schooling The Scholars

Primary school teachers train for three years. On top of the regular teachers' training college course many attend University part-time. Most secondary school teachers have a Bachelor's degree; many have their Masters. In addition they usually attend teachers' training college for at least one year. In both secondary and primary teachers' training colleges students are encouraged to take as many university papers as they can manage. It's good 'training'. But who are the teachers there?

The irony of the university system and its major failing, is that those who teach tomorrow's teachers have never themselves been taught to teach.

Theoretically it's an appalling situation, but one that exists throughout the world. At the very top of the education structure there is a basic weakness, a potential destroyer of our entire schooling system. Yet, miraculously, universities have functioned this way for hundreds of years.

Although it seems unlikely that the system will now crumble, New Zealand universities have recently become more aware of their shortcomings and, perhaps, fearful of the possible repercussions. In what could be considered a bid to rectify the situation, a number of universities have now established higher education research units whose aim, despite apparent under-staffing, is to help academics overcome teaching problems. A mammoth task indeed when one considers that Auckland University alone has around 700 on its teaching staff.

The aid offered by the research staff cannot however be classified as teacher-training. Contact with the unit - on an individual level or as part of a workshop - is totally optional and the unit's staff have very little, if any, real power. Their basic function is to provide help when called upon to do so but, unfortunately, they can only be asked by the staff member concerned. No student complaints please.

One of the units' methods of instruction is through teaching skills workshops for interested academic staff. Over the past few years a number of these workshops have been organised usually, in Auckland at least, with a modicum of student representation. The biggest disappointment in the workshop held at Auckland University earlier this month, was that no students were present. Presumably none were invited.

And the second disappointment? Those academics who, in my experience as a student, are incompetent, if not disastrous, teachers were absent. As was noted during the workshop only those interested in student welfare attended. This in itself almost defeats the purpose of such workshops.

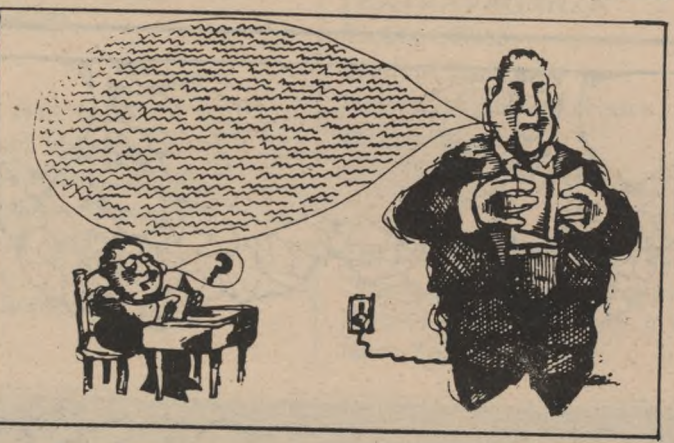
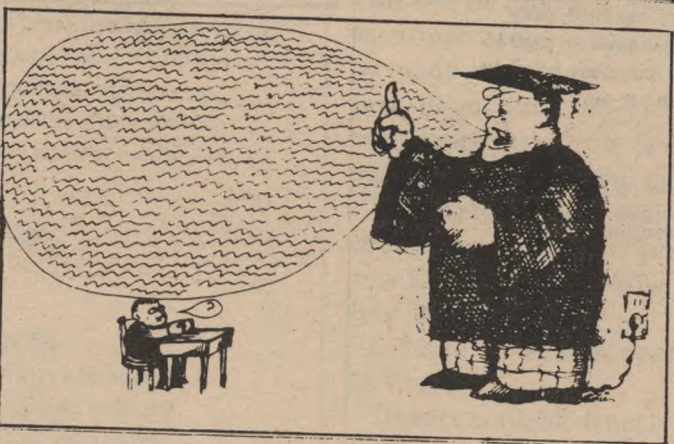
Those who attended were however a diverse lot. Although the majority were younger, recently appointed staff members, it was heartening to see among them several professors and heads of departments who have been teaching at universities for over twenty years now. Most faculties too were represented although several departments harbouring teachers ill-suited to their position were conspicuously absent from the roll. In total approximately sixty attended the workshop.

Although it is quite ridiculous to assume that one day of instruction such as this will 'train' teachers, a number of interesting points arose out of the workshop. One that recurred again and again was that of assessment. Not of students, but teachers. How does a lecturer or tutor discover that s/he is failing in her/his task of imparting knowledge to her/his students? In other words, who marks the teacher?

The staff of the higher education research units are apparently quite willing to sit in on lectures when asked to do so. Their comments can naturally be quite useful but they are hardly representative of a lecturer's mass audience. Another form of assessment is the questionnaire, yet another simply asking students or listening in the halls.

This point raises some interesting questions: how much do we, the students, owe our teachers in terms of feedback? And, if we do 'speak up', are they really listening? I remember a particularly appalling lecturer in Stage II English. At the tutorial immediately after his lecture almost every student present complained to the tutor about his teaching methods. The reply: students complain every year. Of course he's still there.

Examples such as this have always been met with the same response. In a word, tenure. Now however that



word is virtually meaningless. A court case in Wellington last year decided that academic staff at New Zealand universities did not, as had been assumed, have legally binding contracts ensuring their places in the university. In effect this means that any staff member can be dismissed.

The situation at present is not however as simple as this. It appears that no-one - even the representatives of the Association of University Teachers, really knows exactly what the effect of the court's decision will be, or, equally possible, if they do know they're not talking. Whichever, it's a particularly disturbing situation for all concerned - academic staff and university students.

During the workshop in Auckland the groups into which teachers had been divided were asked to make three statements worthy of airing. One group, made up of teachers of small science, medicine and engineering classes, claimed: if it wasn't for students we wouldn't be here. This was met with an interesting response. A sizeable number of the participants disagreed. If stripped of students the Medical School, they claimed, would

turn itself totally toward research. A number of other faculties and departments could do likewise. So where do the priorities of the university lie? Research or teaching?

Tutors and lecturers are taken onto the staff of a university on the basis of their academic qualifications. Because of the optional nature, or in some cases, non-existence, of university teacher-training, ability in that area is never questioned. Theses, research and papers published are of paramount importance and the highest achiever wins the coveted position. Contract-signing does not however put an end to scholastic activity; academic staff are expected to continue with research and it is solely on this criterion that most promotions are made.

This puts the university as an institution in something of a quandary. Are academics paid by the Government to undertake research that just might be of the utmost importance to the future of the country, etc? Or are they here to impart the knowledge they have attained with their own work running a low second? One of the organisers of the workshop warned that any academic wishing to put more into her/his teaching would have to give up much of her/his own work and also, to a large degree, promotion. This would seem to indicate that the higher one rises in academia's hierarchy the less emphasis one places on one's teaching skills.

There is probably no perfect answer to this problem and it seems that, in spite of the advent of higher education research units and the vague legal status of tenure, little importance is attached to it by the universities themselves. Since the Middle Ages scholars have taught this way. Would the Twentieth Century be so presumptuous as to reject this time-honoured tradition?

Looking closely at this situation, there are at least two possible solutions, neither of which have been fully exploited in New Zealand universities but both of which have, to some extent, precedent overseas. Either we train the teachers by setting up the higher education research units as fully fledged departments and make attendance at workshops, seminars, lectures and so on compulsory for the first few years of an academic's employment. Or we train the students by developing much further the study methods service at present provided by the Counselling Department, and so make them virtually immune to bad teaching.

Obviously the former would be easier to facilitate and finance. It would also aid both staff and students, exploiting to the full the scholars' knowledge. But it's all a case of who cares really. And a good hard think about why they're 'teaching' at a university.

LOUISE CHUNN

Project Programmes

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Alternatives

The most common reply of teachers and theorists on education to inquiries about alternatives in their profession is that there are no alternatives, simply better, more efficient, more logical and more humane methods of 'educating' children than those in common use. Life is itself, or should be, an education, and it follows that education is a continuing thing, not simply something you are given in schools. However, it was discovered long ago that people are at their most impressionable and defenceless stage when they are young, and along with the liberal belief that all children deserve a free education, this discovery led to the institution of a Department of Education. Which would have been admirable, had it not been for the simultaneous institution of the idea that education is a mass-producible commodity immediately suitable to any child. The failure of this idea, evidenced by the number of children who cannot cope with the ordinary system of education and its emphasis on rote-learning, hierarchy and discipline, has led to the creation of schools based on a more humanistic view of the feelings and capabilities of children.

The Steiner School is such a place. Based on the theories of Rudolf Steiner, and with similar schools all over the western world, it emphasizes the child's own ability when deciding what and how to teach him; for example, concepts which are usually given earlier at State schools are delayed until the child is capable of grasping their full meaning, and consequently pupils are less frustrated by their lessons.

The now defunct Alternative School was based on the same philosophy of a school being a social place in which to learn rather than a sort of factory, but it had a different attitude to what was taught. A private secondary school, it opened in 1973 to provide a school aimed at the 'total development' of its students. Educational courses were organized by the pupils and staff together - some elected to do public exams, others were more interested in vocational training, others just wanted to broaden their minds. However, although the Department of Education later copied the style of the Alternative School when they created the Metropolitan College, they contributed little, either morally or materially, to the organizers, and, harried by landlords and severe fluctuations in the roll, staff, and income, the school was forced to close at the beginning of this year.

The Metropolitan College still lives and thrives. A fully-fledged public school, funded by the Department of Education, it has around 110 pupils and 7 teachers, some part-time. Like the other alternatives, it has more applicants for entry than it can take, and it too is based on the attitude that pupils should play an important role in the running of the school. Decisions on school policy are made by the school as a whole, and students are instilled with a greater social awareness by being allowed to make the decisions on issues affecting them. Unlike the distant hierarchy of an ordinary school, Metropolitan gives its pupils democracy in their school environment. Attendance is voluntary, and pupils choose their own courses from a number offered by the staff.



Mairi Gunn
The Metropolitan College in Mt Eden

The Auckland Steiner School has only recently started, and has some 40 pupils, a number dictated only by the space available. All are of primary school age, but the school intends to expand on up to sixth form level as facilities become available and the present students advance. The school is not radical in its curriculum - it is an academic school and its pupils will sit the public exams, but the atmosphere in the school is more harmonious than in most other schools because of the philosophy that teachers and pupils relate better to each other as friends than as masters and subjects. The Department of Education has expressed an interest in the school, and Pamela Moore, who has had a lot of experience in similar schools overseas, is sure that the two will be compatible.

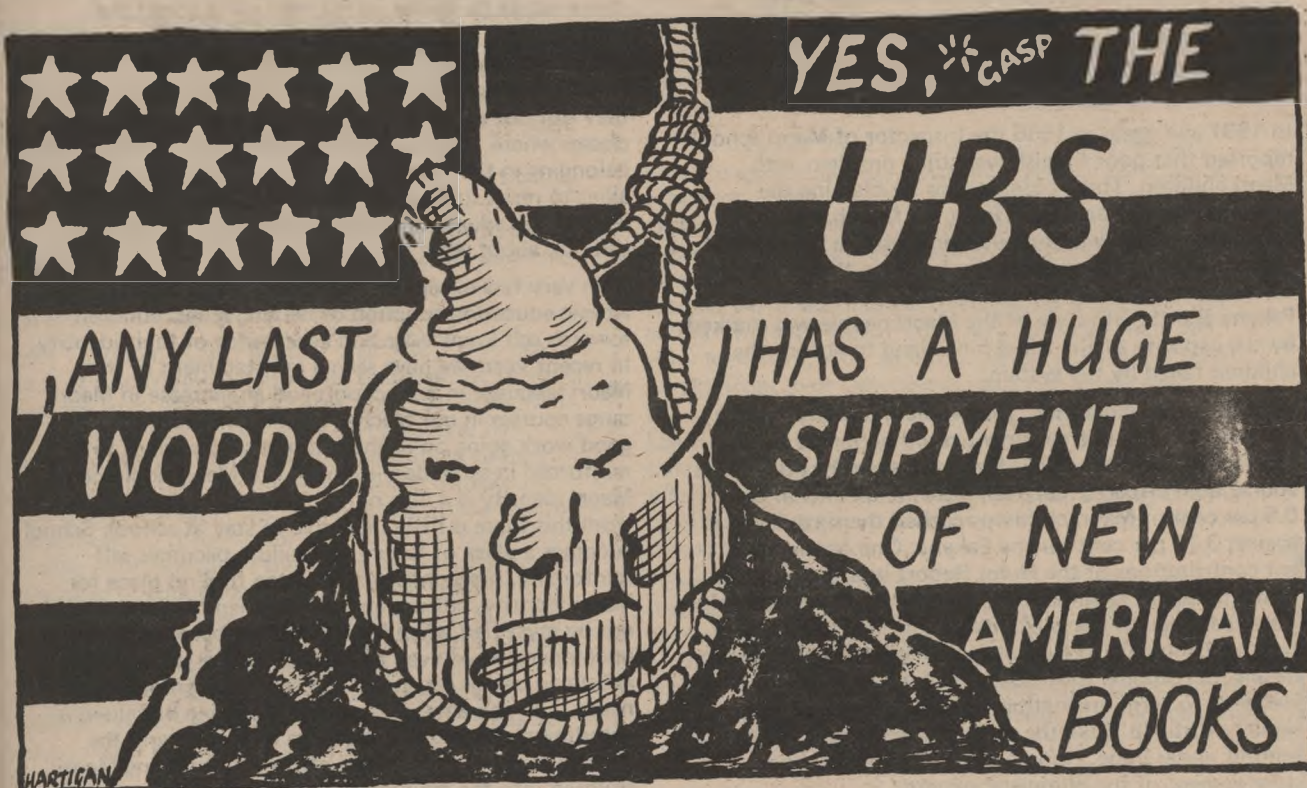
Of those who opt for an academic course, their passes in the public exams are comparable with the national average. Vocational studies are offered as well as personal interests. The idea is that education be altered to the individual student's needs, and not that the student be forced to conform to the wishes of an outside body.

Less radical is the exploration of existing options in the State system by Penrose High School. There, one of the school houses has been restructured to give an alternative to the traditional type of impersonal large school while staying within the bounds of normal State education. Like the Steiner School, the Whanau House is still based on academic education, but the learning environment has been made less harsh. The House has only a third of the number of pupils in an ordinary House; most of the rooms are carpeted and have direct outside access; students have personal free-study periods built into their timetables and well appointed common rooms in which to relax. The teachers at Whanau House feel that the existing system of State education easily lends itself to this sort of improvement, if only the pedagogues would see that it does provide an institution more clearly suited to the needs of schoolchildren.

The most interesting point of all is that none of these schools has the disciplinary problems that conservative educators often feel result from a loosening of the strict teacher-on-top/student-below hierarchy. Instead, it has been found that by including the students in the decisions made about their education and by making the teacher not so much of an unquestionable leader but rather a group co-ordinator, students become more aware of themselves as equals in the schools, and not as subjects. By being allowed to choose their own courses they are encouraged to make their own decisions, which is a better form of social education than the regimentation prevalent in most schools.

The other interesting point is that it is the State which is paying for some of these alternatives. Although it undoubtedly realizes the power of education in shaping the country to its own blueprint, it has come to face the reality of increasing numbers of children who do not fit this plan, and only hinder it by providing practical evidence that packaged education does not necessarily fit the needs of individual students.

DAVID KIRKPATRICK



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Maori Students: Into

The following article is taken from an address by DR RANGI WALKER of the Continuing Education Department of Auckland University to secondary school vice-principals in Auckland last year. The topic was Secondary Education and the Urban Maori.

It was Postman and Weingartner who in recent years gave wide publicity to the notion that teaching is a subversive activity. But the concept is not a new one. It is merely a restatement of the Jesuit axiom of 'give me a child for the first seven years and he is mine for life'. The subversive function of education was well known to the colonisers of our country when they introduced their education system to the indigenous population. At the outset they used education as an instrument to subvert Maori culture and to replace it with their own.

Education began in New Zealand with the opening of the first mission schools by Kendall at Rangihoua in the Bay of Islands in August 1816. By 1830 the mission schools had spread to Paihia, Kerikeri and Waimate North. The teaching in these schools consisted of reading, writing, arithmetic and catechism.

Missionary trained Maori teachers spread the teaching of literacy and the bible to other places. By 1840, most villages had some inhabitants who could read and write in the Maori language. Besides their evangelising role, the missionaries saw themselves as the instrument by which the Maoris would be brought from the state of barbarism to civilised life. There was no question in their mind that native practices and social usages were an abomination to be discouraged and extirpated.

Kendall however, was one man who did come to understand and respect the Maori view of the cosmos. But he was destroyed in the attempt to reconcile Maori beliefs with Christian theology. Kendall did not have the intellectual capacity to bring the two together into a coherent whole. He fell from grace when he cohabited his Maori housemaid.

Sir George Grey was also convinced of the rightness of the white man's civilising mission and established the policy of assimilation as the solution to the 'Maori problem'. He subsidised the mission schools with his 1847 Education Ordinance in the hope of isolating Maori children from the 'demoralising influence of the Maori villages,' and thus 'speedily assimilating the Maori to the habits and usages of the European.' Grey devoted one twentieth of Government revenue to the mission schools provided they gave instruction in the English language and industrial training as well as religious education.

The Land Wars of the 1860s disrupted Grey's plan to draw the elite of Maori society into the ways of Christianity and Western civilisation. After the wars the 1867 Native Schools Act established a new pattern of administration by providing for a national system of native schools. Maoris provided the land and the government the buildings and teachers.

At their inception, the native schools were under the control of the Native Department. In 1879 they were transferred to the Education Department. In 1880, Mr Pope the Inspector of Native Schools drew up a Native School Code. Teachers were expected to have some knowledge of the Maori language, but it was to be used only in the junior classes as an aid to teaching English. By 1903, attitudes to the Maori language were hardening. In his reports on Maori schools, Pope described the Maori language as an anachronism.

In 1905 Mr Bird who succeeded Pope urged the teachers to encourage Maori children to speak English only in the playground. Since then, several generations of Maori adults claim they were punished for speaking Maori at school. Even Sir Apirana Ngata was beguiled by this policy of teaching English only in school. At a Maori Welfare Conference in 1936 he declared his support for the policy by saying it should be made four out of the five subjects of instruction in Maori schools. But three years later, Ngata had changed his mind. He concluded that there is nothing worse than a person with Maori features but without the Maori language.

Secondary education, with the exception of a few high schools in Otago, were, prior to the turn of the century, substantially the concern of private interests. In the church boarding schools, progress was slow. In 1883 Pope found that St Stephens College had reached only a satisfactory primary level of education. Te Aute College was the exception. By 1890 a Royal Commission inquiring into Te Aute and Wanganui Collegiate Trusts made the following observations about the kind of education provided by the schools: (1) The curriculum was too academic and benefitted only a minority of pupils. (2) The majority was sacrificed for the few who succeeded in going to university. (3) Technical, agricultural and pastoral training should be offered.

In 1931 there was a change in direction of education policy. This was in response to the report of the 1925 Advisory Committee on African Education. The report



recommended that education should be adapted to the traditions and mentality of the people and should aim at improving and conserving what was best in their institutions. For New Zealand educators this meant fostering selected aspects of Maoritanga, but these beneficial changes were confined mainly to the primary schools.

In 1931 some schools began incorporating weaving, taniko work, carving and poi songs and dances into their programmes. But there was no real commitment to the idea. Even Ball, the Native Schools inspector admitted progress was slow. An attempt by the N.Z. Federation of Teachers to have the Maori language introduced into the curriculum in 1930 was blocked by T.B. Strong, the Director of Education. In Strong's view 'the natural abandonment of the native tongue involves no loss to the Maori.'

The effect of the policy has been to erode the Maori language and undermine Maori self respect without the attainment of equality. In 1900 over 90% of Maori children arrived at school with Maori as their first language. Today the figure has fallen below 25%. Although the Maori language retreated, Maoris were not learning the kind of English the school demanded.

In 1931 and again in 1936 the Inspector of Maori schools reported that poor English was still a problem with Maori children. These observations by blaming the children diverted attention from the fact that the education system was dysfunctional for the majority of Maori children. The incongruity between the monocultural education system provided by the colonising Pakeha and the life-style of the Maori people was masked by the capacity of the tribal hinterland to absorb the children failed by the system.

With the urban migration, the problem of Maori educational under-achievement could no longer be ignored. In 1960 the Hunn Report drew attention to the educational disparity between Maori and Pakeha. Only 0.5 per cent of Maori children reached the sixth form as against 3.78 per cent for the Pakeha. One of the important contributions of the Hunn Report was the rejection of the policy of assimilation. Maori-Pakeha relationships were redefined in terms of integration. But scant attention has been paid to Hunn's formulation that integration means 'to combine (not fuse) the Maori and Pakeha elements to form one nation wherein Maori culture remains distinct.' Like the mission schools and the native schools under Pope, Hunn opened the way for the development of the pluralistic system.

The growing awareness of Maori educational under-achievement led to a number of inquiries and reassessment of the suitability of the kind of education being provided for Maori pupils. In 1967 the N.Z.E.I. produced its report on Maori education. This was followed by the P.P.T.A. report in 1970.

The report of the Educational Institute reflected a growing awareness of biculturalism. 'A modification of opinion and policy has slowly upgraded the place of Maoritanga in New Zealand society. This reversal has been brought about by the Maoris themselves, but many present ills are the direct result of misguided past policies.' 'It must be remembered that the Maori is both a New Zealander and a Maori. He has an inalienable right to be both and to be consciously both and he is likely to be a better citizen for being both.'

The 1971 Report of the National Advisory Committee on Maori Education spelt out clearly what Maori people wanted from the educational system. The key principles underlying the report are :-

1. That cultural differences need to be understood, accepted and respected by children and teachers.
2. That the school curriculum must find a place for the understanding of Maoritanga, including the Maori language.
3. That in order to achieve the goal of equality of opportunity, special measures need to be taken.

The three-pronged emphasis in the N.A.C.M.E. report was timely. The disparity in educational achievement between Maori and Pakeha identified by the Hunn Report in 1960 was as intractable as ever. The 1966 Report of the Maori Education Foundation noted that 85.5% of Maori school leavers had no recognised educational qualifications.

Maori children are invariably to be found in the bottom streams in secondary schools where streaming is practised. Even intelligent children are to be found in lower streams. Ignoring for the time being the effect of intelligence and entry test on this stratification, it is pertinent to draw attention here to the paper on Inclusive Versus Exclusive Behaviour by Nancy and Theodore Graves. Maori socialisation practices emphasise group orientation. Rugged competitive individual striving is alien to the ethos of Maori society. Only the pedagogy of the primary schools, with their concessions to group work, rewards co-operative inclusive behaviour. Maori children do reasonably well at primary school. But when they arrive at secondary school the individual competitive striving for the goals of School Certificate and higher honours are inimical to their self-concept. The system of forty minute periods where they shuffle from one classroom and one teacher to another negate the development of any sense of social attachment.

It is also a truism that primary teachers teach children while secondary teachers teach subjects. Pedagogically secondary schools are committed to what Paulo Friere has characterised as the 'banking system of education'. The subject orientation of secondary schools means that their course offerings are designed around the needs of the principal and his teachers. They have a pre-prepared package-deal with an in-built academic bias all ready for third-form children before they arrive at school in the new year.

The socialising pattern of Maori families do not in general produce children who become docile depositories for the banking system of education. A Maori child is not told by his parents what to eat, what to wear and what to do. He lives in a reasonably permissive atmosphere where he makes up his own mind about the world around him. The consequence of this type of upbringing is that the Maori child has what Postman and Weingartner call an in-built 'crap-detector'. Consciously they opt out of the mainstream in favour of the lower classes where they find a sense of security, warmth and belonging in their own peer group. There they have allies to resist subjection to the process that passes itself off as education. At least with their peers they can talk about what they perceive to be the real world.

With very few exceptions secondary schools fail to fulfill a basic education function of helping Maori children towards self knowledge and acceptance of their identity. In recent years we have seen a reinstatement of the Maori language in our schools and an increase in Maoritanga courses in our teacher-training institutions. The good work going on in the primary sector needs to be reinforced in secondary schools. For Maori adolescents Maori identity is a plus only in the sporting arena. Apart from this there is little incentive to stay at school. School becomes a place of failure and failure becomes self-reinforcing. If secondary school can find no place for Maori identity, culture and values, then teachers should not be mystified when Maori children become sullen, unco-operative or even aggressive. School disvalues them as human beings because it has failed to respond to their needs. The characteristic reaction to being disvalued is withdrawal. Despite the plethora of reports and the massive input of money and effort into bringing Maori children into the mainstream, the educational gap

The Main Stream

remains. Over 73% of Maori pupils left school in 1974 without qualifications compared with 34% for non-Maoris. We are closing the gap at the snail's pace of 1.5% per annum. This slow gain shows firstly that we do not understand the problem and secondly that it exemplifies a continuing conflict between Maori and Pakeha culture.

The incompatibility between the programmes of secondary schools and the needs of Maori children is manifested in conflict of various forms. These include the failure rate, aggressive behaviour, suspension and expulsion, truancy and the burning of schools. Maori and Polynesian children are the shock troops of the revolution needed in secondary education. The children are giving us a very clear message which we refuse to acknowledge, that the education system for them is dysfunctional. It works only for the elite in our society, perhaps 25%. Clearly they want no part of it until the education we provide arises out of their needs not ours. We spend \$627 million or 6.1% of the G.N.P. on our education system that is dysfunctional for 70-80% of its users.

Conflict with children eventually brings conflict with parents. But how do we manage this conflict? Do we seize on its possibilities for creative inspiration? On the contrary, we do all in our power to deny or suppress it. The conventional wisdom blames disturbed children, solo parents, working mothers and unsatisfactory home life. School itself is seldom wrong and rarely sees itself

as a cause of conflict. Therefore, schools that modify programmes to meet children's needs are the exception and not the rule.

Many schools have clearly defined strategies designed to suppress conflict. The simplest and most direct is to exclude parents by not inviting them in. Others consist of a series of barriers designed to insulate the principal from angry parents who have to negotiate a minefield of formidable gatekeepers in the form of office staff, guidance teachers and a Board of Governors of extremely low visibility. Anger is dissipated in the search for satisfaction from the minions of the person at the centre of power. Parents are politely told that the principal is a busy person, heavily committed to administrative work and cannot possibly grant an interview under a fortnight.

If principals rule in an authoritarian autocratic manner, not answerable to parents whose children they serve, then it should not be wondered at that schools are vandalised, trees uprooted and walls defaced with graffiti or excrement. The latter is the most powerful symbol children have to tell us what they think of school. It is time we got the message.

The policy of assimilation has been discarded in favour of integration. But unless we adhere closely to Hunn's definition of the term that Maori culture should remain a distinct entity within the social mainstream, then integration from the Maori point of view is only a new word for the old policy of assimilation.

In recent years, education in primary schools has been considerably modified to make a real place for Maori culture. Social studies teaching has rejected the 'weet-bix Maori' syndrome so that bringing Maori resource personnel into the school, and visits to maraes are now commonplace. At long last, after 150 years of contact, the Pakeha is starting to come to grips with the social reality of what it means to be a Maori. The group-teaching methods employed in primary schools also help to ensure that Maori pupils fit reasonably well into the system. In the primary schools we are witnessing the gradual evolution of a multi-cultural system of education that is more in harmony with the nature of a plural society.

Unfortunately, secondary schools lag behind primary schools in the acceptance of multi-culturalism. For Maori pupils secondary schools are a disaster area. The slow closure of the educational gap between Maori and Pakeha pupils at a rate of 1.5% per annum, indicates that the Maori is resisting what secondary schools have to offer. It is only in schools where Maori pupils make up 30-40% of the roll that this resistance is being recognised and alternative programmes provided. What is being done in these schools needs to be spread throughout the secondary field so that like the primary field it too becomes multi-cultural. We can no longer afford a monocultural education system because the stakes are too high, the survival of pupils and the sanity of teachers.

The Frills Of Education

'A good educational system should have three purposes: it should provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and finally, furnish all who want to present an issue to the public with the opportunity to make their challenge known.'

Ivan Illich

'I question whether in fact our broadly based education system is adequately preparing people to meet the demands of modern life the NZ economy needs computer technicians, highly skilled diesel electric mechanics, jet engine engineers. Our economy is short of girls who can type, who can undertake secretarial services'

Peter Gordon, Minister of Labour 1977

The statements you have just read highlight two entirely different approaches to what education is all about. With the coming visit to New Zealand of Ivan Illich, 'a kind of ultimate figure, a symbol of the controversies that rock modern man' it is probable that many more people, educationalist and consumer alike will be assessing the direction, trends, effectiveness and implications of those aspects of the educational process that are relevant to them.

This article concerns the field of 'continuing education', a name that incorporates both formal and informal learning outside the compulsory school system. The UNESCO recommendation on the Development of Adult Education endorsed by all member countries, including NZ, defines that the business of continuing education is first, to assist each society in achieving social, political and cultural development and, second, that the needs of the educationally most under privileged groups in society must take particularly high priority. As David James, director, until June of this year, of the National Council of Adult Education points out, these assertions 'require a radical change in the current provision of continuing education in NZ'. It is the group in NZ society who as school pupils were comfortable and successful in formal courses who have benefited the most from continuing education and 'continuing education has therefore tended to increase social inequalities rather than correct them

Robert Theobald puts it another way: 'It is only the process of discovering whether the assumptions by which we live are truly valid which constitutes education. This process is inductive. It can never be taken over by computers. Rather it requires the imaginative co-operation of all those who are interested. Adult education should be pioneering in the development of this real form of education It forms our only hope for the future ... But while adult educators should be particularly involved in this form of education, there are many questions as to whether they will be. Adult educators are, in general, liberals and we are just coming to perceive that liberals possess a deeply manipulative philosophy. This new form of education requires a profound respect for the individual's capacity to determine what s/he needs to know to create his/her own direction. The industrial age has led us to treat people as cogs in a machine - this point is now no longer really controversial. It is now

also clear, however, that the continuation of the dehumanization of man will destroy life on earth. The question today is whether adult educators will take part in the required compassionate revolution.'

Continuing Educators are being forced to ask themselves why continuing education has become detached from the needs of those who have most missed out. This is of course a question of broader implications than continuing education. It has to do with the conflict between our ideals and our practice, the gap between what we say and what we do. Once continuing educators entered the market place, it began to take on the trappings - the overriding concern with the immediate and the practical, the emphasis on the quantitative, the number of students enrolled, the number of programmes offered and so forth. Adult education in many cases was converted into adult training - vocational and utilitarian training.

Many educators have pretended that this is the real thing. They don't want to accept that a lot of 'continuing education' is irrelevant to helping people take control of their lives. How do we go about moving continuing education in a new direction that even UNESCO has endorsed? How do we make continuing education a relevant concept to those people who don't have successful compulsory schooling experiences? These are the big questions. Most people don't ask questions like this, let alone try and answer them. To do so would involve calling into question the whole system. What confronts continuing educators as well as all educators is the realization of the need to challenge the very system that sustains them and gives 'meaning' (however dubious) to their lives. So we arrive at a point where most discussions of this sort eventually lead, to a question of personal decision. Will the individual continuing educator have the courage to raise the questions that must be raised? and then will s/he be willing to take that action which is called for?

In New Zealand there are a number of examples that point to a more socially purposeful view of continuing education. I refer to adult literacy programs and learning exchanges. At present there are twenty voluntary adult literacy schemes in New Zealand, reaching out to an estimated 50,000 - 100,000 people who can neither read nor write adequately. In Auckland alone over 165 adults have been taught these skills by more than 160 volunteers who, after an initial period of training, work mostly from their own homes, on a one to one basis. From August 1975, to March 1976, the Auckland Learning Web or learning exchange as it is sometimes called, matched 1010 learners with 729 resource people offering to 'teach' 481 different subjects again mostly from either the home of the learner or the resource person.

These schemes operate on a number of assumptions that make them quite different from the traditional continuing education programme. First, the decision of what, how, when to learn is left entirely to the learner. A case has been made by the Auckland Learning Web however, for the appointment of an educational consultant, who could if necessary, try to get to the root of an enquirer's learning and/or personal need in order to assure a maximum chance of success for that

person. There is evidence to suggest that those persons who considered themselves unfulfilled by their formal education are the most likely to achieve a negative result even when using a network as informal and unstructured as a learning exchange. Second, there is an inherent assumption that the learner and resource person are equal - many resource people for example have no formal educational qualifications. Third, both schemes operate on a minimum level of administration and therefore are considerably cheaper to run than almost any other continuing education programme.


Why then are these programmes not given the support they sorely need, by the Education Department? Many discussions, meetings, seminars and so forth have been held and several reports have been written drawing some very interesting conclusions as to the effectiveness of this type of continuing education programme. David James writes '.... the Council is concerned that this basic and essential area of continuing education, the widespread need for which is only beginning to be generally appreciated, should be given the support needed to ensure success. The resources required are almost absurdly modest. The most important is a salary to enable the central training and organising work to be done for each project

Yet the Auckland Learning Web, an organization that at the time of the research project alluded to elsewhere was being used primarily by women, a group well documented to be educationally underprivileged, and by many people who had never had previous continuing education experience, has virtually ceased to exist because funds can not be found to enable the appointment of one full-time director. It is quite likely that no money will be allocated this year by the Department to continue, let alone expand, the present adult literacy programmes.

It becomes increasingly obvious that although these programmes are of the type endorsed by UNESCO for example and probably used by the Department of Education as examples of enlightened, forward thinking policy, it is clear to those who work on the fringes are only countenanced if they are seen to be almost totally voluntary and seen to be paid for out of surplus funds, usually of a private nature. In other words they are not taken seriously at all.

If you're wondering why, Ivan Illich says '... Education is a political concept Fundamental education is the key to control of political power' '....Real adult education is far more radical than training guerillas'

ELIZABETH VANEVELD



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Pinter's **THE CARETAKER**

OPENING FRIDAY 21st at 6.15pm

Beckett's **ENDGAME**

Dear Diary...

Out of respect for the exigencies of a National Issue (sponsored by the same people who brought you the Gay Rights ?) the Frog and I have agreed to submit to a bit of self-truncation this week (ever seen a truncated frog ? sorry). This means that we'll have to forego the delights of WINTHROP KERMIT'S paranoid prose/poem /concrete art phenomenon/handheadthought retrospective until next week. Just to keep you going though we give you this week's insinuations, prognostications and recriminations with the accent on matters of nation-wide interest.

Of course it's FILM FESTIVAL time here in Auckland and flicks aficionados have been arriving in droves to enjoy the Erszata-Kashmiri delights of the CIVIC theatre (modelled, we believe on the KARDOMAH CAFE just off the Edgware Road). The most sensational non-filmic event to date occurred at the 5.15 screening of WALERIAN BOROWCYZK'S 'Immoral Tales' when I have it on the Frog's authority that PHILIPPE HAMILTON claimed publicly that MAX ARCHER is a Nudist. We won't comment on this one except to point out that, although Mr Archer has often been confused, he has never been confused with WYNNE COLGAN.

Merv Says:

Well its election year and this is election week for your major office holders. I can only say that your part in student politics does not stop and start at the ballot box. It's the same old story which you have heard before - you will only get out of an organization as much as you put in.

The question or topic of 'how effective is the University at educating students is one that has been thrashed out by academics and students alike for many years. One can look at the definitions of education and its effectiveness but this all too often only clouds the issue. But one thing is for sure - to be truly effective at giving students an all round education there has to be rapport between master and pupil. Whether this be through scrawled notes on essays, a glass of beer at the pub, or through your class representatives.

The class reps which is an area I am most concerned with as these are the people through whom new ideas to old problems can be injected. There will be a meeting of class reps next Thursday to discuss actions for the remainder of year.

As time and space is tight, I wish the best to all and hope things turn out alright.

Yours,
Merv
The President

LET'S TRY AGAIN

Nominations are now open for the position of Education Vice President for 1979. Nomination forms are available from the StudAss Reception Desk and applications close on Friday 21 July 1978 with the Association Secretary. Elections will be held on 2 and 3 August 1978.

POETRY & MUSIC CONJUNCTION

At 2.30 pm on July 30 the Auckland University Literary Society and the Grey Lynn Community Committee are joining together to present a programme of poetry and music. This event will be held in the Outreach building at 1 Ponsonby Road.



Mairi Gunn

Ratz bring the Plague -- and it's going to catch you ! Richard von Sturmer, Miles McKane, Gray Nichol and friends are an epidemic. And they're spreading to the Maid on Friday and Saturday of this week - 8 pm. Hear it all - the shocks of cancer, the idiocy of Frank Gill - the politics of The Plague !

'Keep it short' they are crying and so the facts that were to astonish a nation must be put on ice until next National issue. Here then, without any further comment, are the details of what's happening on the Auckland campus this week. We leave it up to our readers to determine how much of what follows is true.

THE AUCKLAND MORRIS MEN (dancing not cars) meet every Saturday Morning 10 am to 12 noon in the FREEMAN'S BAY COMMUNITY CENTRE - also on Thursdays 6.30 pm in the JUDO ROOM. Contact phone: 584-382. (Please note: this society has HRH Princess Margaret as its president.)

MONDAY 17 - WARREN FREER (MP) will talk on 'NZ's Trading and External Relations' for the Labour Club in 8.10 at 1 pm. ('External Relations - 'Ugandan Affairs' ?)

TUESDAY 18 - FOLK CLUB guitar lessons - lunchtime in EXEC LOUNGE and 6 pm - 7 pm in WCR & LCR. Also at lunchtime on TUESDAY - IAN GRANT, NZ Director of YFC will speak on John 14 in the SRC lounge.

WEDNESDAY 19 - FOLK CLUB again - another CLUB NIGHT - WCR 7.30 onwards.

PUSHING THE PRESIDENT

Finally and at last, after much plotting, the president-rollers have called a Special General Meeting - for 1 pm Thursday July 27 in B28. The purpose ? To express lack of confidence in Mervyn Prince, the President, and so have him removed from office. Naturally Craccum has rather a lot to say about this so watch these pages next week for more slander. And remember to vote in the presidential elections this Tuesday and Wednesday - the two events are curiously inter-twined

WE APOLOGIZE

Last week's Craccum contained one absolutely horrendous mistake (the others can be overlooked) - the printers confused the photos of two of the presidential candidates on page 1. Consequently they were printed with the wrong captions. Here are the right faces with the right names.



Paul Barton

Jos Gibson

Janet Roth

SILLY-BILLIES

Bursary allowances for second-year Masters students are paid monthly (not termly), on the last working day of each month. Many Masters students are apparently unaware of this, and therefore do not collect their cheques as they become available. Remember this month to pick up your cheque from the Bursaries Counter in the Registry.

BIZARRE EVENING

They call her the Walt Disney of pottery. This is a misnomer -- Clarice Cliff's pottery is now considered to be very valuable. She was born in one of Arnold Bennett's pottery towns in Staffordshire in 1899. She was first employed as an apprentice enameller and painter and rose to be art director and designer for her firm. Her work is immediately striking in its rich, vibrant colours and geometric designs which she called 'Bizarre'. To achieve such effects, she revolutionised manufacturing techniques and developed new dyes.

To seal her pottery, she toured groups of fashionably dressed girls in the stores of London and the countryside, even as far as Australia and New Zealand. Clarice Cliff's work is an example of Art Deco of the 1930's, when her pottery was most fashionable. Even Queen Mary bought a set of nursery ware.

A fine collection of her most bizarre pottery will be on display at the Mercury theatre on Sunday July 23. A charity organisation is presenting 'An Evening with Noel Coward and Clarice Cliff', featuring Davina Whitehouse, Max Cryer, Peter Sinclair and Peter Shaw. Tickets are on sale now at the Mercury Theatre booking office.

AND NOW FOR THE MERRY MAIDMENT GODDIES: MON-FRI 17-21 LT 6.15 pm & 8.15 pm 'SALOME' by Oscar Wilde directed by Simon Phillips. Sponsored by Theatre Workshop.

TUESDAY 18 KMT 6.15 pm and 8.30 pm. 'FINDING IT EVERYWHERE' a concert of original music by MATTHEW BROWN (Piano) with students from the Conservatory of Music. Special guest: JOHN RIMMER. Tickets at the door \$2.00 - students. Matthew Brown is a young pianist/composer now living in Coromandel. He is the composer (with David Calder) of the score for the movie 'Sleeping Dogs'.

WEDS 19 LT 1 pm WEDNESDAY ARTS EVENT: to be announced. Free.

WEDS 19 KMT 8 pm UNIVERSITY CHAMBER ORCHESTRA

THURS 20 KMT 1.05 pm Piano recital by DAVID LOCKETT. Admission 50c.

FRI & SAT 21 & 22 KMT 8.00 pm The Plague in concert - also featuring 'The Warm Jets'. Tickets at the door - \$2.00 - students

SAT & SUN 22 & 23 LT 8 pm UNIVERSITY FEMINISTS - multi-media presentation.

WINTER TOURNAMENT 1978

The sports extravaganza for this year will be held at Massey University from August 21 to 24 - the second week of the holidays. A full programme of sports is to be held including League, Soccer (Womens & Mens), Squash, Badminton, Hockey (Mens & Womens), Billiards, Basketball (Womens & Mens), Harriers, Fencing, Golf, Small-bore Shooting, Table Tennis, and Netball.

The usual round of social activities are planned, although the renowned Massey Crowd are preparing for a more than usual round of debauchery. The drinking horn is to be held as usual on the Sunday night, to be followed by stirs at two student pubs (they will be closed to the general public for your convenience) and apparently a formal Ball to cap things. Don't forget the sports also have individual 'dinners'.

If you're interested in going and are not a member of a sports club, contact the Studass office for a contact number.

CHEAP !

The New Zealand Students' Arts Council have negotiated the following discounts for July :

NORTHCOTES BRIDGEWAY CINEMA

Venue : 52 Raleigh Road

Concession : Students \$1.20

NB. This discount needs support if it is to continue.

AUCKLAND CHAMBER MUSIC SOCIETY

Performance : Quartet Beethoven Di Roma

Date : Monday 17th July

Venue : Town Hall

Concession : Students \$4 (\$2 off)

MERCURY THEATRE

Performance : 'The Rivals'

Date : till July 29

Concession : Students \$1 off

THEATRE CORPORATE

Performance : 'The Caretaker' Pinter

Date : July 19 - August 19

Concession : Students \$3

CLASSIC CINEMA

Concession : Students \$1 (Mon - Fri)

MOVEMENT DANCE THEATRE

Concession : Classes : Students \$1.40

Venue : Judo Room, Student Union Building.

SYMPHONIA OF AUCKLAND

4th Subscription Concert : Conductor - Juan Matteucci,

Soloist (Violin) - Igor Politkovsky - Liadov, Sibelius,

Tchaikovsky

Date : July 22

Venue : Town Hall

Concession : Area B - Students \$24. Area C - Students

\$19

NEW INDEPENDANT THEATRE

Performance : 'Casa Mabel' - Gordon Dryland

Date : July 22 - August 5

Concession : Students \$1.75; Lunchtime Theatre at

12.45 pm with soup and toast - Students \$1.

NEW ZEALAND SYMPHONY ORCHESTRA

Performance : Conductor - Inoue, Piano - Irons

Date : July 18

Venue : Town Hall

Concession : Students \$1 off.

S R C

THIS WEEK

SRC AGENDA
FOR THE MEETING
OF JULY 19
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THIS MONDAY
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TUES., WED., FRI., SAT. 8.15 p.m.
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The Teacher & The Preacher

I was reading somewhere recently about a play which is supposed to be doing great business in New York. This play has only one character, a neurotic woman school teacher. She stands on the stage with her blackboard and lectures to an imaginary class. As her utterances make it apparent that her imaginary class is giving her something of a hard time, the audience irresistibly join in. By the end of the performance they actually become the unruly class, heckling and abusing the hapless teacher. The climax comes when the teacher has her inevitable breakdown. The audience wander off home feeling, one supposes, entertained and enlightened.

Whatever else one may think of it, it is difficult to deny that the audience's reaction is the obvious and predictable one. Regardless of whether you are a pimply fourteen year old or the Prime Minister, your reaction towards teachers is likely to be the same - derision seasoned with a touch of malice. It is unlikely to make much difference whether you especially like or dislike any particular teacher. It is just that when confronted with one you feel this almost irresistible urge to snigger and cut. The teaching profession has lost much of its status and credibility.

It is, I believe, a fairly modern phenomenon. One still finds among older people, the grandparents of modern students, a fair degree of veneration for teachers. Teachers may not have been loved, but they were held in a measure of awe. The 'teacher and the preacher' have now been replaced by the lawyer and the accountant. The teacher and the preacher no longer seem to be offering much to society.

The case of the preacher's obsolescence is the more straightforward of the two. The temporal mission of the Church has been usurped by the Welfare State. Similarly its spiritual mission is facing increased competition from the practitioners of psychiatry/ology. In a highly technological society the metaphysics of the mind technician seems a more natural form of exorcism than the often conspicuously medievalist ritual of the Church. Science, not God, is the visible source of collective betterment, the repository of our hopes and the object of our faith. Psychiatry/ology has the trappings of science, although I believe contemporary mind-meddling is little if at all more scientific than a Tarot reading or a good honest confession. It is the trappings, however, that count.

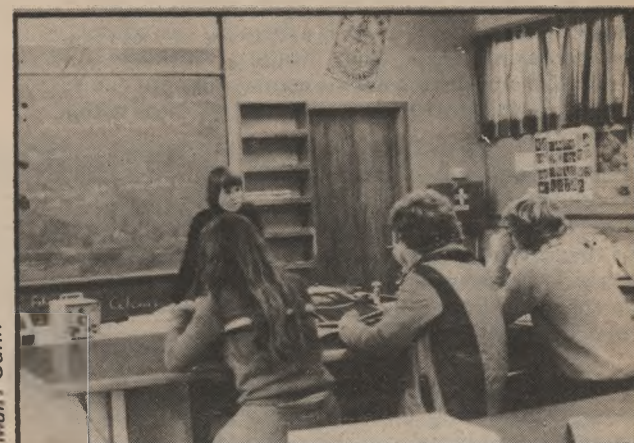
The decline of the teacher is however rather more complex in that it is a loss of status at one remove. The fall of the teaching profession is a consequence of the loss of importance on the one hand of the knowledge it is supposed to convey, on the other of children to whom it is supposed to convey the knowledge. Similarly, it is worth noting that there is no longer any reverence for either a 'wise' or 'learned' man or, except in residual products of religious beliefs, a 'good parent'.

The rejection by society of learning or knowledge is the more easily expounded of the two, although in one's daily life, perhaps the less obvious. This, I suggest, is simply because it is more complete. One encounters a reverence, or a thirst, for knowledge so infrequently that it no longer registers. When one stumbles into some poor maladjusted enthusiast it comes as a shock to the system.

Perhaps the most obvious cause is that 'learning' in the broad sense is no longer a pathway to social and economic success. People 'make' in the world on the basis of an ever-narrowing range of specialised skills. A successful career needs no more knowledge of the world in general than that exhibited by the organ grinder's monkey.

Correspondingly the leisure value of learning is completely swamped by the output of the leisure industries which produce cheap thrills at a price anyone can afford. In short there is no longer any need for knowledge beyond one's own occupation, for either business or leisure.

Indeed as the mental horizons of the man in the street constrict learning the learned become not only redundant, but a threat. We have a society which offers the average man security, luxury and, one supposes, a reasonable degree of happiness without the odious necessity of having to know or understand anything in particular about anything at all. Should we not expect him to view the disciples of these rather dubious foreign quantities as a threat to his way of life with which he is reasonably enough quite satisfied?



Mairi Gunn

What children learn at home about school is quite simple; firstly that it is pointless but must be tolerated for a certain time; secondly, that it is a sort of endurance contest - the longer you can stick it out the better paid job you get; thirdly, that when you get a job you can safely forget about all that woolly nonsense you were taught at school.

The second jaw of the teacher trap is that not only do children have negative attitudes to school but with increasing frequency to themselves. Where you say the process of children realising they're not as welcome as they might be begins depends on whether or not you're an R.D. Laing fan. What is extremely obvious is that our society no longer cherishes its children as its 'hope for the future'. Apart from an amorphous faith in science 'to invent something' our community avoids, as far as it can, all consideration for the future - it smacks of knowledge and has been banished. 'The future' is an ill-defined threat we ignore as strenuously as we try to forget the past. And children in a society which pretends the future doesn't exist are reduced, at best, to the level of pet cats, and budgerigars - they become excessively demanding toys; at worst they are simply a bloody nuisance. And this increasingly is the place to which we are reducing them. And they know it.

I frequently hear school teacher friends say that the schools have become mere child-minding services. They are right. And yet at the same time they are forced to continue posturing as the purveyors of education. They know they're not and they resent their impotency. The children know they're not and take it out on the teacher. The nation's parents know it too and are not only quite happy with the situation but cannot resist taking a sadistic pleasure in the rendering of a once respected profession totally ridiculous.

It is however only the pains of transition we see now. The situation will eventually resolve itself quite happily as it already is. Fewer talented people seem to be entering teaching. Lots are quitting it. Soon schools will be staffed with people whose natural bent is the running of adolescent kindergartens.

ROBERT SOLEZ

CRACCUM

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Schools For The Stage

While Wellington has the National Drama School, until recently theatre training in Auckland was all but non-existent. The last few years, however, have seen the institution of three separate drama schools, each with a different approach and teaching method. One, run by Theatre Corporate, works specifically within its own theatre. Another, Studio 12, is a privately run school that is outside the established theatre of Auckland. And the third, a university Diploma course, does not aim so much at professional theatre as at training those within the education system.

Whether the emergence of these drama courses is seen as an indication of the flourishing nature and high standards of Auckland theatre, or simply as another example of the all-pervasive influence of the formal education system, is a matter for personal speculation. Here we can only attempt to bring you an account of the aims and undertakings of these Auckland theatre schools.

THEATRE CORPORATE has a one year course of professional training for actors, under the direction of Raymond Hawthorne. It consists of three 12 week terms, Monday to Friday from 9 am to 1 pm, and 10 am to 12 noon on Saturday. The fee for each term is \$250. They do much of their work in the Corporate building, a converted warehouse in Cross Street, Newton, with the studio theatre for workshop productions.

Raymond Hawthorne talks about the course: This is the first year of the Theatre School in this form, but in fact I have been training people, in Theatre Corporate, for the last four years. That was done on a much more part-time basis; most of the people had jobs, and we did classes in the evenings and at the weekends. So although this is the first year of the course, we have been pursuing a training programme for some years.

I felt that a more intense course would bring the best out of people; they've got a one-year deadline that they're working to meet, so they're working hard. I think if you have a longer course, of two to three years, as in England, then the pressure isn't there; one thinks 'O, I've got tons of time', and then you suddenly realise its gone and you haven't covered the areas you should have. Also, while a one year course may not be ideal, I don't think it's fair to ask the student for any longer, when he is providing his fees, plus his own keep, and having to work part-time.

The selection of the students was fairly rigorous. We held a weekend-long workshop last December, which gave us time to judge the person as well as the actor; it's important that the people we take on have the aptitude to work at an intense rate. We chose ten students altogether. We had about a hundred applicants, for the course, whittled these down to thirty who attended the auditioning workshop, and of these ten were selected. I hadn't set an exact size; I was prepared to take twelve, but only found ten that I really wanted.

They come from all over New Zealand, as far away as Invercargill, Timaru. By chance it happened that there were five girls and five boys - I would probably have preferred six boys as there are more parts in the theatre for men. The oldest is 28, the youngest 18, with an average age of about 21. Their theatre background varies tremendously too; on the whole very few of them have done much work in the theatre, although one boy was in 'Close To Home' and doing television work for a year. Four of them had been to Gillian Sutton's creative drama class before coming here.

The day is structured into one hour sessions, with ten different tutors taking the various studies they cover. They have ballet with Dorothea Ashbridge, singing with Bobby Alderton, voice taken by Linda Cartright and Elizabeth McCrae, movement with Selwyn Crockett and Elizabeth Hawthorne, conflict and improvisation with Ilona Rogers, acting technique, which I take, fencing taken by Selwyn Crockett, and creative drama with Gillian Sutton.

We've tried not to make our students too reliant on each other, although they do work beautifully as a group. I think it's very important that they be self-sufficient - as it says in the prospectus, '... to teach the actor to be self-generating. To develop his creative and imaginative powers ...'. At the end of the year they'll be out into a working situation, standing alone and not propped up against somebody, so they have to learn to be an individual, and retain what they are.

In the first term the students had a very strong production of 'As You Like It' to work on, which I coached them through pretty thoroughly, and then this term they were given a duologue to work up to performance level on their own. And the result was marvellous; they went much further than I actually thought they would. It's this self-sufficiency that is so important - to be able to concede to a director and your fellow actors, but at the same time have this central core of analysis, so that you know the right way to do something in a certain situation.

Usually in drama courses you get a fairly high drop-out rate - in Wellington I think it may be around 30%, but in this first year we've had no one drop out, which is very pleasing. It must mean that we're providing what the students want, and that we made a good initial choice of the students.

You can't really say that we're trying to create actors, but rather we're trying to create integrated people - take what they already have and develop that for the theatre. I think people coming into theatre in New Zealand at the moment are pretty rough; rough but keen. Because in New Zealand you have to come such a long way to make the decision to go on the stage, it usually means that once they have set out to be an actor, the tenacity is there.

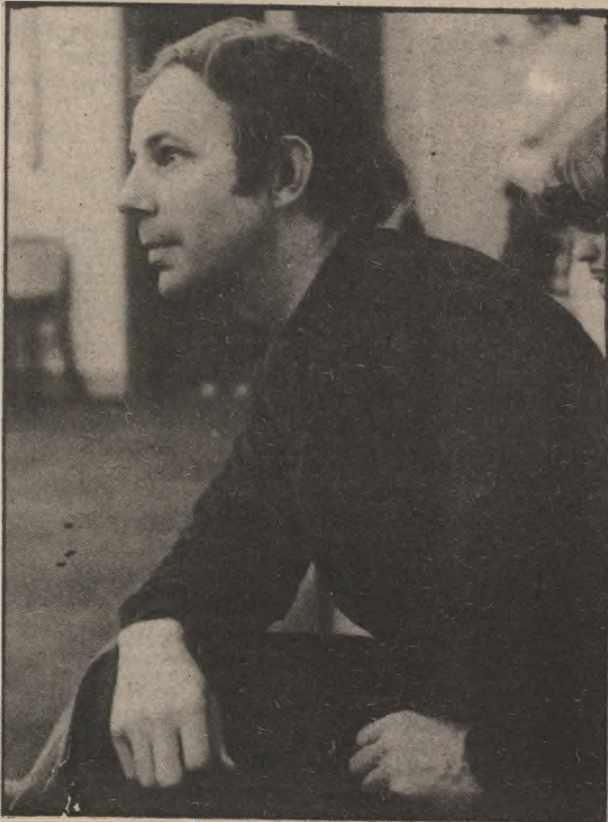


Theatre Corporate's Drama School

STUDIO 12, run by Pedro Arevalo, is also in its first year. Classes run in the evenings, from 5 to 8 on Tuesdays, Wednesdays and Fridays, and on Saturday from 10 until 4. Fees are \$300 a year, and their studio is at 21 Princes Street in the city.

The course is designed to take three years, which Pedro says is a minimum for anyone wishing to enter professional theatre, and that due to the concentrated nature of his teaching, he achieves in fifteen hours a week what others would full-time.

In the first year of the course, the students are given a general knowledge of the theatre, a broad outline. There is an emphasis on mime; voice and accent will be dealt with once body technique and awareness is mastered. The second year will involve a specialised training in backstage work as well as acting, with a large amount of time spent in workshops. The third year will involve a largely practical training, working mostly as a troupe, outside the studio. He also says that he hopes his students, if they can't find work in a theatre when they finish the course, will be able to continue working in association with the school, tutoring part-time while working professionally, either as a troupe or as individuals.



Mervyn Thompson

He puts ten as the ideal class size, but at the moment has only four first year pupils, and six vacancies, as more than half of his students have dropped out. Some found the pace too demanding, and felt that they couldn't quite keep up with the standard; others couldn't fit their university studies or working hours around it, and had to give up.

Pedro Arevalo himself is a Chilean exile, who taught drama and anthropology under contract to various universities in Chile. At present he runs a restaurant in Auckland, which he expects he will have to sell next year as his class loads expand with second and first year students.

His students range from 19 to 26 years old. Most have worked before with dance, music and puppetry. They agree that the course has taught them much, especially in their own self-awareness and inter-relations. The emphasis is on group work and achievement, rather than solo performances. Said one girl - 'There's nothing else like it in Auckland at the moment. Its given us a chance without having to produce status or credentials.'

THE DIPLOMA IN DRAMA, under the tutelage of Mervyn Thompson, senior lecturer in drama, is a one year, post-graduate course offered by Auckland University. Now in its second year, it is a full-time course, with a maximum in any year of twenty students, and is aimed at offering 'a basic training in theatre to those wishing to work in schools, or in the community.'

Mervyn Thompson talks about the diploma course: This is not intended as a vocational course, but as an attempt to set as many possibilities in front of the students as we can in a limited time. I keep academic work to a minimum because I believe most of the people who come into this course have already proved themselves academically. There is a lot of practical work in movement, voice, theatre, techniques, and a certain amount of production work. They are involved in two productions of their own during the year, and one in conjunction with Theatre Workshop, which was 'The Beaux Stratagem.' The course is designed to be varied and unspecialised - to open as many avenues out to them as I can.

A minimum week would involve a two hour movement class on Monday morning, followed by a one hour meeting to discuss what they're currently doing in the course. Tuesday there is a lecture, usually by an outside speaker, in the afternoon a practical session on the play they are studying at the moment, and an evening session of improvisation. Wednesday and Thursday are free, although there is an optional film class Thursday evening. Friday morning there is a voice class, a theatre technique class in the afternoon, and in the evening an optional film or lighting class. On top of this there is a certain amount of written work, reviewing and the like, and there may be extra workshops - such as the Paul Maunder workshop last week. They are expected to see a lot of theatre too, and be ready to discuss it.

We tend to get a very odd and heterogeneous set of people applying for the course; not many who have just finished a degree, but people coming back after a period out of the education system. There's been one person with a degree in agriculture, people without degrees, but an interesting background in theatre, housewives who did their degrees maybe 20 years ago and are interested in coming back and, perhaps, writing for the theatre. The average age last year was 31, and its only a little younger this year - much older than those coming straight from their BA.

Of last year's fourteen students, I know that 1 is now involved full-time in theatre, 1 is freelancing, 2 have gone overseas, 1 is working in the University Audio-Visual Unit, 3 went to teachers college specialising in practical drama, 2 others have gone into teaching, a couple of married women are teaching children part-time, and a couple of others I can't account for. Its fairly evenly spread between professional theatre activity, further education and entering the education system as teachers.

This is the only course of its kind in the country, and I'd like to think that we can do everything a professional theatre can do, as well as provide some of the strong points that only a university can give. I'd like it to be possible for someone to come back for a second year and specialise in one particular field, but I don't think the entire course should be extended to two years. A second year for a post-graduate course is demanding too long a time for training in the education system, and this is a tough financial year for most of the students, they have real problems making ends meet.

However, I would like to see a second year of specialisation for the outstanding student - as some kind of semi-professional group, writing plays of their own and working it up as a group - stuff of real social significance and relevance. If that happened I'd be finding a replacement in the first year and getting into the second year course, because that is one of my chief areas of interest.

KATRINA WHITE.