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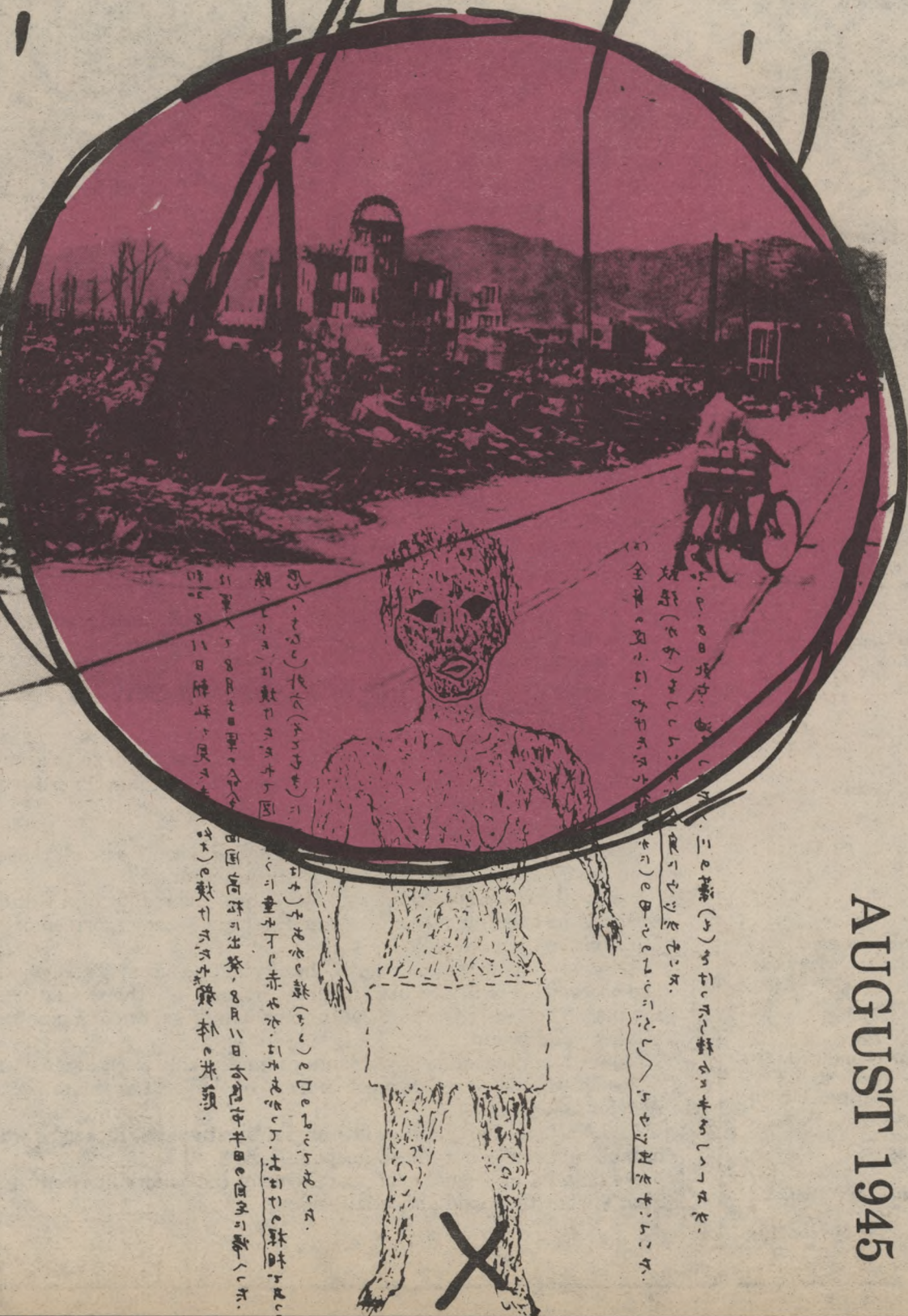
Auckland University School of

Issue 19, August 9 1983

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HIROSHIMA, NAGASAKI

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Cover by Sarah Westwood

# CRACCUM



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'In New Zealand, if you have any passion, that's radical.'

- Merata Mita



## NUCLEAR FREE ZONES ...

We Dialed-A-Sailor late Thursday night, hoping to have a conversation with one of the dedicated Yanks here to save us from the Ruskies. Instead we got us a New Zealand matey from the Otago who promised us that he would run the Yanks a message. He said they were running the boys messages three times daily, mostly requests from women who offered their company.

I told him we just wanted to chat with one and he didn't seem impressed. In fact, we haven't heard from one at all.

So we went out looking for one. It didn't take long. After a quick trip to McDonalds, four quickly found us.

"Hey, wanna party?"

We didn't really, but took the opportunity to ask these slightly inebriated seamen what they felt about the protestors.

"We laugh".

"Do you laugh when we all go up in smoke?" we asked.

"You should see us laugh when we smoke."

So much for that tactic. They told us they only came here to have some R & R and pressed us for the name of a good nightclub. We tried to get them to talk politics: "We don't like Nukes either, only you'll come crying to us when Russia comes over here and takes over." A woman walked by and called out "Invaders" ...

"I'll invade you", was one's reply.

About the peace squadron: "I just laughed when I saw all those little ships. I mean they don't even have any weapons, and we got all those guns ..."

I was struck by how naive they were, how the reality of a world-wide protest against nuclear weapons just had no effect on them. Eventually they stormed off: "We could have had a lot of fun together, you know".

In some ways it reminds me of the Springbok situation. Realistically there is no reason Texas had to come. R & R just like the boks. Sport. Only theirs was picking up women and downing the piss. They walk Queen St with their jaunty sailor caps perched on New Zealand "sheilas", Yankee and proud.

Meanwhile thousands of students protested this week against the ship, letting off hundreds of white helium balloons. Then sat in front of the US Consulate waiting for what? An explanation? A defense?

And National Party Office is stormed by students, fifteen of whom got arrested, by double the number of cops — our "peacekeeping force".

We do a lot in the name of peace. One of the sailors insisted that the Texas brought peace. That's what they said about Hiroshima.

-L.R.

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RC REF

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# LAKEPERSON RAVES B. # 2



me start off by saying that the title of this man is not of my choice and hardly meets with approval. Going back into history "Little Greg the Pine" was brilliant, "Gripes of Roth" was "Behind the Plastic Mac" was simply appropriate and the rest has been simply lustre. Any witty ideas for the name man?

est lately we've really seen the National party action. Teacher Trainees complain about living less than University students and only having 6 in which to earn money over the summer. Hon. M.L. Wellington says complain and he'll your grant. University students say that it a little more than \$30 per week to live on. The Hon. R.D. Muldoon says apologise or you'll get Agree or disagree with the policy as you will in the methodology one cannot miss the clarity to certain governments of the 1930's ... that doesn't cheer you up how does putting 100 people on the dole and inviting nuclear ships to within a few miles of your home hit Just think about what happened and is still coming to residents of Hiroshima and Nagasaki ask yourself just how welcome the Texas is why need it be here.

the government appears to think that it has the housing crisis by building an extra 250 houses. My golly gosh — the drop in the theory of social policy. And if you're on the or the dole don't worry about those midnight on the door — it's all in the interests of "agency" and the "taxpayer".

men can still exploit and abuse women — not only covertly followed by protection from the so-called justice system — they can also do it overtly and make money from it. Viz pornography in general and the Film Festival in particular.

The government can pay 15 year olds \$15 per week for about one week in three, take them off their unemployed statistics and be applauded for "solving" the problem of youth unemployment.

If you really feel that you can support the government, either the ruling party or the system, think again. It must take a very old, calculating, impersonal and uncaring mentality to consciously support what is happening in this country.

If you came to SRC last week you would have seen Maori's and women asking white men for what is theirs by right. Asking for a lot less than what is theirs by right. That they got it is good, the process that they had to go through to get it is not.

On a more cheerful note C&R has shown the good taste to drop Olly Newland from its City Council ticket (oops, naughty word) and Fang is learning to fight back against Pippin. Of enormous significance to some and of none at all to some cretins, we won the second test. What sport? some of my flatmates ask. Hmm ....

This week we have an SGM on Tuesday whereat the Craccum Reform Group will again attempt to resurrect Broad and as a new trick roll me. Ho hum. On Wednesday and Thursday we have the Winter General Meeting which will consider untold matters of great importance. May Stephen Mitchell harangue you forever if you don't come, you apathetic shit.

Get drunk, fall over, stand up again. Bogle rules O.K.

— Jonathan Blakeman

## ELECTION RESULTS

### OVERSEAS STUDENTS OFFICER:

Ivan Leonard KIRK	119
V.W. VOSAROGO	526 Declared Elected
No Confidence In Any Of These	348
No Vote	210
Invalid	42

### SOCIETIES REPRESENTATIVE:

Elizabeth STONE	806 Declared Elected
No Confidence	202
No Vote	187
Invalid	51

### SRC CHAIRPERSON:

Chris CLEVERDON	298
Paul SUTCLIFFE	408 Declared Elected
Daryl R. WEBB	229
No Confidence	138
No Vote	121
Invalid	52

### WELFARE OFFICER:

Colin PATTERSON	291
John RATTRAY	598 Declared Elected
No Confidence	203
No Vote	110
Invalid	44

### WOMEN'S RIGHTS OFFICER:

Karen JONES	566 Declared Elected
Patricia SHAW	322
No Confidence	182
No Vote	136
Invalid	40

### CULTURAL AFFAIRS OFFICER:

Mark ALLEN	349 Declared Elected
John HABER	280
Gregory OWEN	205
No Confidence	198
No Vote	180
Invalid	34

### ENVIRONMENTAL AFFAIRS OFFICER:

Michael HAYCOCK	183
John A. MACCULOCK	283
Barry WEEBER	529 Declared Elected
No Confidence	111
No Vote	108
Invalid	32

### MEDIA OFFICER:

Jon BARKER	628 Declared Elected
Philip ROSS	309
No Confidence	172
No Vote	106
Invalid	31

### NATIONAL AFFAIRS OFFICER:

John DOLAN	254
Cathy FLYNN	595 Declared Elected
Nigel David GOODINSON	176
No Confidence	119
No Vote	84
Invalid	17

### INTERNATIONAL AFFAIRS OFFICER:

S.L.C. BUSSEY	242
Bruce CRONIN	388 Declared Elected
John PAGANI	287
No Confidence	173
No Vote	116
Invalid	35

## SRC REPORT

# CHANGING THE SYSTEM



Women and Maori students would have been of this week's SRC. Motions supporting groups were passed easily.

move to create a Maori Students Officer on and to support the creation of a Maori Vice-presidency on NZUSA were carried unanimously. Speakers said Maori affairs were usually tacked 'Overseas Students' (ridiculously) or 'National Affairs' portfolios. For a hundred years we have been victims of racism and the MVP Exec officer are a way of fighting this, said one. A note of caution came from Bob Lack, supported the motion, but asked if it went far enough. NZUSA is structured by and run by white, middle-class males and the MVP could be frustrated by that arrangement. However, Chris pointed out that overseas students could have their own rep, so SRC decided AUSA's report would go to electing the MVP at the annual Maori students hui Te Huinga Rangatahi for Maori students looking after Maori students.

another motion, AUSA recognised Wananga as a university. This is an 'alternative university' that deals specifically with Maoritanga. Young people go there to learn such things as language, genealogy and customs. It was described as the first time this century there has been a reaffirmation of Maori learning — yet it has been largely shunned by the establishment. University is a white institution, Wananga O Te Whānau is the Maori version of a tertiary

education.

Discussed next was women's autonomy. A lengthy series of motions was proposed by Elaine Truscott and Karin Bos, supporting self-determination for women.

Speakers for the motion said the present system of policy being discussed by the Women's Action Collective, then having to be endorsed by plenary, individual campuses etc etc was not working for women. The present system allows male participation in women's policy, which is obstructive. It was felt that policy comes from SRC and is thus only a half-measure to self-determination. At WAC there is consensus decision making, not majority and formality rule which can only inhibit debate. Women's Caucus contains women from many different areas so any 'watch-dogging' can be done there.

Elaine Truscott anticipates a few arguments against self-determination such as "If you have autonomy, you lose a chance to educate men by discussing issues with them" — to which she replied that if men are sincere they have opportunities to educate themselves on campus. Education is only a side effect of council. She felt the argument "If you don't get a vote you won't be interested" only showed a lack of commitment.

Other speakers said WAC already recognises the need for self-determination. Many women go to council and never return because they feel alienated. Every word in policy is talked about at

WAC, but all this effort and time is wasted by a barrage of "I move this, I amend that" when it gets to plenary. Effort that could be spent actioning policy goes on fighting to defend it from the ravages of the likes of Ross and MacCulloch.

Speaking largely to men present, Jonathan Blakeman said the motion asked SRC to do something REAL for women. Society, he said, is dominated by men, men have power. He said many people felt that men not deciding on women's issues was undemocratic, but for Jonathan Blakeman any handing of dominant power from men to women must be democratic.

Leading the attack, Leonie Morris said self-determination is a mis-nomer. She said all students should have a say in all areas of student policy yet women's autonomy meant women's rights would not be discussed at SRC. Janelle Grady believed that women's autonomy is not an indication of trust and a handing over of power, but an insult to men's interest. NZUSA is not a women's liberation movement, but a union of students, she argued.

One argument strongly discussed was that "Women are as involved in policy as Maori students, so if we all decide on Maori issues, then we should all decide on women". Similarly, SRC passes policy on Malaysia, Central America, Israel, Ireland etc but these don't affect us, so it is clear that people can form opinions on policy that doesn't affect them. This was refuted by speakers who argued that all men and women have equal status in International Affairs, but women have a greater stake in women's policy. The vote for an MVP represented the granting of autonomy to Maori students. Male representatives of the Maori Students Association probably framed feeling best when they said democracy hasn't worked so far in a white dominated society. The vote to support self-determination was won by a very large margin: Women students looking after women students.

Finally, SRC was made a smoke-free zone. Theoretically you can breathe there now.

— John Pagani



# CAMPUS NEWS

## REVIEWING THE SITUATION? ►

The Senate has approved a revised procedure for undertaking formal reviews of academic departments. Only the Vice-Chancellor may initiate a review, no students sit as of right on the reviewing body, and reviews may not be undertaken of administrative departments or recreation centres. Not very radical; in fact quite moderate, to use Mr Ross' term.

## ANGELS WINGS? ►

One of the odd things about last weeks elections was that all the extreme candidates of the left-wing and the right-wing proclaimed that more democracy was required. Of course any of them who were elected will see this as an endorsement of their personal world view and will claim a mandate to govern on this basis. Sound familiar?

## PLEASANT AT LAST ►

It is generally agreed that Students Association Executive meetings are now much more pleasant than they used to be. What has not been much noticed is that for the first time in living memory there is now a majority of women on the committee. Coincidence??

## FRIENDLY STUDENTS ►

"The evil which men do ...". In 1981 Dwayne McIntosh (remember him?) wrote a submission on student representation in which he argued that the student President should sit on all faculties. He read in the rules that the Centre for Continuing Education was set up as a faculty, so he added that to the list and thought no more about it. The rest of the submission has long since been dealt with, but somehow this item has been bouncing between committees ever since. At last it is resolved — for the next two years there will be student "representation" on the C.C.E. committee. The "representatives" won't be appointed by the students, though, for the C.C.E. agrees with the Students Association Executive that students aren't ready for democracy. C.C.E. will "co-opt" two students they think suitable.

## NATIONAL OFFICE NEWS

# BATTLE FOR JOBS STRONGER AND ON-GOING

Demonstrations involving hundreds and hundreds of students on campuses around New Zealand have put the student battle against unemployment on the front foot.

The nationwide week of campus action (July 18-22) against unemployment revealed widespread concern amongst students about the effects of summer and Graduate Unemployment, and Government plans to legislate for universal Youth Rates.

To all students in hostels, lectures and cabs who showed their support for the campaign goes the thanks of the local organisers and NZUSA's National Officers. Your support has given our ongoing work in the battle for jobs and against wage cuts for young people a great boost.

Intense lobbying of Government MPs and Cabinet Ministers for more assistance in providing summer jobs for students can now proceed with greater confidence and the force of widespread student concern and support. The evidence of the need for a return to a student community work scheme is clearer than ever.

The Labour Party has promised to reinstate our



HOLD ON SHALE AND PAUL... I'M ON MY WAY!

## BLOWS FOR PEACE? ►

Craccums distribution manager, Shale Chambers, was busy trying to remind people about last Tuesday's anti-nuclear march, by putting chalk marks on the pavement outside the Rec Centre, when one of our sporting citizens approached him. This particular citizen punched Shale in the face, and as there were three of them, Shale beat a hasty retreat.

The next day, Shale opened his door at 10 pm to be greeted by an irate horse and cart owner who had had his carts' pro-nuclear messages painted over by anti-nuclear protestors. The man demanded to be allowed access to Paul Sutcliffe (Shale's flatmate and AUSA's International Affairs Officer) so that he could break Paul's legs. After bursting into the house and ripping the telephone out of Shale's hands (he was calling the police), the man saw Mr Sutcliffe and discovered that he was the wrong person.

Nice and friendly New Zealand — just the way we want it?

## WHO PAYS FOR LECTURERS' CAKE? ►

Two staff members recently reported that they had spent a substantial part of a period of paid sabbatical leave in rewriting a much used text book. Now granted that contact between scholars throughout the world is important to scholarship, surely if the University was paying salaries in respect of the time spent writing (and indexing) this book then the University should own the copyright? At the very least Auckland students should be able to buy it at cost instead of having to pay for publishers profits and authors' royalties.

## THE IMPORTANCE OF BEING ENID ►

The Centre for Continuing Education has had to cancel a course on Twentieth Century Women Writers through lack of enrolments. They should have told Stephen Mitchell about it — he never passed the English Department paper on the same subject so perhaps he might have liked to try something easier. Of course C.C.E. might have been no more enthusiastic than Ms Mcleod about his insistence that Enid Blyton was a major author, but at least their course could have gone ahead.

## LID SINKS ON QUEUES ►

One of the things bored people used to do in enrolment queues was study the dates of student appointments in the Calendar to see who'd been here the longest. (It used to be Cecil Segedin — who is it now — Dr Odell?). This joy will soon be lost to us, for it seems that these dates will not appear in the future. The reason is a comment on the times — it appears that they are becoming increasingly difficult to establish accurately, as the enforced move to part-time, temporary and limited term appointments destroys the traditional academic career pattern.

## WHAT QUEUES? ►

Speaking of enrolment queues — the Academic Registrar has reported to Deans Committee that the installation of the computerised student record system is way behind schedule and that by next years enrolment only the "bare bones" of the system will be in place. She has also warned that during enrolment the University will be "running virtually untested programmes" but Deans Committee is pressing ahead with its plan to use 12,500 students to test the system.

## LOVE THY (ARYAN) NEIGHBOUR ►

Senate was surprised to be told last week that the Minister of Education has decided to waive the discriminatory \$1500 fee in the case of students from the poor Pacific Ocean nation of West Germany. It's nice to know the Minister has the power to waive the fee — perhaps we should remind him of his government's policy to provide free education as a form of overseas aid. It is rumoured that the next third world country to receive this form of aid will be Canada.



all unemployed people in these cities, not students alone.

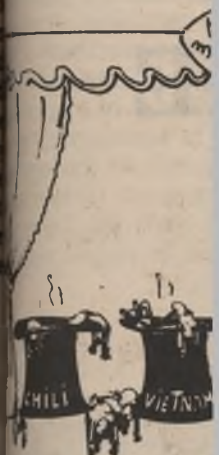
NZUSA as a national organisation of universities students has been given a clear mandate to continue lobbying and organising for more summer jobs and against youth rates. Moves to get a better deal for those students who still do not get jobs and must apply for the Emergency Unemployment Benefit will continue.

For all of us the issues and problems do not stop here. And we need your ongoing support. You can still help by:

- Writing to local MP's, and Cabinet Ministers expressing your concern and demanding action on summer jobs
- Watching for further developments on the Youth Rates Debate.

— Robin Arthur, PRESIDENT

## NEWSB



## PEOPLE AND P

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## NEWSBRIEFS

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## PEOPLE AND PEACE ►

In the face of growing pressure from their governments, peace groups in Eastern Europe and U.S.S.R. are continuing with their efforts to achieve disarmament in the Soviet Bloc.

However, according to Sergei Batovrine, one of the Russian peace leaders, "The fate of the independent peace movement depends in large part on what our comrades in the Western peace movements will do".

Batovrine realises that the USSR must take into account the way the Western movements support peace activists who are being repressed in the East, and that it is only if there is solidarity between the groups that an independent movement can exist in the East.

Unity in the East and West is becoming a divisive question in the world-wide anti-war struggle. This converging interest of the world's peoples could, if promoted, be the answer to many of the problems facing us — people power is presently only a catch-phrase; if only it could replace the bankrupt stances of all our governments.

## MINISTER SEES SENSE ►

After last month attacking the Conservation movement for 'locking up' forests, the Minister of Forests Mr Elworthy has suspended further 'salvage' logging in Bay of Plenty forests, on representation from "the responsible conservation movement".

The removal of dying or storm-damaged trees threatened the survival of a number of declining native species. Old trees provide food sources and nesting holes for the kaka, parakeets and bats. These trees also provide nutrients for forest regeneration. The decision is only temporary and the Forest Service may yet get their hands on the trees.

## IN THE NAME OF FREEDOM ►

While comparing the current U.S. ambitions in Nicaragua with their desire to remove Castro in 1960, the Guardian Weekly has this to say:

"From that bruising encounter the Cuban revolution emerged fortified, albeit driven into a lasting Soviet embrace".

"Now the American Administration seems set to make the same fateful error. It has been decreed in Washington that the Sandinista regime in Nicaragua shall not survive. To that end mercenary armies have been assembled and funded, global priorities have been intimidated, the Socialist International forced into acquiescence. Efforts are now being made to bring a reluctant U.S. opinion into line. Henry Kissinger has been dragged into the fray, to allow the tarnished lustre of his name to be used in support of Administration policy."

As the ambitions become more defined they seem even less likely to provide solutions.

## EAST TIMOR FIGHTS ON ►

Do you remember East Timor? In 1975 the Indonesians invaded that territory and sparked off a guerrilla war which is still continuing.

Although Indonesia denies that there is any resistance to their presence, a secret military manual, captured at the end of 1982, describes an elaborate network of organised opposition to the Indonesian presence. The manual advocates the

use of torture but warns against using it when there are possible witnesses.

Meanwhile, as the manual points out, the Fretilin freedom fighters have withstood all attempts to eradicate them.

Last year's U.N. vote on East Timorese self-determination was approved by a margin of four votes and Indonesia hopes to win the vote this year. Australia will possibly oppose Indonesia, let's hope that New Zealand does as well.

## US NAVY LIES AGAIN ►

In April 1963, the USS Thresher, a nuclear powered submarine with 112 crew and 17 civilians aboard made a test dive about 330 km off Cape Cod (Eastern USA) and never returned to the surface. Though it cannot be conclusively proved, the fragments of debris indicate a reactor accident. Further, Admiral Rickover later testified that an inspection of the Thresher shortly before its final voyage had located so many faulty welds in critical piping systems that it seems possible that "the ship had several sub-standard joins when (it) last went to sea".

In 1968 the US nuclear powered submarine, Scorpion, sank 1200 km Southwest of the Azores. The 1981 Sipri Yearbook notes the US have had 32 nuclear weapon accidents and 59 nuclear weapon incidents.

It must also be reinforced that nuclear reactors release, continually or in bursts, radioactive gases into the atmosphere, particularly Iodine and Krypton. As there is NO safe level of radioactive exposure, these releases will increase the number of cancer deaths, principally bone cancer, thyroid cancer and lung cancer. Further it will increase genetic defects to be passed on to future generations.

The US Navy has had nuclear reactor 'accidents' as the Captain of the USS Texas should know. Discharges of radioactive waste, both liquid and gaseous, have occurred and will continue to occur till we rid this planet of nuclear weapons and nuclear reactors. Nuclear weapons are principally produced from the plutonium created in nuclear reactors

## OUTSKIRTS

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## A Question Of Paranoia

Male film critics have been completely shocked and outraged by the new feminist film "Question of Silence" which is distributed by Cinema of Women (recently screened at the Auckland Film Festival). Philip French of the "Observer" said the story of three women who kill a man was "the acceptable face of feminism" and went on to worry about the effect the film might have on young people of average intelligence or less.

Milton Shulman of London's "Standard" was even more extreme. He shrieked that the film was an argument which would have justified the Nazi's exterminating Jews, Herod's slaughter of babies and the lynching of blacks. Genocide is a comparatively modest moral device compared with the ultimate logic of this film.

The film's director, Marleen Gorris was more right than she suspected when she told "City Limits" that she "never thought it would be so easily understood. I'm absolutely sure I didn't realise the gap was so great, so unbridgeable."

This is especially ironic given the advertising poster for "Turkey Shoot" which has a man (with a gun) pointing upwards — needless to say) standing over the dead body of a woman he has killed. Can you imagine the uproar there would be if you reversed the roles or this kind of poster was used for "A Question of Silence"?

— Spare Rib



## Peru women Fight Back

Women in Lima, Peru, have staged and supported their first "Reclaim the Night" marches — Peruvian women lose 80% of rape court cases in which they must prove that they are virgins and present physical proof of rape.

In one of Lima's poor neighbourhoods women are battling lack of protection from physical abuse by finding out which men are responsible, picketing their homes and thus exposing them to the entire community. Grapevine.

## China: Female Infanticide

The killing of baby girls in China is increasing. The official Chinese newspaper, the People's Daily, has admitted that in some villages, baby boys outnumber girls by nine to one.

Horrific figures show that in one county, in the eastern province of Anhui, there were 10,768 births in 1981. Of these, surviving boys outnumber girls by 16.4 per cent. In some places this rises to 26 per cent.

According to the newspaper, this is because boys carry on the family name and work harder in the field.

Baby girls are killed at birth, abandoned, or die of neglect. What it doesn't say is that girls are killed because boys are generally greatly valued in a society run by men, and when most couples are allowed only one child, they want a boy.

## Rape Reform Backfires

An amendment to New York State's rape law last year, intended to make prosecution easier, abolished the "earnest resistance" requirement of the rape victim. It was replaced by the requirement that a rapist's attack must cause the victim "fear of immediate death or serious physical injury".

The charge has backfired in a case in Brooklyn in which a rape victim on questioning said that she had not feared "immediate death or serious physical injury" because the rapist had lived with her mother for five years. Consequently, the first degree rape charge was dropped and the man was instead charged with attempted rape and two misdemeanors. The man had raped the woman twice in their home. After the first assault he broke down the bathroom door to rape her again. Under the new amendment, the fact that a rapist uses force is not adequate to bring a rape charge against him. Off Our Backs





# INSTITUTIONAL RACISM AT THE UNIVERSITY OF AUCKLAND

From the outside, this University looks like a place of learning where all is just and proper — men and women students, including increasing numbers of Maori and Polynesians, walk around campus, read in the library and talk and argue together. The clock-tower with its spires and arches stands in Princes Street as a Gothic guarantee that this community of scholars reaches for the sky in its pursuit of higher learning. The University faces the world as a collectivity committed to freedom of thought, the enrichment of cultural life and equality of access to knowledge. For all of these images, convincingly presented and believed in by most of those who work here, I am persuaded that the University of Auckland is, in its most fundamental aspects, a racist institution. Its sexism and classism are not discussed here.

By this I do not mean that the staff and students uniformly (or even mostly) hold racist opinions, because I know many people on campus who are passionately anti-racist. I do mean, however, that the institutional framework of the University — its physical facilities, its curriculum, staffing and promotion policies, and its allocation of resources — reflect a relentlessly European view of knowledge and its purposes, which oppressively and systematically discriminates against the interests of Maori and Polynesian students and staff.

## BUILDINGS

The University of Auckland campus has an impressive and elaborate array of buildings — libraries, offices, lecture rooms, laboratories, Student Union and Recreation Centre — which represent an investment of many millions of dollars. None of these buildings pay any visible tribute to their location in the largest Polynesian city in the world. Their allocation and distribution of space uniformly follow European conventions, and in the Human Sciences building and even in the Maori section, the spaces provided actively prohibit marae-style teaching and debate.

Auckland may be the largest Polynesian city in the world, and Maori may be the indigenous people of this country, but you would never know it from our Calendar.

Maori knowledge comes to life on the marae, in oratory and argument, and it has its own elaborate spacing requirements, protocol and procedures. The University Grants Committee has invested millions of dollars in European-style teaching facilities on this campus, but so far it has resolutely refused to support the proposed University Marae. I salute the Vice-Chancellor's courage and the contribution of the staff in establishing a fund for a meeting-house, but such a move should never have been necessary. Institutional racism may yet leave us with a meeting-house sitting bleakly on its own, without a dining hall or space for staff and students to 'keep it warm' with talk, thought and argument.

## CURRICULUM

Secondly, there is the curriculum to consider. In the Faculty of Arts, there are 28 permanent positions listed in the Calendar for teaching English, 9 for teaching French, 10 for Germanic languages, and 4 each for Italian, Spanish and Russian. In all there are 59 permanent staff appointed to teach European languages at the University of Auckland. Under the category of

European Culture, there are 70 positions in the Music, Fine Arts, Art History, Classics, History and Philosophy Departments alone. Auckland may be the largest Polynesian city in the world, and Maori may be the indigenous people of this country, but you would never know it from our Calendar.

There are only 4 staff appointed to teach Maori in the Faculty of Arts, and these 4 staff teach not only the language, but cultural topics as well. The allocation of resources in the University of Auckland curriculum suggest that Maori language and culture, the indigenous traditions of this country, are less important to us than Asian languages for instance, with 9 teaching positions, or non-local European languages. And as for the Pacific — Serbo-Croatian is taught in the Faculty of Arts, but not Tongan or Samoan. The structure of the curriculum of this University is a Eurocentric scandal.

## STAFFING AND PROMOTION POLICIES

In all of the Faculty of Arts, there are only 4 Maoris and no Polynesians on the permanent staff.

There are no Maoris above the position of Senior Lecturer. The picture overall in other faculties is worse. Six years ago, one of the Maori Queen's chief orators was appointed to teach Maori in this University. Despite his erudition and nationally-recognised mastery of Maori, he was appointed (in his 50s!) as a junior lecturer. As far as I am aware, none of the Maori staff, even in the Maori section, have ever received recognition of their Maori qualifications, and yet pakeha staff with no knowledge of Maori language and little knowledge of Maori culture may teach and write on Maori topics, and are promoted and rewarded for their efforts.

The great pity of all of this — along with the University's failure to establish effective relations with Maori and Polynesian communities in Auckland, and with Maori and Polynesian academic institutions such as the Wananga o Raukawa in Otaki, and Atenisi Institute in Tonga — is that invisibly and without individual volition, the University in its own formal arrangements defeats its own best efforts to become a place which is at home here in New Zealand and in the Pacific. Yet the personal anti-racism of many students and staff gives a hope and



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resource for the transformation of this institution, and an impetus for practical change. Do not think that we have to passively succumb to the institutional arrangements in which we are. Freedom of thought and the enrichment of culture here in New Zealand are not served by the present structures of the University. As thinkers and creators of culture, all of us on campus who can argue, lobby and insist that here and now, in this University, the silent and insidious forms of institutional racism are given

## SOME PRACTICAL SUGGESTIONS

Firstly, the University Marae should be established with all possible speed — not as a repeated tragedy of a meeting-house sitting on its own below the Human Sciences Building, but as it has always planned — with meeting-house, dining-hall, student rooms, offices, seminar rooms and a library for students and staff to think and work in. The University Marae is not conceived of as a room for Maori staff and students, nor is it in their interests alone. Simply, it is a long-overdue acknowledgement that Maori thought and culture, the indigenous intellectual tradition of this country, require our full-hearted recognition and support.

In addition, discussions should begin with specific groups on campus and in Auckland to see if their needs can be met. Let our buildings talk to us and welcome Polynesians in.

Secondly, the Maori component in staffing and curriculum must be greatly expanded, so that a proper Maori programme can be taught. The Maori language is in a critical state, and requires the most urgent and active support. According to recent research by Richard Benton of NZCER, the Maori language is on the brink of irretrievable loss, and unless decisive interventions are made, it will die. New and effective programmes of Maori language teaching must be pioneered and taught in this University.

Maori staff must be recruited, and allowed to investigate the best methods of language teaching developed here and overseas. The use of Maori should be fostered and encouraged on campus. Courses in urban Maori culture, tribal dialects, legends of land and sea, Maori philosophers like Te Kaitiaki and their movements towards Maori self-determination, and an active rethinking of our history from Maori perspectives are desperately needed. As scholars we must work upon the terrible ignorance of the Maori world that fosters and props up institutional racism in New Zealand. This means more Maori staff, and the recognition of Maori qualifications.

Tongan, Samoan and Cook Island Maori should be taught in the Faculty of Arts. Pacific staff and Pacific thinking must become part of our everyday academic life. The Maori and Pacific Island Student Advisor should be given the chance to advise not only Maori and Pacific students on how to adapt to the University, but the University on how to adapt to Maori and Pacific students. Maori and Polynesians must be appointed to the University Council, and represented on Senate. Bold moves are needed to 'make room' for Maori and Pacific participation and decision-making, at every point in the University's structure.

There are many other suggestions that could be made, but perhaps these will do for now. The moral argument is clear enough. I think it is time that we gave up the idea that the University of Auckland is anchored somewhere off the coast of Britain (or America). It is time for the University of Auckland to become what it is in fact, a Pacific University in a Polynesian city. I look forward to seeing all of those on campus who oppose racism, whether as a social policy in New Zealand, or as a social policy in South Africa, or in the wider community, but here and now, in the institution which expresses our collective life.

— Anne Salmond,  
Senior Lecturer in Anthropology.

Freedom of thought and the enrichment of culture here in New Zealand are not served by the present structure of the university.



As far as I am aware, none of the Maori staff, even in the Maori section, have ever received recognition of their Maori qualifications ...



University Council — a true cross-section?

...it is time that we gave up the idea that the University of Auckland is anchored somewhere off the coast of Britain (or America).



# (WHAT) MALAYSIAN HUMAN RIGHTS ...

## MILES OF GOLDEN SANDS AND ....

Potential tourists to Malaysia are promised "miles of golden sands fringed by casuarinas or gently swaying coconut palms" and for those who actually visit the place, Malaysia was the promised 'Golden Peninsula' come true. To the potential foreign investors, Malaysia is "Your Profit Centre in Asia", a point reiterated by the government since time immemorial. On the political plane, the world is told that Malaysia, guided by its Rukunegara (National Ideology) is a progressive country committed to the tenets of liberal democracy and the creation of a just society; on the face of it, a most idyllic developing country of the Third World.

Reports ensuing from human rights organisations like Amnesty International and the International Commission of Jurists (ICJ) however, present a different picture — an image quite unlike that portrayed by the government. According to both of these organisations, Malaysia's track record in the area of human rights has been far from good and has a tendency to veer towards totalitarianism. A recent comprador entree of these two organisations is the International Mission of Lawyers to Malaysia and their accompanying report.

Yet, these reports, while well-meaning, lack depth — the necessary understanding of Malaysia's policy is missing — the history of Malaysia itself testifies to that. Malaysia, or the then Malaya in 1948, under British tutelage, launched its first 12-year 'Emergency' programme against a communist insurgency, introducing into the country a host of emergency powers and regulations. Come the declaration of formal independence on August 31, 1957, the government inherited and incorporated almost lock, stock and barrel these 'emergency measures'. Articles 149 and 150 of the Constitution thus vested powers against 'subversion' to the federal government; this was further increased when the government promulgated the Internal Security Act (ISA) on August 1, 1960.

Under the ISA, any person can be detained without trial indefinitely and to do so, all that the government needs to do is to cite the grounds of 'national interest' and 'national security'. Over the years, dissidents of all types and political colours have been detained, all falling under one of the following species: 'communists', 'communist suspects', 'communist sympathisers', 'Communist agents', 'anti-national elements', 'subversives' or quite simply, 'undesirables'. Between 1969 and

November 1975, 3454 people were arrested under the ISA and today, about a tenth of this number is detained. Indeed, this would seem to argue well for the present regime but the irony, as the International Mission points out, is if the government is sincere in its stand on human rights, why then, is the building of a new detention camp (designed to hold some 1500 inmates) necessary? — an answer which one can only speculate on.

The most infamous of Malaysia's more draconian laws is perhaps the Essential (Security Cases) regulation (ESCAR) and has earned the wrath and disapproval of many 'liberal-minded' nations and it was precisely this that the International Mission of 1982 was preoccupied with. It was also the passing of this same ESCAR that provoked the 5th Conference of the Asian Students' Association to dub "the destruction of the last principles of democracy" in Malaysia. What is this ESCAR that has earned such ire and widespread condemnation?

ESCAR deals with arrest, pre-trial procedures for those detained for undefined offences decided only by the public prosecutor. Arrests can be made without a warrant and suspects can be held for a week and then for a further 60 days for "questioning". The constitutional rights for suspects to be brought before a magistrate within 24 hours of their arrest was dispensed with and if a suspect disappears, then it is deemed that he/she has committed an offence and any property the suspect may have is confiscated. As far as the trial is concerned, the onus is on the accused to prove that he/she is innocent. Evidence from witnesses can be heard in camera and when given in the presence of the accused, the identity of the witnesses can be hidden e.g. the witness may be hooded. Hearsay and second-hand evidence is also admissible — a practice totally anathematic to the

ideal of law. Further, if and when the accused fails to establish his/her innocence which, in the circumstances, is more likely, the judge has to impose the maximum sentence and this is often the mandatory death sentence.

Datuk V. Jeyaratnam, in his address to the combined Bar Committee of the states of Perak and Perlis in 1976 described it as "repugnant both to the principles of fundamental liberty and the rule of law which are embodied in the country from time immemorial". Another said, under the Regulations, "the accused goes into court with his hands and feet tied while his counsel has his hands tied behind his back". The ICJ perceptively noted that these Regulations appeared "to go beyond what is strictly required for protecting the 'life of the nation' as opposed to the life of the government in power" and for all such cases, the traditional right of appeal to the Privy Council was abolished. The due course of law was not only perverted but aborted at the same time.

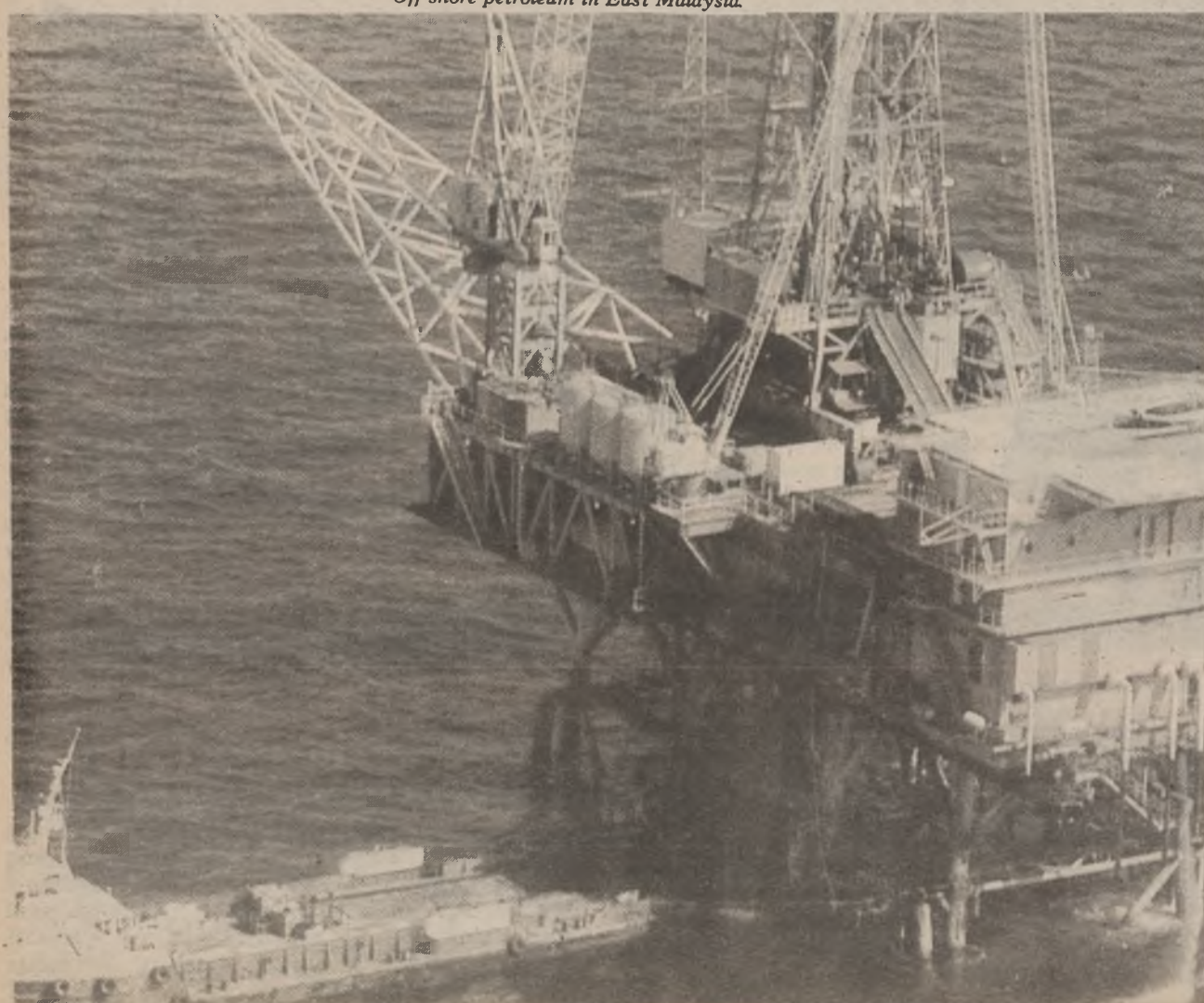
More disconcerting is perhaps its retroactive effect to Merdeka (Independence); thus all political suspects detained long before 1975 are roped in, to speak and even subject members of the family of the accused to "collective premeditated injustice". Subjected to the vociferous criticisms from the usually docile federal Bar Council, the government, 'obnoxious to the rule of law', introduced in July 1976 a series of constitutional amendments. This, as Amnesty pointed out, only legalises all "past

..if the government is sincere in its stand on human rights, why then is the building of a new detention camp (designed to hold some 1500 inmates) necessary?

abuses of constitutional rights and freedoms" and since then, there has been a systematic erosion of fundamental rights e.g. the right to organise (per Societies Act) and the more recent Press Reform Policy (July 1983). It was this 'stream' which prompted the visit of Amnesty International in 1979 and the 1982 visit of the Mission.

With the attention of the international community focused on it, the Malaysian government could not refuse the Mission's request to visit the country and make a report on the issue of human rights, especially when Malaysia was seeking to portray itself as a liberal and progressive force of the Third World. Indeed, the initial response was one of disguised welcome: "We have nothing to hide" but soon changed into one of open dissatisfaction e.g. the blistering salvo from the Deputy Prime Minister at the Commonwealth Parliamentary Seminar for Southeast Asia and the Pacific when he charged the west for adopting a one-come upance mentality of the Third World and was indeed the primary reason for the restructuring of news agency information systems in Malaysia — using this as a launching pad to further stoke the fires of resentment of the Third World with the industrialised white 'north'.

While the international ramifications must be acknowledged, the contents of the Report itself, as well as its domestic implications, needs primary



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STRAITS

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attention. Briefly stated, the Mission outlines its task and its journey through the labyrinths of power in Malaysia. Detention camps were visited and interviews, as well as visits to rehabilitation centres, form part of its itinerary. Of the 'rehabilitation process', a process never part of public knowledge, the Mission noted that the methods employed violates Article 5 of the Malaysian Constitution and Articles 8, 10 and 11 of the UN Universal Declaration of Human Rights. The inadequacies of the trial process as pointed out

... if the accused fails to establish his/her innocence, the judge has to impose the maximum sentence...

... earlier, were also shared by the Mission. Additional points like the possibility of a 'rigged' hearing was included to, as well as the practice of cutting of the charge to fit the evidence". The role of the police, the Special Branch and the Pardons Board were also called into question and in its recommendations, called for the review of the activities of these bodies specifically, and the need to provide for an independent overseer to exact accountability and to prevent potential abuses of police power and the miscarriage of justice.

In toto, the Mission calls for the repeal of the Internal Security Act (ISA), the repeal of the Constitution (Amendment) Act of 1981; the scrapping of Section 7 of the ISA which provides for the mandatory death penalty for minor firearms offence; the release of all those held under the ISA and that Section 8 of the ISA be no longer used as well as the restoration to the judiciary its rightful role of protecting "the fundamental rights of the people" and the ability and right to review all administrative acts taken.

If implemented, much would change and thus to circumvent it, the government turned to bogeymen — the old 'reds-under-the-bed' ploy and the international 'showdown'. Members of the Mission were referred to as members of left-wing organisations in their own countries. Elements abroad, especially students, as well as unpatriotic local lawyers, suffer this barrage of 'red-baiting' and were accused of spreading a litany of "lies,

deception and confusing the people". At the same time, the government embarked on a flurry of activities — circulars outlining the government's case were sent to all its registered students who were exhorted to cultivate the spirit of 'patriotism' — "the last refuge of scoundrels" (re Johnson).

Whatever the arguments may be and the justifications of the ISA and the ever-increasing armoury of coercive laws (the media is state-controlled), there is no denial that a 'culture of silence' pervades the Malaysian environment and its citizenry. The evolution of this 'culture' must be examined in totality and would therefore have to start from its basic premise — the internal dynamics of the country. Slowly but surely, we see the burgeoning of what the economist Jomo calls the ascendancy of the class of 'bureaucrat-capitalists'. To consolidate and further their interests, ethnic populism, nurtured and nourished as an ideology, spearheads their drive for power. As the process of this 'ideology' and 'state capitalism' gains momentum, we witnessed the increasing powers of this 'Leviathan' and its manifested 'carbuncles' — the ethnic antagonisms; the dismantling of the apparatuses of power through which people can organise themselves and thus pose a subsequent threat to the vested interests as well as the increasing inequalities of income.

Ethnic relations to date are still prevalent and more dominant and have been continually stoked and rekindled by some. The dismantling of the last vestiges of opposition is perhaps most prominent — e.g. the control of the media, the unions, the

academia and also societies — all these geared towards the creation and maintenance of the 'culture' of silence. As for the economy, while Gross National Product has increased some 3.9% (between 1960 and 1976), the proportion of those living below the poverty line has by no means improved and if any, worse off. In 1957/58, the bottom 40% of all households shared 16% of the total income and in 1976, this has dropped to about 10% while the top 20% increased their share of about 48% in 1957/58 to about 62% in 1976 and

... students were exhorted to 'infiltrate the spirit of 'patriotism', the last refuge of scoundrels'.

indeed, 'restructuring of society' has only resulted in the entrenchment of these elites.

Opposition, as it is now, comes from the Democratic Action Party and the other Islam Party and yet despite all this, things remained on keel. The existing ersatz opposition can in no way be deemed the legitimate voice of dissent and for all its rhetoric, it is but a shibboleth.

Orwell's 1984 can only be said to be well and alive and already in action in Malaysia — the land of shambolics and a veritable dystopia.

This is a most sad situation and as Yeats testifies in his lament 'The Second Coming', "The best lack all conviction, while the worst are full of passionate intensity".

Yet, as Zahari forewarned:

"At one time I felt the world would end  
Shattered was my body  
My hopes faded  
All my dreams destroyed...

But thus my awakening  
Suddenly my ears heard a reverberating voice  
A cry more strong and sharp  
The reverberating voice of the common people

...A cry that brings .... a thousand strengths  
A new spirit to ... life",  
and that indeed is history — the forces of history,  
one which one must pay heed to and learn from.

— Loong



Malaysia with Dr Syed Husin Ali, Associate Professor of Anthropology & Sociology at University of Malaya was released conditionally at the end of September 1980 after nearly six years of detention without trial, under the Internal Security Act.

THAILAND



SOUTH CHINA SEA



SABAH/SARAWAK REGION





# THE YELLOW ROSE OF TEX

At five o'clock in the morning it is pitch black. The boats of Westhaven marina sit comfortably in ordered rows. It is not often I am down here and I'm surprised by the number of very expensive looking boats. Scattered through the marina are spots of activity: the murmur of conversation and the sounds of boat engines as the peace squadron prepares to set out. Five minutes later we are out in the harbour, leaving the expensive yachts behind.

Activity on the harbour slowly increases until it is like the intersection of Queen and Victoria Streets on Friday night. You cannot see the boats though, all you can see are red, green and white lights crossing to and fro, in front and behind us. Every so often a dark shape will emerge from the

darkness, cut across our path, leaving a wake large enough to start worrying about being thrown overboard. Dim figures can be distinguished on board, looking at us. Both the police and navy indulge in this type of petty harassment.

Some of the police and navy boats have search lights which creep across the harbour like cold white eyes.

We drop anchor in the channel between the North Shore and Rangitoto. As it gradually becomes lighter we can make out other boats around us. There are many peace squadron boats but also many with police flags flying. Above Rangitoto the clouds are red from the sunrise.

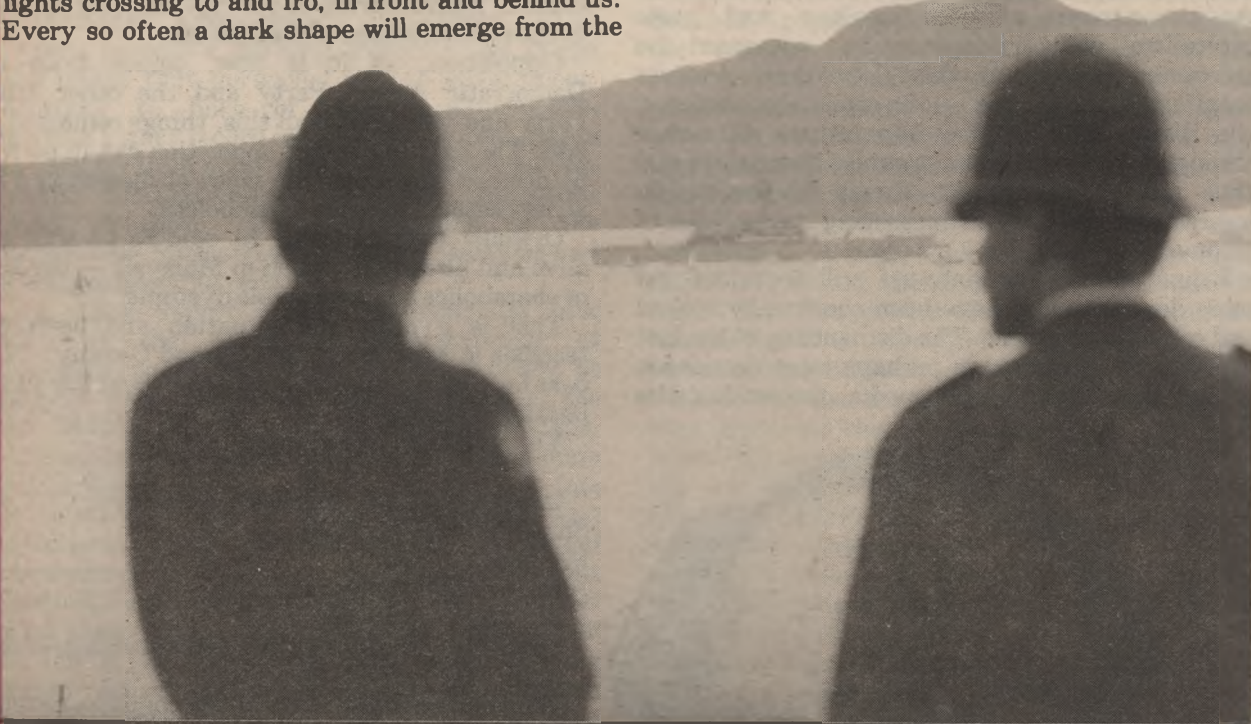
On the radio we hear that the Texas is out in the Gulf, slowly moving in. The first sight of it is of a grey smudge on the horizon. The peace squadron boats start positioning themselves for the blockade.

An hour later and the Texas is almost on top of us, dwarfing all the surrounding vessels. Its column has infected the dawn reds subsiding into greys.

The police cordon is mostly successful, although a couple of boats manage to delay the Texas. Once the ship was moored in the middle of Auckland Harbour, the peace squadron kept the police busy by circling it. A number of paint bombs hit their mark, adding splashes of colour to its grim exterior.

The Texas has a peculiar menace, it does not bristle with weaponry. It is deadly enough not to have to display its macho prowess.

— Neil Morrison



Students inside the National Party Headquarters. Fifteen students were later arrested for trespassing.



## HIROSHIMA ... "COMPLETELY CARRIED AWAY" ON THE MORNING OF THAT DAY

The weather is pleasantly fine; the day will be as usual, it seems. The cicada chorus is all around us, and the early sun already glows. We are in Hiroshima on August 6 1945.

Morning mists that hung over the city of Nagasaki have gone and the summer heat has risen as the sun moves towards its zenith. It is August 9 1945 in Nagasaki.

Out of those blue skies come the two most powerful weapons of mass destruction yet devised, the first two atomic bombs used in war, the first at 8.15 am on August 6 on Hiroshima, cored with uranium; the second, of plutonium, on Nagasaki at 11.02 am on August 9. Between 130,000 to 140,000 people die instantly in Hiroshima and another 60,000 to 70,000 in Nagasaki.

Within two kilometres of the bomb's hypocentre all life and property were shattered, burned and buried under ashes. The city, where people once carried out their daily lives, was utterly destroyed.

Damage outside the two kilometre radius was also extensive. Houses were burned and flattened for several kilometres, and radioactive fallout covered even wider areas.

Hiroshima September 1945



The atomic blasts in Hiroshima and Nagasaki meant not only the destruction of property but also the almost total devastation of all normal family and social life. People who had lost no family members in the holocaust were few and far between.

The appalling nature of these events represents the ultimate in deliberate destruction in the history of humanity so far.

**The dropping of the first two atomic bombs was not a military decision, rather it was a political one.**

While it is commonly believed that the United States destroyed Hiroshima and Nagasaki out of a desire to end the Pacific war and to save great loss of life, this was not the case.

When President Truman decided in 1945 to use the A-bomb against Japan, the Japanese army had already suffered irreparable damage and was on the point of surrender. They had already taken steps towards a negotiated end to the war.

That the bombs were not dropped out of military necessity is borne out by the statements of each of the Joint Chiefs of Staff, who advised that it was highly likely that Japan would surrender 'unconditionally' without the use of the bomb and

without an invasion.

General MacArthur, Supreme Commander Allied Forces in the Pacific stated that the atomic bomb was completely unnecessary from a military point of view.

While the military establishment was against the dropping of the bomb, the political leaders supported its use and in fact were enthusiastically awaiting the 'experiment'.

The main reason for their decision was the United States' desire to gain the upper hand over the Soviet Union in the tussle for political superiority and strength at the end of the war.

The Americans were searching for a bargaining counter which would place them in a position of strength over the Soviets. The atom bomb provided what appeared to be both a short-term and a long-term answer to the problem.

The successful testing of the A-bomb at Alamogordo, New Mexico on July 15 1945 had left the Allied governments in a state of considerable excitement.

President Truman was 'highly delighted' with the results and Prime Minister Churchill was according to one of his advisers, 'completely carried away ... (and) was already seeing himself capable of eliminating all the Russian centres of industry and population'.

After the bombs were dropped and Hiroshima and Nagasaki had been destroyed, Truman declared: 'This is the greatest thing in history!'

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Diploma of Drama students' street theatre.

The tail end of the 2,000 strong student contingent, demonstrating against the Texas.



Gil Hanly



Gil Hanly

## LOSE TO HOME

# PACIFIC NUCLEAR TESTING

For many people concerned about world peace, the most obvious reason to fight nuclear-free and independent Pacific has been nuclear weapons testing in the

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n history!'

1946 America began atmospheric testing in the Marshall Islands. After 66 atomic and atom bomb tests they finished atmospheric testing in 1958. By then they had the technology for underground testing. The effects of testing have been devastating. The islands whose homes are contaminated with radiation have been relocated in islands where their traditional lifestyle is unviable. They now live on islands that lack an adequate supply, no lagoons (vital for fishing) and the results are malnutrition and disease. The island economy is now totally dependent on American aid."

number of American military personnel, sailors and Japanese fishermen have died as a result of nuclear fallout. The Marshall Islands now suffer from abnormal instances of tumours, leukemia and other cancers.

the French were thrown out of Algeria by colonial forces they had to end their testing in the Sahara. In 1962 the French moved their testing site to their colony of Polynesia. They said the health risk of testing was low because of low population in the area.

first test occurred on Mururoa atoll in 1966. The atoll has drifted across the inhabited islands.

Although claiming the population is not at risk, whole islands have been evacuated and fish caught have unacceptable levels of radiation.

International and local pressure forced the French to abandon atmospheric testing in 1974. However underground testing continues.

On Mururoa two people have been directly killed through nuclear accidents and the atoll is now believed to be leaking radioactive material.

French Polynesian demands for independence have been resisted because of France's military uses of the area. The most likely way of ending French nuclear testing is for us to support the indigenous people's demands for independence.

There have long been calls for the establishment of a nuclear free zone in the Pacific.

In New Zealand there is strong and growing opposition to the visits of nuclear warships like the Texas. The establishment of such a zone is one of the main means by which we can keep the Pacific free of nuclear weapons and superpower rivalry.

The bankruptcy of existing efforts to control the arms race has been shown by such examples as the collapse of the United Nations special session on disarmament. The pressure of organised public opinion is one of the few weapons remaining.

Public pressure in New Zealand has to be

brought to bear on our own Government to take positive steps to ban nuclear weapons from our territory, and to support Pacific countries which are trying to do the same.

Declaration of New Zealand as a nuclear free zone would be a positive step in this direction.

Firstly, all nuclear weapons testing within the zone would be banned. Testing of missiles, such as the United States does at Kwajalein in Micronesia would also be banned.

Secondly, the storage, installation, stockpiling, servicing or deployment of nuclear weapons would also be outlawed.

This is the most important provision of the nuclear free zone, because it would keep us out of the nuclear rivalries. It will help prevent us becoming a nuclear target, and would act as an example to other parts of the world.

Also banned would be nuclear weapons support systems, such as low frequency communication bases for use in support of submarines. This would make it more difficult for nuclear weapons to be operated in the Pacific.

A nuclear free zone would also provide strict conditions on nuclear reactors and power stations so they could not be used for military purposes.

All nuclear alliances, such as ANZUS, would be cancelled. This is a positive demonstration of support for non-alignment and an independent foreign policy for New Zealand.





COLIN LA

Colin Lankshear is department. He is em  
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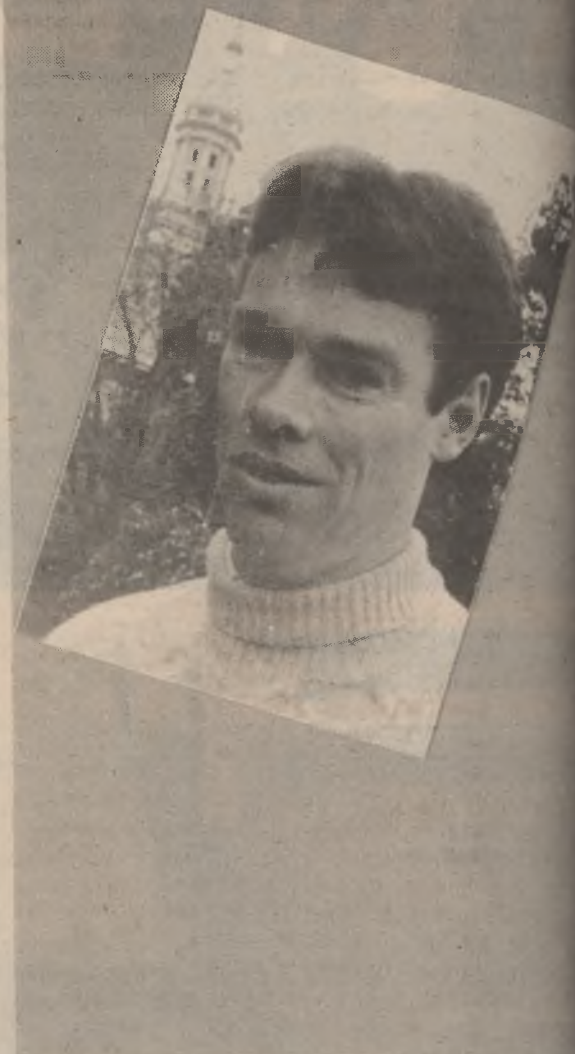
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## Student Activities

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In some cases, tutorials are merely a platform for academic arrogance and impatience with stage I ignorance.



*MARGO OLIVER*

Margo Oliver is a Phd. student in the English Department. She takes 7 Stage 1 English tutorials for the Chaucer/Shakespeare paper. In her tutorials she aims to present a social and cultural context, to bring Shakespeare and Chaucer and their times to life. To do this she uses outside resource material in her tutorials as well as in evening presentations — showing videos of Shakespeare's plays, recordings, music of the times, films on the culture of the time. Margo aims to stimulate and provoke students. "The trick is to try and take whatever a student has said, and see something worthwhile in it, taking that idea and guiding the person in the right direction".

In the beginning of the year she brought wine to her tutorials and induced students to read passages from Chaucer aloud. "It was a good beginning!" Margo places emphasis on being organised for tutorials and being prepared in advance. "Being a tutor involves more than just tutoring, it's preparation, marking assignments and seeing students constantly inside and outside of tutorials. My own work has definitely been affected, but I get great personal satisfaction from working with students".

Tutorials are essentially a lottery system. When Stage 1 students sign up for tutorials at the beginning of the year, tutorials are chosen according to the time slot they fit into best; an unknown name written down in a rush. If you're lucky you've landed an ace tutor, but most likely you've gotten a dud. What about Higher Education, the pursuit of knowledge now that you've reached the peak of educational institutions? It doesn't take much time to realise that lectures are passive, anonymous, generally enormous. Students scribble down spoon-fed facts and opinions. Is this what University's all about?

No — tutorials are designed to complement lectures. They should fulfil two important functions that are not met in other areas of the University. Firstly, they are an educational supplement, supposedly an active, personalised process where a 'sharing of knowledge' is achieved. Lecture material should be discussed, the subject given life through the airing of alternative views, background material absorbed in a small group situation.

As well as this, tutorials fulfill a social function. In a University as large as Auckland, tutorials provide a place to meet and get to know new people. They are also an important area for students to see tutors and lecturers in a more realistic light. In tutorials, academics should step off the raised lecture podium and become accessible, real people.

Tutorials are the only chance students have to actively participate in their formal learning. It is necessary for students to become involved to ensure a successful tutorial. Students can ideally give seminars on topics in tutorial, introduce outside material.

However, for all this to occur, tutorials must have an open, comfortable atmosphere where students feel free to contribute. After hours of silence in lectures, and quiet 'good' behaviour in Secondary school, students cannot be expected to immediately start discussing the meaning of life, the consequences of WW2, cultural rites of the NZ male or symbolism in Macbeth. It is one of the most important functions of the tutor to create the right setting for students to talk freely. The tutorial group itself is also an important factor. One usually successful tutor said "I have one tutorial of teachers college students who aren't interested in the subject or each other. The tutorials are always awful". Although a receptive tutorial group affects tutorials, the basis for a successful tutorial is a good tutor.

But how often do good tutorials occur? Have a look at how many people turn up for tutorials now, as compared with the amount in the beginning of the year. 10 or 12 out of a possible 20? And how many turn up regularly? "I haven't been to an English tutorial all year?" — English student. "I'd rather stay in bed" — Sociology student. The usual reason students don't turn up for tutorials is the tutor. "I used to go to tutorials and talk in class, but the tutor was only interested in the sound of his own voice, so I shut up". — Art History Student.

Many tutors make students feel uncomfortable and ignorant in a multitude of ways. Tutors insult students by subtly rejecting student views, quoting sources obviously unknown to students, by describing a topic students have agonized to understand as "simple". In these cases, tutorials merely a platform for academic arrogance and impatience with Stage I ignorance. Most people who complained about tutorials put them in this category.

Other complaints were on the grounds of incompetence. "He just didn't know anything about the subject!" — English student, or disorganisation "We'd turn up to tutorial, and sit in silence while he figured out what we'd do that week" — Anthropology student. However, most students found these traits bearable as long as tutors were open and friendly.

The nature of the university system produces bad tutors, while good tutors appear in spite of it. In an academic system where being a good teacher is given low priority, it is unrealistic to expect

excellent tutorials. The most educational training that tutors can receive is a 3-day inter-personal skills workshop provided at the beginning of the year by the Higher Education Resource Office. It is rare to find natural teachers, but it is possible to acquire certain basic skills which can make the difference between a good or bad tutor. These skills are not acquired in 3 days.

Most tutors are M.A. or Phd. students whose reasons for teaching are basically economic. Part-time tutors get approximately ten dollars an hour and are paid for a set number of hours. Part-time tutors who spend any time on tutorials find they often get part-time pay for full-time work. Full-time tutors get \$15,000 - \$17,000 a year. This money allows graduate students to continue their own research after their 5 year bursary has run out. It is very difficult to do high-level research and tutorials at the same time. In a Catch-22 situation it is usually the students who miss out. Phd's and M.A.'s are important for future careers, while students' essays can easily take 2 months to mark. Those tutors who do make an effort are caught because they have little time for their own work.

There is very little student contact to do about the situation. Tutors, unlike lecturers, are not employed consistently year after year. This means that it is not really worthwhile to assess tutors, and that there are dozens of 'green' tutors each year.

If you're in a bad tutorial, ignore the departmental warnings and change. Get a good tutor and make the system work for you. Another method is to discuss the problem with the tutor and the tutorial. If it's a really rotten class, everyone will be aware of it, including the tutor. However, make sure you confront tutors collectively. They're directly responsible for all our on-campus assessment, so it's important one person doesn't end up with personal repercussions for opening his/her mouth. Complain to class reps or the head of the department. Then official channels of change move slowly, but it is possible to prevent someone being employed next year.





## COLIN LANKSHEAR

Colin Lankshear is a lecturer in the Education Department. He is employed to be interested in the process of education. He sees tutorials as an opportunity for the sharing of knowledge in a co-operative corporate pursuit of knowledge and awareness.

"We've got our priorities around the wrong way. Learning, in my view, should ideally be going on in small groups like tutorials, instead of lectures. Learning is active or passive, problem solving or merely banking. University is simply not geared to problem posing. With the sheer weight of on course work and the traditional competition for grades it's simply not economic to spend very much time on tutorial preparation. The only way I've been able to do anything different in my tutorials has been through the use of my manipulative powers as a lecturer."

Colin's 2 Stage 1 Education tutorial groups have each chosen a theme in education they were interested in studying. Each student has to do an essay for the end of the year on some aspect of the group's theme. Students have the option of working individually or in small groups within a selective project where the students and Colin mark the essays together. "This helps get rid of the competitive aspect, and is intended to get students to start taking tutorials seriously. However, it hasn't been especially successful because of the nature of students work in other areas. They're not used to taking part in this approach to learning and assessment. And with the economic system, unemployment, and the struggle for grades the way it is, who can blame them? I've not proved particularly adept at teaching this approach in 1983, hopefully what I've learnt this year will make for greater success next year".



## PAUL BAKER

Paul Baker is a history tutor who is completing his M.A. He only agreed to be a tutor on a part-time basis as he felt it was impossible to keep up a full tutorial load as well as his own work. He spent a year at Teachers Training College, which he considers invaluable in helping him as a tutor. Paul structures his tutorials by usually providing an extra input in the form of handouts, which he gives students time to read and then discuss. "I don't set reading for the week because I don't expect students to have the time. It's necessary for a tutor to give input before he'll receive an output from his students."

He sees tutorials as the only real opportunity to discuss the subject. "I try and encourage students to contribute by asking open ended questions; students opinions are just as valid as tutors'. I try and start the year off on a good note. I get students to use name cards so I learn everyone names and they get to know each other". Paul organised a party for his Stage 1 tutorials at the end of the Versailles to Pearl Harbour paper. The party, which included a screening of the film 'The Battle of Britain', was a novel idea and well attended. "In retrospect, the best time to have had it would have been the middle of the year". Like the other tutors interviewed, Paul found that he had enormous student feedback, both in and out of tutorials, and that his own work suffered while he was tutoring.

Tutorials — whaddya reckon? When it's time to place your lottery bid next year, take a long look at the list, and find out who the good tutors are. They're a rare, exceptional and necessary breed.

## FEES INCREASE?

## SO WHERE DOES IT GO?

At the Winter General Meeting this week it will be moved that the AUSA subscription be increased from its current level of \$40 to \$48 for next year. This concerns all students and will require a 2/3 majority to be passed. Much information that would be difficult to convey at a General Meeting is contained in this article and you are urged to read it and come to the meeting.

With this article are two tables, the Balance Sheets and Income and Expenditure figures for 1981-84, each of which might appear rather strange to Accounting students. The Balance Sheet is rounded and very broadly summarised and derives a Net Assets figure rather than balancing by including the accumulated Fund under Liabilities. The Income and Expenditure table quite freely ignores accounting practice and combines capital and revenue income and expenditure and a change in indebtedness to calculate the fees income required.

As well as proving the need for an increase, it must also be demonstrated to students where their money is going and students must have the opportunity to influence that distribution. The tables show in simple numerical terms why the rise is necessary. The following is a brief explanation of what the money is spent on in each department:

### Accounts & Secretarial

This covers the accounting for catering, the rest of the Association and most affiliated clubs and administration of the Association.

### Union

This is the cost of running, cleaning, lighting and heating the Student Union Buildings.

### Student Activities

This is the area which all direct student activities are funded from. The rough breakdown is:

Executive general	5,000
Travel & Council expenses	8,000
Meetings & Elections	1,000
Policy Action & Project Funds	10,000
Welfare	12,000
Grants to Clubs	63,000
Culture, Orientation, Capping	5,000
Craccum, other publications	55,000
National student bodies	13,000
	289,000

### Theatre

The Association makes a small contribution to the running of the Maidment Arts Centre. The balance of the costs are covered by users and the University.

### Catering

This covers the Cafeteria, Coffee Bar, Milk Bar, Restaurant, Engineering School, Medical School and Functions. It is hoped to keep the loss to about 5% of turnover.

### Capital Expenditure

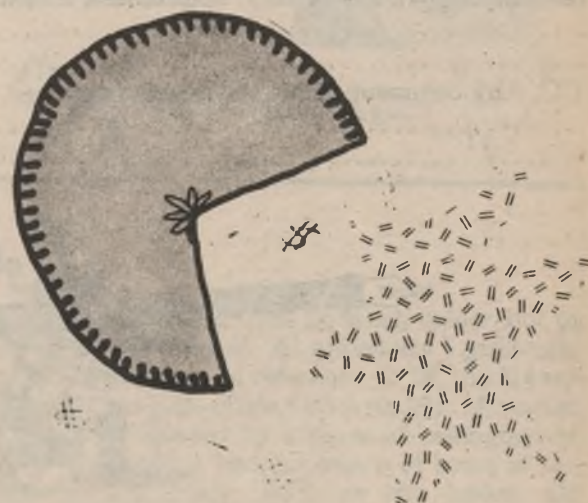
This is the purchase of assets in and around the student union building.

### Decrease in Indebtedness

In recent years some of the Association's expenditure has been financed by going into debt. This is projected to be \$133,000 by the end of this year. The Executive has decided that this should be eliminated over 5 years. This gives a reduction of \$26,000 per year.

In conclusion then, the fee is not simply tied to inflation. Expenditure is projected to rise only 6% from 1983 to 1984 and 37% from 1981 to 1984. To meet this increase, to allow properly for capital expenditure and indebtedness reduction and to compensate for a fall in non-fees income an increase of \$8 in the fee is required for next year.

—Jonathan Blakeman, President



INCOME AND EXPENDITURE

	1981 Actual	1982 Actual	1983 Budget	1984 Projected
<b>EXPENDITURE</b>				
Accounts	28,000	33,000	32,000	35,000
Secretarial	88,000	112,000	141,000	157,000
Union	67,000	67,000	57,000	64,000
Student Activities	193,000	234,000	272,000	289,000
Theatre	11,000	18,000	19,000	21,000
Catering	46,000	109,000	76,000	72,000
Capital Expenditure	90,000	189,000	94,000	80,000
	523,000	762,000	691,000	718,000
Less: Depreciation and non-cash items	37,000	52,000	65,000	53,000
= Gross Cash Expenditure	486,000	710,000	626,000	665,000
<b>NON-FEE INCOME</b>				
Rentals	14,000	25,000	23,000	25,000
Interest	7,000	15,000	—	—
Special and Trust Funds	43,000	85,000	59,000	35,000
Other	21,000	15,000	73,000	36,000
	85,000	140,000	155,000	96,000
= Net Cash Expenditure	401,000	570,000	471,000	569,000
<b>(INCREASE)/DECREASE IN INDEBTEDNESS</b>				
	(45,000)	(133,000)	4,000	26,000
= Fees Income required	366,000	437,000	475,000	595,000

BALANCE SHEET

	31.12.81 Actual	31.12.82 Actual	31.12.83 Projected	31.12.84 Projected
<b>Assets</b>				
Fixed Assets	612	749	790	817
Investments	34	—	—	—
Investments	38	34	23	21
Trust Funds	24	26	27	28
	674	809	840	866
<b>Liabilities</b>				
Mortgage	173	172	170	168
Net Current Liabilities	6	137	133	107
Trust Funds	24	26	27	28
	203	335	330	303
<b>Net Assets</b>	471	474	510	563



# ANTICALENDAR SURVEY FORM

ANTICALENDAR is intended to aid students in making decisions about their courses for the following year. Your comments on the courses you took this year will be helpful to us. Please fill out the following survey form. Use one form for each paper you wish to comment on. Additional forms may be obtained from the Students Association. Please print clearly.

Circle Y or N beside each question you wish to answer; write any comments in the boxes provided. If you run out of space, please continue on another sheet. Do not write your name on this form.

PAPER NUMBER .....

PAPER TITLE .....

## A: LECTURES

### Presentation:

1. Were lectures easy to take notes from? Y/N  
2. Was the presentation stimulating? Y/N

### Material:

3. Were lectures easy to understand? Y/N  
4. Did lectures closely follow texts? (i.e. could you just read the texts and not go to lectures? Y/N  
5. Did you find the course content stimulating? Y/N

Comment: .....



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- KJA



## B: TUTORIALS/LABS/OTHER

### Tutorials:

6. Did you find them useful? Y/N  
7. Was it necessary to prepare for them? Y/N  
8. Were they: problem clinics / general discussion / mini lectures / other (specify) .....  
(cross out those which do not apply)

### Labs:

9. Was it necessary to prepare for them? Y/N  
10. Were they synchronised with lectures? Y/N

### Field Trips / other:

(specify) Your Comments .....

Comment: .....



Another MAN of Vision

## C: DEPARTMENT & STAFF

11. Any comments on specific staff members (state who and what proportion of the course s/he is responsible for); availability, helpfulness, friendliness etc: .....

12. Any comment about the department: .....



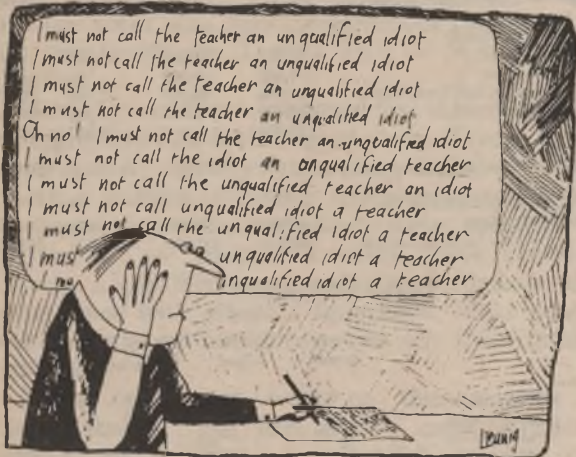
## D: MATERIALS & BOOKS

13. Were the texts readily available from library sources? Y/N  
14. Was the additional reading necessary? Y/N  
15. Which texts was it absolutely necessary to buy? .....  
16. What else did you have to buy for the course? .....

Comment: .....

## E: COURSEWORK

1. How did you find the workload? .....  
2. Could you easily get extensions? .....  
3. Did you have any problems with the assessment system used? .....  
4. Is previous knowledge of the subject advisable? (Stage 1 only — e.g. yes, 7th form year) .....



## F: GENERAL

1. Why did you take the paper? Personal interest / job qualification / both / good degree filler  
other / comment: .....
2. Were your expectations fulfilled? .....
3. Your general comments: .....

THANK YOU

STUDENT REPS! NOTE THAT WE WILL BE CONTACTING YOU OVER THE AUGUST HOLIDAYS. WE NEED YOUR HELP TO MAKE THIS WORK!!

ANTICALENDAR is being produced by the Auckland University Students' Association. If you have any comments, questions or suggestions, or you would like to help, you can contact the editors through the Students Association — in person, by phone or by mail: AUSA, Private Bag, Auckland, phone 30789. Forms may be returned to the Association office.





## UNIVERSITY STAFF TO HAVE MORE SAY

In an unprecedented move the Auckland University staff affected by an Interim Determination, making them State Servants under the 1st March order in Council, have recently called for the election of a representative body.

After a delay of three months and the necessary change in attitude by the University's hierarchy, elections were called for and an election held which successfully balloted 75% of the 450 staff eligible to vote, producing 12 representatives — all within two weeks, probably a record!

This situation has, to a certain degree, been brought about by the Minister of State Services' inability to decide, or commit himself to, the point of view that a National Ballot of all affected staff should be held. Such a ballot has been requested by virtually every staff association representing such affected staff in the country. It is considered that a National Ballot will determine the wishes of staff as to their preference for a National Service Organisation with whom the Minister may negotiate with through the University Grants Committee, the new employing authority.

One of the main tasks besetting this "interface" committee is to pave the way for the negotiating stance to be adopted by this (to be elected) University's staff in their negotiation with the National Service Organisation and the employing authority. Other tasks will include liaison and dissemination of information to and from the affected (and currently unrepresented) staff and the Registrar of Auckland University and its governing bodies.

The "interface" committee, being elected to fill the gap in the meantime, will, before disbanding

when full representation has been decided, convey all its findings and conclusions to the local group (on campus) of the Nationally elected body.

The "hot contenders" for the position of National Service Organisation of the non academic staff affected by the Order in Council are the Clerical Workers Union and the "as yet not formed" Federation of University Administrative Staff Association Incorp.

The effect of the Interim Determination was to disenfranchise the Clerical Workers Union who were representing all clerical staff up to a salary level of approx. \$14,000pa. This has been marked by, and quite understandably, a decline in membership renewals and a difficulty of the Union to operate on campus in the interests of their members. The Union does however still maintain an effective nationwide power base and an active interest in representing all University staff affected by the Order in Council.

Meanwhile, a Staff Association has been formed by staff on this campus, as have four other campuses, with an attendance at their inaugural meeting of 85. The Staff Association may wish to represent the majority of staff on this campus and then probably affiliate with the intending "Federation" thus representing all such staff with National coverage.

The silver lining to this messy grey cloud is that for the first time University staff have a strong elected representative base through which they may seek answers to a growing number of questions.

The next card to be played is in the hands of the Minister.

— Jay Clarke

## VOX POP

Tutorials — Whaddya reckon?



Alan Guy  
Education

"To tell the truth I find them intensely boring. Probably because I don't put much effort into making them better myself".



Martyn Brown  
Psychology

"I never go to them. I don't find they are discussions, or if they are discussions they're boring. I find it's best to just go to a lecturer if I've got a question."



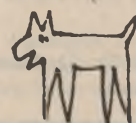
Susan Gardener  
Sciences

"I think there should be more of them, actually. They should be held supplementary to lectures or even as night classes."

Heather Carleton  
Arts

"When they're good they're great, when they're bad they're the pits".

Photo Not Available.



can u eat them?

Explains Chat

## MALE PAINS



Being a male is painful ... if you are sensitive. All men are created equal" : how embarrassing; not women as equal as men?

It is exciting to be part of a visible change towards a more just society, a change in which we individuals can take an active part. Our language is evolving to become sexually inclusive and non-discriminatory.

Some say it is pure window dressing. In part it may be. But the fact that many resist this change, that it does hurt and make us think, signifies something deeper may be being enabled underneath.

Some say that there are no words to replace sexist language adequately, and so we have no choice but to use it. Perhaps "humanity" does sound more cumbersome than "men", but it will when used for a while. It does require much thought to break old habits. Soon the hurt and embarrassment of sexist language will be greater than the diminishing awkwardness of its replacement.

Christians claim a concern for those oppressed. There is a small yet significant way of following the leader, the Christ. Why is it that Christians are one of the last to change?

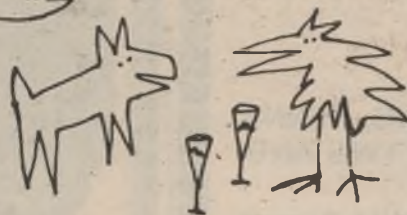
— KJS for University Chaplaincy



## SURVIVAL '83

### EXPLORE IT!

ruff life: red wine  
and obscure Masonic  
Curses...



University As Environmental Shock

What has always amazed me about my time here, among the amorphous mass of buildings that makes up the university, is how few of them I have been in. Perhaps it's just one's attitude that changes, for I am sure that as a child I was familiar with every brick and plank of my primary school, driven as I was by the territorial instinct for familiarity.

My destiny was not to be an urban valuer, but to become an arts student. At university I gradually began to find points of reference. B 28, the library mezzanine, the post office, Old Arts 101. My initial anxiety was replaced by a sense of belonging, or was it? Certainly I became aware of some of the foibles of the place, such as the insane old philosophy lecturer locked in the clock tower and allowed out for continuing ed. classes. Also the large round table in the old arts basement where Romance languages staff drink red wine and make obscure Masonic curses. Most of the university, however, remained draped in mystery. The edifices holding Science, Engineering and Optometry stood like crypts, into which my fellow students departed, their impressionable minds never to return.

I have at times explored, as I can remember looking nervously out over the vista from the law library, and gingerly searching out a friend in the Elam studios. Once I had a girlfriend in the Chemistry department. What terror it was, looking for her amongst the test tubes.

The reason I failed most of my first year papers, I am convinced, was due to the sudden feeling of angst I experienced in being led into a horror-chamber of an exam room in the maths building. First year students, be warned.

Another facet of the university buildings is the almost zen-like comprehension required to conceive of their vast inventory. I have a friend employed by the Labour Department, detailing the positions of all 250,000 light switches within the university. He is now working his way through the main library. Imagine the number of fire sprinklers, curtain rails, and steps. And they are building more.

The physical mystery acts as part of the whole system of university intimidation. Only by exploring can we come to terms with our environment, and enjoy some of its pleasures.

— B.R.



# LETTERS

## ◀ WE AGREE WITH LIZ ▶

Dear Louise,

Last Tuesday, just before the elections, I was shown a pamphlet entitled "A.U.S.A. Election Guide: The Facts". In this publication, a "Group of Concerned Students" had categorized the candidates from the forthcoming 1984 Executive Elections into categories ranging from Workers Communist League, through left and neutral, to conservative.

My first reaction was one of severe pique — I was the only candidate not even mentioned! However, on reading the pamphlet further my bemusement turned to dismay that such a publication should be turning up on our campus.

The campaigning for these elections has become very bitter and dirty, and this pamphlet is a perfect example. The reasons I feel this sort of campaigning is wrong are as follows:

1. Objectivity Defining a person's politics is a very subjective opinion. On the same day that the pamphlet came out, a letter in Craccum from a "W.B. Moore" also categorized the candidates and there were no less than 9 conflicts of opinions between his letter and the pamphlet. And I am sure that if I chose to categorize the candidates, I would come up with a third and different combination. Which brings me to the principle of:

2. Labelling. This leads to prejudice. As soon as a person is labelled then they are no longer judged on their individual merits and beliefs, but on the stereotypic image they have been slotted in to.

3. The 'Facts' were blatantly wrong in several places.

4. A way to win an election should be by offering the best policy, not by putting the other candidates down e.g. defacing posters.

5. Hypocrisy. The authors accuse others of smear tactics!

6. Anonymity. This is probably the most disturbing feature of the pamphlet. It is very easy to stab someone in the back, but it takes guts to say it to their faces. Perhaps you could encourage people to stand behind what they have to say, Louise, by having a policy of only accepting signed letters (as I believe some other campus newspapers have).

Finally I just want to make a plea to any student thinking of becoming involved in the Association. What are your real motives? If you've got something positive and constructive to say, then welcome. But if all you have to offer is to be negative and critical, Stay Away!

Yours sincerely, Liz Stone

## ◀ B FOR BRITAIN ▶

Dear Ed,

I would like to publicly thank Campus Radio for continuing to give us the best in modern music. Who knows when the other radio stations in Auckland will wake up to the fact that the only truly progressive music in the world comes from Great Britain.

Be it Oi, Punk, New Wave, New Romantics, Ska, Soul or New Jazz, Britain consistently produces bands that are both innovative and inspirational.

American bands, even those who helped create Rock and Roll, seem to have forgotten what they are fighting for and have retreated to the safe record-selling formula of bland West Coast rock.

There have been few American bands (the most notable exception being the 'Dead Kennedys') who have dared challenge the corporate structure of the record industry in America. Great Britain is the breeding ground of new music and the sounds produced on the myriad of Independent record labels available to British bands are unrivalled for power, feeling and honesty.

Britannia certainly does rule the waves!

Yours, with obvious passion

Neville Cabbage (friend of Niall Cucumber)



## ◀ MID-EAST CRISIS #84 ▶

Dear Editor,

This letter is written in reply to S. Beale and R. Thompson's pathetic attempt to cover up for their Lebanese friends (and their disgusting restaurant), Baalbecks, in the last issue.

S. Beale and R. Thompson suggest in their letter that the two unfortunate customers learn "a few basic lessons in polite behaviour". Perhaps they consider "street bitches" (the Proprietor's description of their customers) to be within the realms of "polite behaviour"? May I also add that if the two women had in fact been "aware of the nature of the cuisine", (frozen Watties vegetables and stale meat patties), it would be ludicrous to suggest that they would have gone anywhere near the place.

As for the suggestion that "Baalbeck restaurant has an established reputation in serving a high standard of authentic Lebanese cuisine", it is becoming increasingly evident that the only "established reputation" that Baalbecks restaurant has is one of serving blatantly over-priced, un-authentic garbage, which is surely an insult to any palate, delicate, Western or otherwise.

Yours, a fed-up customer,  
J. Jasad

## ◀ POUND IN THE PUB ▶

Dear Louise,

I agree with George Thompson that New Outlook is an excellent magazine. But I can't understand his claim that I should leave poetry to be enshrined in "song lyrics, pub radio".

I suspect he can't tell the difference between the twaddle I hear in rock songs and the work of Pound, Yeats and company. No doubt he spends his days wondering whether Leonard Cohen or Jim Morrison was the greatest poet of the 20th century.

I am very glad that New Outlook supports the arts intelligently and energetically.

Yours  
Annabel

## ◀ BLUE FEMINIST? ▶

Dear Louise,

Would Jonathan Blakeman please explain why, during election week, he was seen giving out anti-pornography leaflets at the Film Festival, then on the Wednesday night of the same week, seen at the Pacific Sauna in K Rd watching Electric Blue movies.

Is JWB's real self still in conflict with his 'new, reformed, pro-feminist, anti-racist image', or is he just vying for 'Hypocrite of the Year Award'?

From someone who knew Jonathan before he became a Feminist.

## ◀ WHAT YOU DON'T KNOW CAN HURT ▶

Dear Louise,

"Someone who knew Jonathan Blakeman before he became a feminist" has chosen to hide behind a pseudonym but I would guess that he/she is one of a number of acquaintances who have found unacceptable (to them) my gradual adoption over the last two years of political ideas a little too liberal for their tastes.

There were times when I supported the Springbok Tour and opposed the creation of a Womenspace on campus. I did differ from most conservatives though, in that I retained an open mind. I now believe that society is controlled and dominated by the power of white males and that blacks and women are oppressed by this. I hold these beliefs strongly, am not ashamed of them and will defend them.

The specific incident referred to was on election night, not a happy night for me and one of which I remember little. Most of what I know of what I did that night I have been told by others. From what I am told the accusation is true.

It is also true that I participated in the picket of several Film Festival films because of the exploitative nature of pornography and the Festival's use of pornography in its advertising.

Of the latter action I am somewhat more proud.

Yours sincerely,  
Jonathan Blakeman

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◀ HERE'S ONE ▶

Dear Louise,  
I would like to reply to the leaflet put out by "a group of concerned students". In this leaflet they described me as a socialist Action affiliate and ask why I did not state this during election campaigns.  
I have never denied my political beliefs and am on record in the past as calling myself a communist. This occurred this year before my successful campaign for E.V.P.  
I do not see the need for me to base my campaign on my past membership and present support for a particular political party. I do not see it as necessary for other candidates to base their campaigns on their support for other political parties, be they the Labour Party, National Party, League of Rights or whatever. Members of the AUSA Executive are bound by the Association's Policy and must act in line with this policy.

Yours faithfully  
Alan Gibson

◀ ABUSE, ABUSE? ▶

Dear Louise,  
I should like to object strongly to what I feel is an abuse of privilege in Jonathan Blakeman's column last week. I do not think that he should use this platform, granted by virtue of office, to directly attempt to influence the outcome of the executive elections by recommending handpicked candidates of his own choice.  
Secondly, I do not think it is to Mr Blakeman's credit that he engaged in the red-baiting that has dogged the two-week election campaign. By drawing students' attention to a so called Workers' Communist League "ticket" I feel he was trying to cause further anti-communist feeling among students. Why did he talk about this issue instead of things like the effect of the budget on students, or the campaign against the Texas? I believe these issues are far more the rightful subjects of a presidential column than attempts to influence election results.

Yours truly,  
Sue Bradford

◀ MORE PAIN ... ▶

Dear Louise,  
I have a blinding headache, having just tried to read and understand the one hundred and thirty-six trivial changes to the Rules. Whoever wrote them deserves our thanks — and our sympathy. The pun in number sixty-seven is an especially alarming touch.  
Number seventy, though, must surely go. I realise that far too many inconsistent and poorly thought out rule changes have been adopted over the years, but to allow the President and the Executive a motion to rewrite it after the meeting is just not on. What is required is for people to be obliged to present properly thought out motions in the first place, and for the solicitor to refuse to approve rule changes that are ambiguous or in conflict with another part of the constitution.

I suggest that item seventy be withdrawn and the following substituted: "Add to 63(i) 'The Solicitor shall approve only such alterations or additions as appear to him/her to be free from ambiguity and consistent with the remainder of the Rules and Schedules. Any alterations not approved by the Solicitor shall not be registered but shall be referred back to the Association in General Meeting.'"

Something along these lines would really make Messrs Mitchell, Dolan, Curnow et al think about what they are doing, which would be no bad thing. Incidentally — why is it always men who play these games??

In Pain,  
Marion Adams

◀ DON'T EVEN KNOW WHAT THEY LOOK LIKE ▶

Dear students,  
My name is Daryl R. Webb, and I was a candidate in the recent executive elections. During the campaign, it was stated by a group of so called "concerned students" that I am a member of the Workers Communist League (WCL). I would like to make it quite clear to all those that may have believed these lies, and especially the group that produced and circulated this statement, that I am not a communist, and have never been one. I find the implication that I am a communist both insulting and defamatory.

I demand that a public retraction be forthcoming and published from these people on the grounds that being a member or being affiliated to such a group will be detrimental to myself and my future, both political and publically.

This pathetic type of cowardly attack that characterises this group has no place in our students association, or even in society.

Thank you for your time.

Regards,  
Daryl R. Webb

◀ WEASEL MANIFESTO ▶

Dear Louise,  
The Workers Communist League (W.C.L.) has received much attention on campus this week. Four candidates in the executive elections had their posters defaced in the middle of the night with a red stamp which read "Official Workers Communist League Affiliate". A leaflet was produced implying that the W.C.L. is linked with the murder of 142,917,700 people! Even the President of AUSA chose to mention us in his presidential column.

I'd like to clarify some of the misconceptions about the W.C.L. We have two main aims; to improve living standards and democratic rights now; while at the same time working for a Socialist New Zealand.

We believe that people's lives cannot be significantly improved in a private enterprise system. The vast bulk of profits from production in New Zealand go to a few rich people rather

than raise the living standards of the majority. Furthermore production is not geared to fulfilling people's needs but rather to making a quick buck. For example, while there is a severe housing shortage in New Zealand, houses are not being built because it is not profitable.

The W.C.L. doesn't follow the foreign policy of any country or see any country as a model for New Zealand. We condemn Soviet aggression, for example the invasion of Afghanistan, and we also condemn the Soviet state's repression of the Soviet people.

We are active in many different groups throughout New Zealand — trade unions, women's groups, anti apartheid, etc as well as in the student movement.

We believe the student movement should be democratic, have wide participation, and progressive policy.

When W.C.L. members hold Students Association positions they carry out the policy of the Students Association, just as all office-holders are required to do.

In the past people have been labelled W.C.L. in an attempt to discredit them. I believe students should judge a candidate by their past work and their policies not by a "label". Often these labels are completely inaccurate.

The W.C.L. realises a socialist NZ is not around the corner. We do not kill people, hoard rifles, or try and force people to think things, or behave against their will. Rather, we try and promote discussion and encourage progressive people to consider the socialist alternative seriously.

Leonie Morris,  
Workers Communist League

◀ TA VERY MUCH ▶

Dear Editor,

I am writing to express my appreciation and admiration for the quality and depth of your magazine, especially with regard to issues concerning women and homosexuals. As an ardent proponent of gay rights and a recipient of much abuse for my supposed "deviant" tendencies, it is extremely refreshing to read your presentations concerning the difficulties of being "a queer" in NZ, a supposed enlightened society?

I hope your magazine, one of few to present such a controversial issue, will continue to attempt to enlighten the misguided.

Sincerely,  
Mark Darin

P.S. You may print my name in response to the arsehole / correspondent who stated that the use of anonymity by gays was due to their being ashamed of who and what they are.

Apologies: In the report on the unemployment march I wrote that "Maoris were brought to the city in the last century", this should have read "in the 1050's".

— L.R.

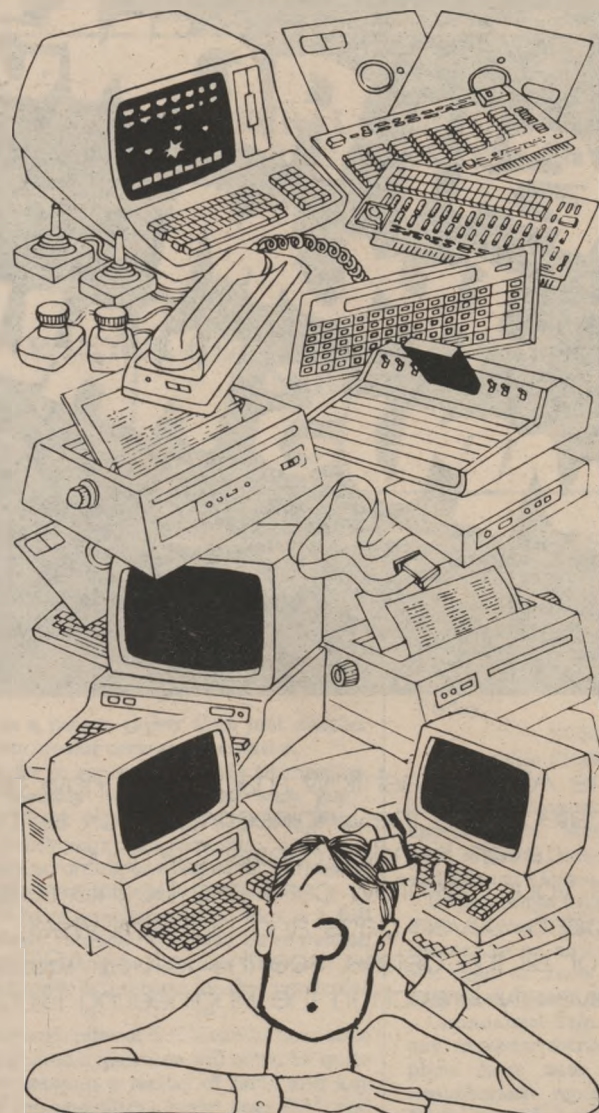
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# LETTERS

## ◀ STOLEN STYLE ▶

Dear Ed,

To the delightful person (and I use that term loosely) who helped themselves to a couple of my cheques and brought something from Studio 10 for \$79.95 and Ski Your Heart Out for \$168.00. Good One. Pop up and see me some time (you know where I sit in the library) and show me what I bought you. I'm only too pleased that in some small way I was able to prevent another poor student from going naked this year.

Lots of love (& not many hard feelings)  
S.C. Watson

P.S. Melanie's one bounced — bummer.

## ◀ CONCERNED PARENT ▶

Dear Sir or Madam,

As a Senior Lecturer, I was most grateful to receive 'See How They Run — Elections '83 and '84'. It is very easy for us ivory-towered academics to lose sight of the essential verities of student life. As a father of one of the candidates I was doubly pleased for we parents also lose sight of our offspring. However I was quite concerned that Mark Allen, as shown in the photograph, had changed his appearance so dramatically. I took the photograph home and have to report that the mother of Mark Allen is also concerned that the strain of University life has been so great that he has turned into another bespectacled bod we used to see at home. It is not even the time of the full moon, nor are we related in any way to the Jekylls (or the Hydys). While unable to categorically deny that Mark Allen has become Greg Owen (or vice versa), Mrs Allen wishes to affirm that she is not the mother of the person pictured. (Come to think of it I don't think I'm his father either). Please clarify the situation as quickly as possible.

Distressed and confused father,  
Michael Allen

*Ed Note: Craccum was not responsible for the aforementioned publication but we understand that the mix up with the photos was due to the force of gravity i.e. they fell off somewhere between here and Wanganui; and the printers had to guess whose face belonged to what statement. They both look fairly nice chaps?*

## ◀ BUDGIE MEAL ▶

Dear Craccum,

If Foodtown move in and run the staff Cafeteria Bernard Thomas may well get his Moro bar for 32c BUT he won't get a budget meal for \$1.40, because a similar meal (minus the bread roll and butter) costs \$1.75 in what Foodtown management say is a non-profit making staff cafeteria.

Part time employee

## ◀ MORE PURGES ▶

Dear Louise,

I've just read an official looking pamphlet which is concerned that certain student politicians are not showing their "loyalties". Cronin, Flynn and Webb in particular are singled out to be either members of, or "loose affiliates" to, the Workers Communist League. The pamphlet raised two questions:

1. The backers of the pamphlet neglected to mention their own loyalties.
2. As I understand the workings of Communist organizations, you'd be purged for being less than full time. A party dedicated to social change has no "loose affiliates". If the pamphlet was an attempt to convince some students not to vote for "Left wing" or "W.C.L." candidates then it was a failure. The people who would not on principle vote for a left-winger would not do so in any case, pamphlet or not.

The fact that Trish Mullins was elected President by a fairly conservative (I think the Left and Right agree on this point) student body shows that most students are intelligent enough to vote on either the performance of an existing candidate or the expectation of a standing candidate.

P.S. I wonder if the pamphlet is the work of that huge, (by definition) undefined 'Silent Majority'? The same one that was so silent at the last S.G.M.? Or is it the work of that other insincere group of Reformers who distort excellent political ideas about the rights of the individual, but who distort such liberal ideals to justify to themselves a world which looks fine as it is.

It would be stupid to ask what "neutral" means in the pamphlet's category. Obviously; any one who wants no change is neutral.

## ◀ THIS SPORTING LIFE ▶

Dear Louise,

Only the other day I was thinking: "Surely, I could write a letter to Craccum about something" and then suddenly I realised that seeing as nothing had appeared in Craccum about the BNZ Winter Tournament, and seeing as how this was going to be your last issue before the hols, I might write a little something about that.

The BNZ Winter Sports Tournament is going to be held in Auckland this year from August 21-25. Sports are going to include Badminton, Basketball, Billiards, Cross Country, Fencing, Hockey, Karate, Netball, Rugby League, Shooting, Ski, Soccer, Squash, Table Tennis, Cycling, Golf and even

Debating (and Surfing for Christ's sake!) So anyway, what have I got to do with sport? Well, frankly, nothing. However, I have organised dances and concerts and bars and things, and since there is going to be about 900 people at the Tournament with a yearning for a "social programme", Rob Young, the Tournament Controller, said "How about you do it?" My immediate thought was, of course, "free drinks and other unspecified extras", so I (perhaps foolishly) said "yes" and have got a few things together, which I will now say a few things about.

Apart from having a bar open, there will be a number of artists performing: Neighbours, Economic Wizards, Otis Mason (Guitar Ace), Hattie & Claire Bear, Willy Dayson et al (whatever they are called then), Narcs and so on. Settings will vary from raggy dance to sleazy night club. There will be a registration card which will give holders free entry to everything. This will be available for \$1 to Tournament participants and \$5 to other students. At either price, the card is superb value, and we could probably have charged more for it, but the Exec will have to pay for any short-fall, so why not go for it? If you don't buy a card, it will cost \$2 to get into each dance, night club etc. This is still good value, but the card is better. So anyway, if you want to see a detailed programme or buy a card, you'd better come and see us in the Tournament Office (Rm 222 in Student Union — usually Legal Referral or AISEC or something like that — the AUSA receptionist can direct you anyhow).

Also, of course, we are having a fund-raising dance on the last day of term (Friday 12th August). We'll have the Old Grad Band going from about lunch-time and then in the evening we'll have a cafe dance. Support band will be NEW SNEAKERS (who for a time called themselves SILENT RUNNING, which I thought was better, but they seem to think was a bit too serious) and headline act will be the LEGIONNAIRES, although since Graham Brazier is a bit nebulous at this stage, they may be called Pink Flamingoes. Personally, I don't know why they don't call themselves HELLO SAILOR, as it has something of a ring to it. Anyway, the price will probably be \$3 for students and \$5 for others, which is much cheaper than anywhere else for these guys. This is probably your "last chance to dance" until Orientation next year, so please come.

So that's the social side of Tournament out of the way. The only other thing is billeting. As you probably remember from High School days, Sports Tournaments are always short of billets, so please do some soul-searching at home and see if you couldn't perhaps put up just one Tournament competitor. I mean everybody can put up at least one person on the lounge floor, surely? If you can help, please leave your name at student or call Don Fairley at 663-195. Anything else you want, call Rob at 796-555 or call in at the Tournament Office (Open 10-4 in the week before Tournament for registration cards, sweatshirts etc.).

Anyway, that's about it.  
Yours ever  
Kevin Haggar

BNZ Winter Tournament Social Controller

NB: Winter Tournament has had 3 1/4 page ads ...

# NOTICE

## TRA. MONTHLY PAS

are now available  
Travel Service of  
and St.

## TIM SHADBOLT

I went on strike again  
Students Asso  
Tuesday, 1-2 pm, 9th  
biology Society.

## SPECIAL GENER. MEETING

Notice is hereby given  
General Meeting  
will be held at  
Friday 9 August in the  
Recreation Centre. T  
discussion are as follows  
Alan/Rademacher:  
SA recognises that the  
Meeting of 9 June  
mislead.

Ang/Hope: THAT the  
Special General Meet  
be rescinded and t  
of the Presidential  
the remainder of 1983 he  
30 July be declared inva  
Executive is uncerta  
the second  
is in order and leg  
been sought on this

## HUI TANE

te reo karanga  
Maori o te whare wanai  
haere mai, huihui mai.  
Tuesday in Room  
men wanting to go to  
hui at Waahi this  
along and discuss c  
transport arrange  
our haka practice  
tries, see blackboard Rr

## LAST WINTER LECT

The University's ties w  
community will be surveye  
of this year's Winter l  
Wednesday. The Acti  
Professor Nick  
give the lecture at 1 p  
Lecture Theatre.

## DEPT. STAFF-STUI COMMITTEE GET-TOGE

and be entertained b  
write members of staff.  
provided.  
\$2.00. All Welcome.  
10 pm in the Bistro Bar  
Adel.

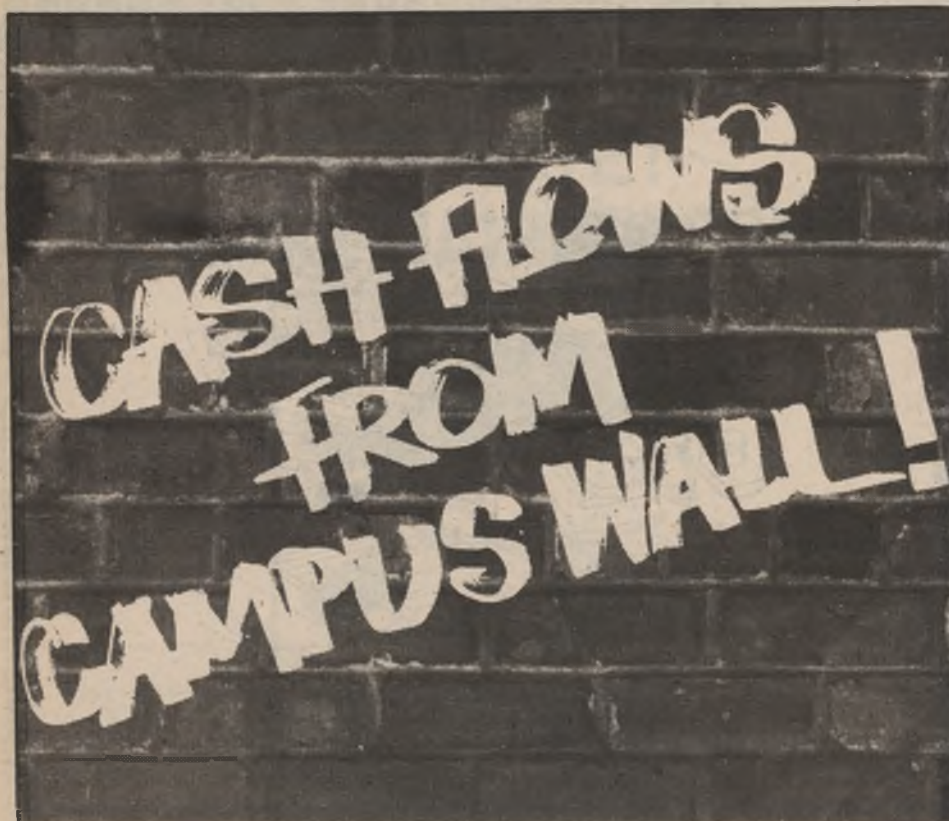
## EVANGELICAL UNIC

Burt (LLM)  
of Christ". I  
die? Was he really raise  
and? Come hear the pr  
Resurrection. Tuesday  
B15 under the Library

## GUIDE TO SERIES NC

## PREPARING A CUF

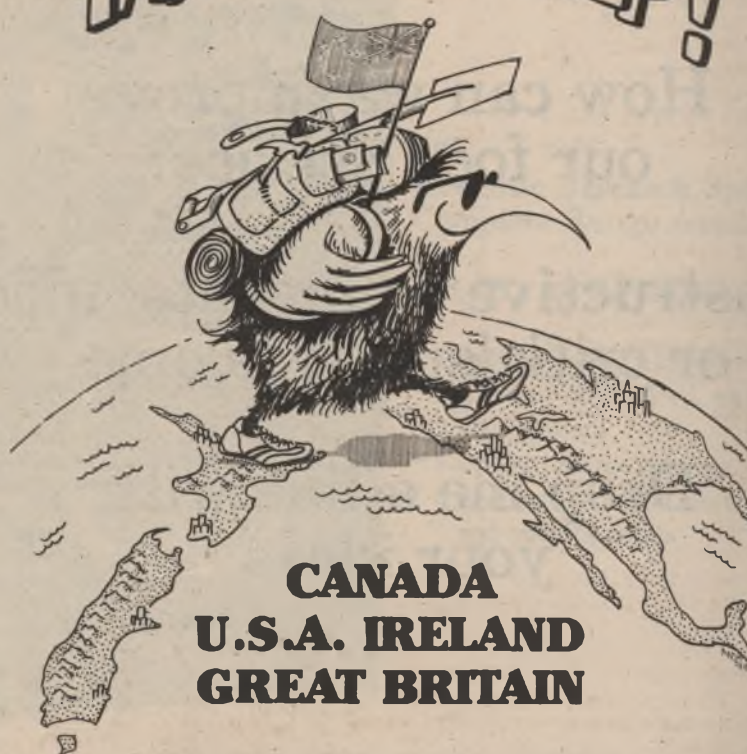
There is no one prescrib  
Resume, Inventory, I  
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during the day.  
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# NOTICES

## R.A. MONTHLY PASSES

These are now available at the Travel Service office in Princes St.

## TIM SHADBOLT

I went on strike against the University Students Association. Tuesday, 1-2 pm, 9th August Biology Society.

## SPECIAL GENERAL MEETING

Notice is hereby given that a Special General Meeting of the Student Union will be held at 1pm on Friday 9 August in the main hall of the Recreation Centre. The items for discussion are as follows:

**Dolan/Rademacher:** THAT the Special General Meeting of 9 June was held and mislead.

**Young/Hope:** THAT the decision of the Special General Meeting of 9 June be rescinded and that the results of the Presidential elections of the remainder of 1983 held on 19 July be declared invalid. The Executive is uncertain as to whether the second motion proposed is in order and legal advice has been sought on this point.

## HUI TANE

Te tenei te reo karanga ki nga Maori o te whare wananga: nau mai, huihui mai. Meeting on Tuesday in Room 237 for men wanting to go to the Hui at Waahi this Friday. Along and discuss our take on transport arrangements and our haka practice. Late evening, see blackboard Rm 237.

## LAST WINTER LECTURE

The University's ties with the community will be surveyed in the first of this year's Winter Lectures on Wednesday. The Acting Vice-Chancellor, Professor Nick Tarling, will give the lecture at 1 pm in the Lecture Theatre.

## DEPT. STAFF-STUDENT COMMITTEE GET-TOGETHER

Be entertained by your favourite members of staff. Booze and music provided. \$2.00. All Welcome. 10 Aug 8pm in the Bistro Bar (above Café).

## EVANGELICAL UNION

Did Burt (LLM) "The Resurrection of Christ". Did he really die? Was he really raised from the dead? Come hear the proof for the Resurrection. Tuesday 9th at B15 under the Library.

## ROVING RABBIT

Has been found hopping around Princes St. It is now in the care of Sue Hufton ph 817-8387. It is grey with a white tummy and if it's yours you can have it, or if it's not and you want it, you could probably have it anyway. (It's tame but very tough if you were thinking about eating it.)

## STUDENT CHRISTIAN MOVEMENT

(N.B. Change of Date) Wednesday August 10, 6 pm, MacLaurin Hall, Princes St. Tea and continuing discussion with Bronwen Olds, who has recently returned from an S.C.M. conference in Hong Kong. All Welcome. Contact: Maria Kobe, ph 602-246.

## MAORI STUDENTS ASSOCIATION

He po whakakotahitanga, he po whakangahau. End of term social, Thursday night, 8pm Rm 237. Bring your friends and party - refreshments available. \$2 koha to support travel fund to Te Wananga o Raukawa.

## T. COL. PREZ.

Applications are invited for the elected position of: President of the Teacher Trainees Association of New Zealand for 1984.

The position involves representing teacher trainee concerns on a national level to Government etc. A sympathy with unions and knowledge of educational issues affecting teacher trainees is required Salary \$11,285 p.a. Requires residence in Wellington January - December, 1984.

Application should be made in writing to: The Executive Officer, Teacher Trainees Association of New Zealand, P.O. Box 9712, WELLINGTON. Nominations close 5.00pm Friday 19th August 1983.

## UMSA FILM EVENING

DATE: 19th August 1983 (Friday)  
TIME: 8.00 pm (sharp)  
VENUE: Bistro Bar (formerly SRC Lounge or one floor above cafe).  
TITLE: KELLY'S HEROES. Adventure-charged comedy that is rocking the world with laughter. Starring Clint Eastwood, Telly Savalas.  
ADMISSION: \$1.00 (light refreshment provided). Everyone Welcome!

## GAY/LESBIAN GROUP

Meets every Friday, 4 pm, Exec Lounge (1st floor student union). Refreshments provided.

## TA?

I would like to thank the person who stole my pair of running shoes out of the MEN'S locker room on 1/8/83. I'm a rich student on \$27.00/week with no hardship. I'll leave you my old pair there too (I've had them for 4 years).  
na Te Kore Moni

## BOOK BACK PLEASE?

Would the woman to whom I lent my materials on the "Ideologies of the Feminist Movement", please phone at 585-910, between 7-8 pm or return the materials to a Womenspace (top-left) locker. Thanx. Elaine Truscott.

## UNIVERSITY COUNCIL REP

The Executive has resolved to hold a ballot on 14 and 15 September to provide a recommendation as to the appointment by the Executive of a person to represent the Association on the University Council for the period to 30 June 1984.

A closing date for nominations has not yet been set but it is likely to be towards the end of August. Nominations should be in writing and should be given to the Secretary as soon as possible.

Candidates for this position must be enrolled for a degree or diploma as a full-time or part-time internal student of this University and must, before being appointed, have been enrolled for at least 2 academic years at a university or universities in New Zealand.

## NOMINATIONS

Nominations are opened for the position of Auckland representative on the Executive Board of the New Zealand Students' Arts Council for 1984. Applications and policy statements (with contact phone no. and address) may be left at AUSA reception. Any queries, please see Cecile Hillyer or leave a message Room 111. Nominations close September 8th.



## WOMEN AND LOCAL BODIES

With the local body elections later this year some women have been expressing an interest in improving their understanding of local body processes. In response to this the WEA Women's Studies Sub-committee has arranged two one-day seminars, called Women and Local Bodies. The tutor will be Wyn Hoadley, an experienced campaigner and councillor. The seminars will be useful to both women intending to be candidates for municipal or ad hoc bodies and women whose interest is as voters, ratepayers and supporters of candidates. Issues covered will include local body political and planning processes and how to make your voice heard and effect change.

The seminars will each cover similar topics. One will be at Titirangi Community House (Ph Tgn 7448) on Saturday August 27 from 9.30 - 4.00 and the other will be at the WEA, 21 Princes St Auckland, Ph 732-030, on Sunday September 4 from 9.30 - 4.00. The cost of each is \$4. Enrolments may be made at the venues.

## ORIENTATION HANDBOOK EDITOR

Nominations for this position are now open. This paid position involves the collation, production and distribution of the Association's Orientation handbook. Further information can be obtained from Jon Barker, AUSA's Media Officer. Nominations close with the Media Officer on Friday September 16th 1983 at 5 pm.

## CRACCUM STAFF?

Nominations are invited for the position of Craccum Editor, Technical Editor and Advertising Manager for 1984.

Nominations must be made in writing on the form available from StudAss Reception.

Nominations close at 5 pm on Friday September 16th with the Media Officer.

The Craccum Administration Board will make the relevant appointments shortly thereafter.

## LOST

One black gents umbrella in HSB 1. Any information to the custodian HSB.

## AUCKLAND UNIVERSITY BLUES PANEL

Invite you to the CENTENNIAL BLUES DINNER to be held in the UNIVERSITY FUNCTIONS ROOM on Friday September 30th at 7.30 pm for Dinner at 8 pm.

**SPEAKERS:** Colin Kay - Mayor of Auckland, former AU Blues Panel Chairman; and Colin Maiden - Vice-Chancellor Auckland University.

The 1983 Blues will be presented along with the Sportsman and Sportswoman of the year Awards, and the BNZ Trophy for the Outstanding Sporting Performance for 1983.

A special presentation will be made to the Sportsman or Sportswoman of the Century.

**DRESS:** Semi-formal. **COST:** \$25.00 single or \$20.00 (if student).

Please complete the following and send to:

J. Skeen  
24 Maxwellton Drive  
MAIRANGI BAY  
AUCKLAND 10.

Name:

Address:

Sport:

No of Tickets:

(\$25.00 Non Student) - (\$20.00 student)

Enclosed Amount \$ .....

## SPECIAL GENERAL MEETING TODAY 1PM REC CENTRE!



## WINTER GENERAL MEETING THURSDAY 1PM REC CENTRE!

## GUIDE TO GETTING A JOB SERIES NO. 7

### PREPARING A CURRICULUM VITAE

There is no one prescribed/ideal format for this statement about yourself - Resume, Inventory, Personal Data Sheet - so this is a guideline not a rule!!

**NAME:** give all names

**ADDRESS:**

**TELEPHONE:** home number & any other number on which you can be reached during the day.

**DATE OF BIRTH:** day/month/year

**HEALTH:** excellent unless you know you suffer from particular disabilities which will affect your work performance/attendance - if so list these.

**HEIGHT/WEIGHT:** - of particular relevance for positions with element of manual work; but with current fitness awareness most organisations tend to ignore this element. Use metric terminology.

**NATIONALITY:** (if an overseas student with permanent residence/work permit for N.Z. state this fact.)

**EDUCATION:** SCHOOL - don't overlook the significance of this section, especially positions of responsibility, awards gained etc. Many employers under a pattern of recognised ability in a child will continue throughout adulthood.

**UNIVERSITY:** It is highly unlikely that an employer will know exactly what you have studied in the papers you have taken, therefore it is important to give the paper no. and title plus aspects within the paper that relate to the position applied for.

**WORK EXPERIENCE:** Vacation and permanent jobs - noting particular responsibilities. Employers may have little idea of what these positions involve or worse, they may have stereotype views. They will not appreciate your achievements, abilities & skills exhibited unless you outline them: these are usually more relevant to other positions than you at first think.

**INTERESTS:** (a) clubs/societies - membership, degree of involvement etc. (b) leisure activities.

Interests round out the picture of you as a person rather than just another graduate statistic. Remember that interests are not necessarily abilities.

**REFEREES:** Employers generally prefer to approach referees themselves. Referees should be people who have recently been involved with you - university staff, previous employers etc. Check with them first before listing them. Written references tend to highlight only your positive points.

**COVERING LETTER:** content will vary according to whether its purpose is that of application for a specific position or a letter introducing yourself.

**ADDITIONAL POINTS:** It is wise to have a reference C.V. This is a full version of all facts, achievements etc about yourself. This will be re-written according to a particular position you are applying for, so that your C.V. for each position reflects the relevant abilities, skills & interests for that particular job.

Personnel Officers and others sifting through piles of C.V.'s rarely have time and may not have the ability (your background/experience will often be quite different to theirs) to make connections between a recital of facts and key requirements of a position. This is your responsibility - make your C.V. and covering letter count.

The C.V. should be no longer than the equivalent of 2 typewritten pages - tell enough to the employer to stimulate interest and want to find out more. A life history will be too long and will not be read. Spelling, grammar and setting out must be impeccable. Use note rather than sentence format; if hand written make sure it is legible. Each covering letter must be original. Keep copies of C.V. & letters sent.

## PROGRESSIVE CLUB MEETING

Tues 9th August 1pm in Exec Lounge. Come and discuss issues and plans for action for Term 3. Beer and Politics cancelled for this Friday.

## AUSFS

(Science Fiction Society)

Thurs 11 August. Videos. TCR approx 7pm. Mondays Rm 143 6pm, Games: Dune, Space Empires and Wizard's Quest.

Dune Competition: Fri 19th - Sun 21st August. For further details contact us at any auSF's meeting. We need to know how many are interested as soon as possible.

Coromandel Trip. We apologise to any extra-terrestrials whose travel plans have been upset by the unauthorised reports on Campus Radio of a UFO spotting mission in the August holidays.

Aeons: The next issue is a big one. It could be your chance to be published in the same magazine as a leading American author. If you can write or draw well, leave a message in our pigeon-hole or come to a meeting.



## MEDIA ▼

**PINTER, PAINTER, TINKER, SAILOR:** No, just Harold Pinter late at night in the Maidment. 'Victoria Station' and 'Family Voices' will be presented along with other early Pinter sketches from Thursday 11 August to Sunday 14 August in the Little Theatre. Directed by Ron Rodger — students \$2, public \$4. Coffee available as the show kicks off at 11 pm. For all you night owls.

**ROSES ARE RED:** '...And Violets are Blue' is the name of one of two plays by an Auckland university student playwright Richard Finn which will be presented by Theatre Workshop in the Little Theatre August 9th to 12th at 1 pm. and August 10th to 13th at 6 pm. "And Violets are Blue" examines the relationship between two inhabitants of an apartment block, the one a literary recluse, the other a young poetess. "Grandstand" shows Dave trying to divvy up his loyalty between his girlfriend and his best mate. Directed by Ron Rodger, tickets are \$3 and \$1.50 for students and unemployed.

**THE CULTURAL MOSAIC VIDEO SHOW:** This spectacular record of the 1983 Cultural Mosaic will be showing in the Cafe Extension on Tuesday the 9th of August at 7 pm.

Standards and other SANZ publication:

*The Froward Book Company  
Limited*

Trentham House, 28 Wakefield Street  
Auckland 1, New Zealand. Phone 790-959

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FRI TILL 10PM  
SAT TILL 4 PM  
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265 PONSONBY RD - 762 433



THEATRE WORKSHOP PRESENTS  
Two New Plays By RICHARD FINN

LITTLE THEATRE  
9 - 13 August  
1pm Tues.-Fri., 6pm Wed.-Sat.  
\$1.50 & \$3.00

**CLOWNING AROUND:** Clown parties are for clowns and their friends, and for people who would like to be clowns.

So come and join in the fun at the Clown party on the last day of term (Friday August 12th) starts at 12 noon in the Student Union Quad.

**EMMA GOLDMAN 1869 — 1940:** Feminist, Anarchist, Revolutionary Worker.

A two hour seminar on the life and work of Emma Goldman. Wed 10th Aug, 7.30 - 9.30, W.E.A. 21 Princes St, Auckland. Fee: \$3 waged, \$1 un-waged. Pre-enrolment — Workers' Education Assoc. 732-030.

**GAY DANCE!**   
FUNCTIONS ROOM,  
SATURDAY 13TH AUGUST  
8.00 PM  
(Non-students Welcome) ONLY \$3.00



MAIDMENT ARTS CENTRE presents  
**HAROLD PINTER  
LATE AT NIGHT**  
VICTORIA STATION  
FAMILY VOICES  
& early sketches  
DIRECTED BY RON RODGER  
11PM THURSDAY 11 to  
SUNDAY 14 AUGUST  
MAIDMENT LITTLE THEATRE  
STUDENTS \$2 COFFEE  
PUBLIC \$4 AVAILABLE



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BEST CASH PRICE PAID  
FOR COLLECTIONS.  
SPECIALISTS  
IN DELETIONS  
& RARITIES  
LATE NIGHT FRIDAY  
OPEN SATURDAY  
10.30 - 1.00pm  


**AN OPEN INVITATION:** To Theatre Technical Training Course end of term production, Maidment Theatre, Saturday 6 August 1983, 2pm.

The demonstration programme will be HAROLD PINTER'S "VICTORIA STATION". Students from the course will present the piece for both theatrical presentation and television recording.

This play represents just one of many practical exercises undertaken during the 1983 Technical Training Course and it is hoped that these students will go on from here to practise their skills and consolidate their work in the profession.

Our objectives are to provide existing theatre, television, radio and film companies with a keen and enthusiastic pool of technically trained young people.

All design, lighting, special effects, sound effects, lighting operation and stage management will be the efforts of the students.

We hope you will attend! (The Theatre Technical Training Course is generously assisted by the Northern Regional Arts Council).

For further details please contact: Mr Stuart Berthelson-Smith, Maidment Arts Centre, PHONE: 793-474.

**THEATRE CORPORATE**  
14 GALATOS ST, NEWTON.  
Bookings Ph 774-307

OPENING THURSDAY at 8.15 pm  
Playing Mon & Tues 6.15 pm, Wed to Sat 8.15 pm  
Bertolt Brecht's  
**THE THREEPENNY OPERA**  
The magnificent music of "Mack the Knife"  
and millions more

STUDENTS \$5.50 EVERY NIGHT EXCEPT SAT



**CLOWN PARTY!**  
QUAD  
12 NOON  
FRI AUGUST 12th  
(LAST DAY OF TERM II!)  
COME AND JOIN IN THE FUN...  
YOU DON'T HAVE TO BE A CLOWN.

**TYPING**

needn't cost the earth; phone Karen 795-400.