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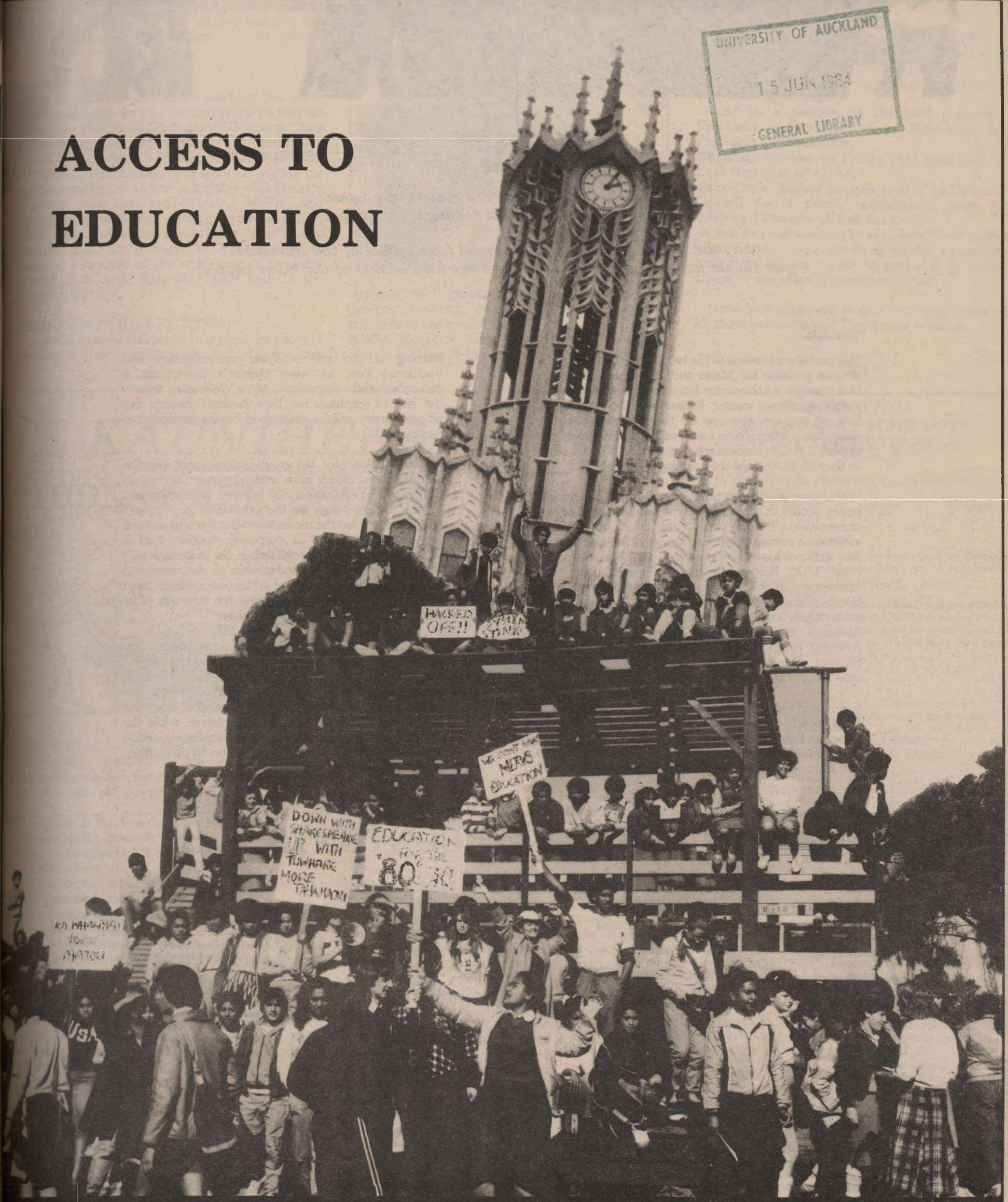
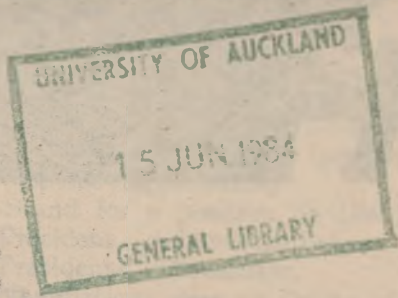
Issue 12.

KIA ORA



Auckland University Students' Association, Volume 58. Issue 12. June 12, 1984.

ACCESS TO EDUCATION



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TE MOKA

EDITORIAL



he aha koe i haere mai i te rourou iti a haere?
tee noho atu ai koe i te tokanga nui a noho!

*why did you come here with the small food basket of the traveller?
you should have stayed home with the large food basket of the home people!*

Tena koe.

The problem of access to the ivory white tower is not a serious problem for Maori and Polynesian students. Not enough reach varsity for the issue to become a visibly significant matter. Instead what matters is the lack of support systems all the way through the education system; there aren't any. This fact becomes apparent in the numbers who leave the system as soon as they hit 15, the age they can leave school.

With Maori people the problem the education system poses occurs in the secondary schools instead of the universities. When you reach that age when awareness comes. That awareness came and turned into nation-wide action on June 1st, 1984. Saturday June 16th, this weekend, is Soweto Day, the anniversary of the secondary school student riots in South Africa in 1976. In South Africa, their demands were repressed brutally. Here in Aotearoa, Maori demands are just ignored. When Norman Jones returned from South Africa, he likened Otara to Soweto. The parallels are there - secondary school students are organising themselves.

Maori land alienation has slowed down since the 1975 Land March, if only because 95% of it's already been taken by Pakeha legislation. The problem now, in the urban context, is people alienation - Maori people cut off from education about themselves. Instead of

learning te reo and studying contemporary and traditional lore, an alien culture's curriculum is prescribed and compulsory. Merv Wellington regrets the lack of emphasis on 'New Zealand' history, but whose history will be prescribed by the revised core curriculum?

In Maori philosophy, the group is paramount over the individual and elders have authority over the young. Separation of education into primary, secondary and tertiary fosters things like the generation gap - it isn't real, despite what the media says. But the whanau and iwi aren't recognized as corporate entities, land is viewed only in commercial terms, the language isn't officially recognized as indigenous to Aotearoa and the legal and economic and education systems can't cope with a culture which carries the strength of its wairua. It doesn't need to be that way.

Maori education is moving on two fronts: one attempts to reform a system designed upon inimical values, the other seeks to erect an alternative education system for the ultimate benefit of all. The problem facing access to Maori education is one of lack of resources to build the alternative, while the problem facing Maori access to the existing education system is the lack of support systems to strengthen one's taha Maori.

KIA ORA 1984:

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Craccum is a source of free expression and information for the Auckland University community and is not an official publication of the University or Association.

Send all mail to Craccum, A.U.S.A., Private Bag, Auckland. Craccum is published by Auckland University Students' Association, Princes Street, Auckland, and printed by Wanganui Newspapers Ltd., 20 Drews Ave, Wanganui. Phone: Editorial 30-789 ext 840, Business 30789 ext 841.

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Cover photo by Gil.

TE TUMUAKI

AUSA PRESIDENT

The second term is definitely here now: students have received their bursary, are trying to complete essays they should have done in the May holidays, and are already thinking about the August holidays!

If you're feeling down because winter is coming on, hate sitting in the library all day and feel like doing something useful, there will be plenty happening in term 2:

OVERSEAS STUDENTS

Over 50 students attended a meeting last week to oppose the attacks on overseas students and set up a *Support Overseas Students (SOS)* group. They will be taking policy to the Student Representative Council (Wednesday 13 June 1pm Cafe Extension) in favour of establishing a system of quotas for overseas students. Other activities will include lobbying relevant individuals, MP's and community groups and writing submissions. If you're concerned about the attacks on overseas students and don't want to see University becoming a bastion of the rich come to the next meeting of SOS on Thursday 14th 1pm in the Executive Lounge.

IMMIGRATION BILL PETITION

Over 600 students so far have signed the petition opposed to the Immigration Bill. If you are



opposed to legislation which gives enormous powers of search, entry and detention without resource to the courts then sign the petition at the AUSA reception desk or the stall in the quad. Hurry, because the petition closes this Friday.

DISABLED STUDENTS FOCUS WEEK (18-22 June)

If you're interested in helping to organise this week of educational and fundraising activities then come and see Heather Brockett on the ground floor Student Union.

DON'T JUST CRITICISE, GET INVOLVED

This week is your chance to have a real say in how your Student Union is run.

-At SRC on Wednesday 1pm come and vote for a Womens Rights Officer.

-Stand for a position on the 1985 Executive - President, Administrative or Education Vice Presidents, or Treasurer.

Nominations close on Friday 15th 5pm with Bob Lack Secretary of AUSA.

-Stand as a Student Representative on University Council for 2 years, nominations close 5pm Tuesday 12 June with Bob Lack.

-If you have something to say about your student union or want to get involved but don't know how, then come and see me on the ground floor Student Union or any other Executive member.

Good luck with your essays and tests, just don't let them get you down, they're not worth it.

-Trish

TE KAUNIHERA TAUIRA

STUDENT REP. COUNCIL



The SRC of 6 June featured a special guest Chairperson - Auckland's Mayor, Cath Tizard. Business proceeded more briskly than usual as two important new policies were passed.

Opposition to the Immigration Bill

This was on the grounds that:-

- it is detrimental to NZ's international relations;
- it criminalises NZ and overseas persons;
- it is authoritarian in its deprivation of democratic and human rights;
- it is repugnant to the ideals of freedom and democracy.

These last two points relate to the new powers of Search and Seizure and the possibility of detention for 24 hours if a defendant cannot produce evidence of her/his right to be in NZ).

Cathy Flynn drew a parallel between the Bill, the dawn raids of the mid-70s and the pass laws of South Africa. Trish Mullins pointed out that sections of the Bill will enable immigration officers to search through university files for information on students.

Support for Establishing a Sexual Harassment Grievance Procedure

Karin Bos said that the present ways of dealing with sexual harassment are simply inadequate. She proposed a set of 'Informal, decentralised procedures'. A comprehensive definition of sexual

harassment was needed to achieve clarity when the procedure is used.

Trish Mullins explained that she and Karin wanted strong student backing for their submissions to the University Council. The problem of sexual harassment has to be dealt with by education and a well advertised accessible procedure. A provision is made for mediator and a formal disciplinary procedure.

This omnibus motion was passed unanimously. The only humorous sideshow was put on by Stephen Mitchell. To the usual mixture of groans and laughter, he tried to have Mayor Tizard ejected from the Chair. You guessed it - Norrie again. (Mr Norrie is an excluded medical student trying to gain re-admission. He claims that his grades were altered so that he could be thrown out. For over a year, Mitchell has been valiantly fighting for him). Mrs Tizard is now a member of the body that excluded Norrie. Mitchell's motion lapsed without a seconder.

Riding the same hobby horse, he tried to have the SHGP motion amended to cover all grievances. This also failed. (Incidentally - the original motion does cover general grievances.)

Also - \$200 was given to the St Mary's Bay Neighbourhood Support Group to help produce a kitset of sexual harassment.

- Neil Stockley

SRC AGENDA WEDNESDAY JUNE 13TH, 1PM, CAFE EXTENSION

MATTERS ARISING FROM PREVIOUS MINUTES

DOLAN/DURLEY

THAT the Executive be censured for constitutional impropriety.

WEEBER/ALLEN

THAT in regard to RN 176/83, per diems paid to Executive members acting as Association delegates be regarded as legitimate expenses.

NOTE: RN 176/83 reads:

'THAT no payment or honoraria be paid to Executive members in their capacity as Representatives of AUSA or as part of their portfolio work (other than legitimate expenses incurred, verified by receipts) without authority from a wider body of students than the Executive Committee itself.'

CHAIR:

ELECTIONS

THAT Carolyn Anderson's report on Senate be received. An Election will be held for the currently vacant position of Womens Rights Officer. At the close of nominations one application had been received, from Bidge Smith. Her brief written statement is attached to the back of the agenda.

GENERAL BUSINESS

PATTERSON/WEEBER

THAT the sale of cigarettes and other tobacco products be prohibited from AUSA outlets on campus.

WEEBER/PATTERSON

THAT SRC support moves to close Alfred Street to through vehicular traffic.

JULL/ANDERSON

THAT SRC defer a decision on moves to close Alfred Street to vehicular traffic until such time as submissions have been sought from students and other interested parties.

PATTERSON/MULLINS

1. THAT SRC calls upon the government to end the operation of STEPS scheme because it trains young people at abysmally low rates of pay for jobs that do not exist.
2. THAT SRC calls on the University to end its participation in the STEPS scheme.
3. THAT SRC calls upon the Government to enact policies that will create permanent worthwhile jobs for young people.

MITCHELL/

THAT SRC believes that NZUSA should attempt to persuade the Governor General to delegate his/her power to hear and determine student appeals to a permanent commissarial committee which shall consist of one representative of the university whose decision is under challenge, one representative of the appellant student plus a standing commissary who shall not be a current or past employee or officer of any NZ university and that in particular AUSA should try to persuade NZUSA to push for the right of the appellant student to appoint the person who will represent his/her interests on the commissarial committee rather than someone appointed by NZUSA or the appellant's local students association.



NGA WAHINE

A POSITIVE STEP ►

At this weeks SRC a unanimous vote passed numerous motions concerning the new Sexual Grievance Procedures. The motions were moved by Karin Bos and Trish Mullins. Both women spoke eloquently in favour of the motion and were only slightly harried by Stephen Mitchells interjections on the very vaguely related issue of the Norrie case. Karin and Trish and all the other women who spent untold hours drafting the procedures deserve unlimited credit. As someone said 'If the government legislates drafted things like this it would be a step in the right direction!'

AT HOME AND ABROAD ►

Female University students from America who have been sexually harassed tell their tales in a new book that the authors hope will deter future sexual harassment.

The Lecherous Professor is written by Linda Weiner, vice-provost at the University of Cincinnati and Billie Wright-Dziech, a literature professor at the same University. The book is based on 400 anonymous interviews with students, faculty administrators and alumni. According to the study, 20 to 30 percent of female students can expect to be sexually harassed by male faculty during their years at University.

SEXUAL HARASSMENT SCOOP? ►

Interesting info from the Auckland *Star*. Following an anonymous phone call from a male Staff member at Oakley Hospital reporting sexual harassment of female nurses, the *Star* decided to investigate.

It was revealed that sexual harassment of female staff included vulnerable male patients being 'set up' to make obscene suggestions and male staff who sided with the women being 'warned off'. A female nurse at the centre of one of the claims of sexual harassment has already transferred to Auckland hospital to avoid the now-hostile work environment.

Mr Tim George, the chairman of the Oakley Sub-group of the PSA said that reports of sexual harassment were merely the results of a 'personality clash'.

The *Star's* investigative reporter wrote a piece which was quite sympathetic to the female staff at Oakley. But the item occurred right next to the photo of a Miss Auckland finalist. Oh the contradictions!

KENYA FAMILY PLANNING CAMPAIGN ►

'Men in our Society are probably the biggest obstacle to a successful family planning campaign', says Millicent Odera, the executive director of family planning in Kenya.

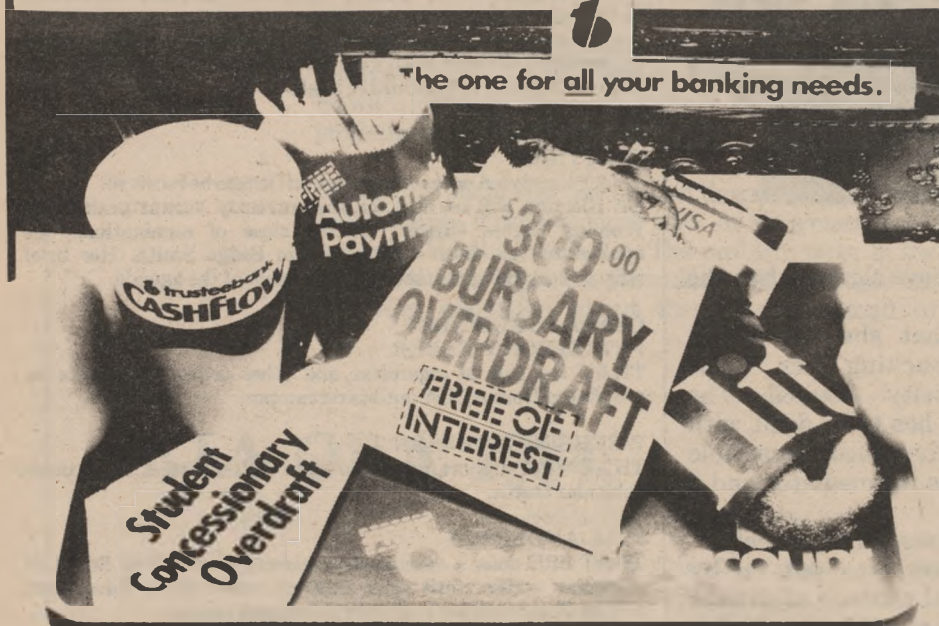
This statement dismisses a myth particularly popular in the West, that it is the women themselves who refuse family planning measures for a 'complex' of reasons usually tied to a cultural Millicent observed that the men feared the women gaining control of their reproductive functions, and this could 'free' them to partake in the 'white society'.

In some cases where women practice birth control and stop having as many children, the husband takes another wife, which often forces the first wife to begin child-bearing again in order to lose her place.

It can be said that the children are 'unwanted' but are cared for and loved in the family unit, and are also used as a yardstick of 'marital success' — the latter being intrinsically oppressive to women.

The population rise has in turn given birth to an employment crisis, and a rise in shanty town dwelling. In response to this situation the family planning organisation are hoping to reform attitudes around reproduction, particularly those of the men.

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SHOULD WE PAY THE EXECUTIVE?

Currently, twelve members of the Association's Executive work for you for nothing. Is it time to reassess this?

This Thursday, 14th June, in the Recreation Centre at 1pm, a Special General Meeting will be discussing the question of Executive honoraria. The proposal being referred to the meeting is that the portfolio members of Executive be paid, at a rate of \$15 per week for 37 weeks of the year. (Payment would be made at the end of each term in a lump sum). The proposal, if adopted, would take effect this term, with current Executive members paid an amount backdated to the beginning of Term II.

The purpose of this article is to explain the background to and reasons for the proposal.

THE STATUS QUO

You might not be aware that four members of the Executive are currently paid honoraria. The President receives \$7,500 per annum, indexed to inflation. In addition the three Officers: the Administrative Vice President, Educational Vice President and Treasurer are paid the equivalent of a full bursary (currently \$66 per week) over the 37 weeks of the academic year.

That leaves the twelve portfolio holders, who are responsible for cultural affairs, clubs and societies, sports, international affairs, national affairs, campus media, womens rights, Maori students, overseas students, chairing SRC, environmental affairs, and welfare. They are all unpaid.

The Association Secretary, the only member of Executive also an employee, is paid a salary.

HISTORICAL BACKGROUND

AUSA was established soon after the University of Auckland, in 1883. Initially, it had an Executive comprising a President and committee, with no specific responsibilities, and very few duties. AUSA was a shadow of what it is now, with a membership of one hundred and an annual turnover of only around 10 pounds!

Today the Association has grown to 12,500 members, and \$2.5 million in annual turnover. We run the Maidment Theatre complex, and an extensive catering operation, and have a million dollars in assets.

Correspondingly, the size of the Executive has grown, along with the workload expected of its members. By 1962 it had become necessary for specialisation into portfolios.

The development of increased responsibilities, both individual and collective of executive members has not been accompanied by reconsideration on AUSA's part of compensation for work put in and opportunities lost.

Over and above the specific duties involved in each portfolio, all Executive members have a number of general responsibilities. These include regular attendance at SRC and Executive meetings. The Executive manages the Association

as a whole, considering recommendations from bodies like Finance Committee, Catering Committee, and Student Union Management Committee, to whom it delegates tasks. Executive members are therefore expected to keep themselves informed in order to take part in decisions as diverse as setting the annual budget, to pricing food in the Cafe, to upgrading and development of the Student Union. Members are collectively (and legally) responsible for all decisions made by the Executive.

The portfolio holders probably have the most day to day contact with students. They are the people students wishing help or advice on such things as bursaries, accommodation or employment are likely to contact. They facilitate grants for general and sports clubs, and sort out affiliations or other problems they have. They serve as contact people for students wanting to get involved in the Association, or a campaign. In the case of the Women's Rights Officer, Maori Students Officer and Overseas Students Officer they provide a link between the Association and groups of students which have special needs.

The proposal to make small payments to portfolio members aims to bring them more into parity with the President and Officers and update them rewards to match their increased responsibilities.

THE REASONS WHY

Executive members have to juggle their portfolio work, academic work, any paid work responsibilities, not to mention their private and social life, to try and reach an acceptable balance. Often, one or another, area suffers, particularly if they have financial difficulties. Talking to current members of the Executive, it became apparent that it is a definite advantage to be receiving a bursary or other financial assistance, as it is to be living at home, therefore keeping costs down. The following are a few case studies.

Colin Patterson, Welfare Officer, spends most of the time he is not at lectures, between about 9.30am and 5.00pm daily, doing welfare work. Often putting in evening or weekend work as well.

The Welfare portfolio is a very comprehensive one, including dealing with specific enquiries from students in difficulty, referrals to the Needy Students fund and other emergency assistance, creche fundraising and liaison, school visits and University Welfare and Accommodation Committee work.

As well as all this Colin is enrolled in five papers, including three at MA level. His academic work is already suffering, (one essay overdue and two others due in the next week not started). He says he is fortunate to be living at home, and receiving a bursary however.



Bruce Cronin is the International Affairs Officer. He is doing a thesis this year to complete his MA. He says despite the best of intentions, things are constantly cropping up which make it difficult to set aside enough time for academic work. Despite the fact that he is often in debt, Bruce doesn't have the time for a part time job. The International Affairs portfolio includes responsibility for specific campaigns and focus days, liaison with the South African Scholar, assisting students who come to him to get involved in a campaign, and building up a useful resource file. He says that the Executive member is usually the one, when the march or campaign is over, with the ultimate responsibility for cleaning up, seeing that the accounts balance and so on.

Liz Stone, the Clubs and Societies Rep. estimates she spends about twenty hours per week dealing with clubs, and preparing for/attending Executive and SRC. At times when club grants applications are considered, her workload soars. She says financially she is reasonably well off, as she receives a Training College studentship. If she didn't have that, Liz would not have taken on the job. 'It's stressful doing what is at least a half time job as well as your University work. People don't understand, and abuse you.'

Generally, honoraria are justified as being a (small) reward in recognition of the hard work Executive members put in, the level of responsibility, and the resulting worries and stress.

It would also partially compensate for time spent doing AUSA work, the adverse effect this can have on academic work, and loss of part time earnings. Honoraria also is a way of repaying members for expenses incurred in the course of their work, which for one reason or another they don't claim back. (These can range from incidental costs of being away from home at Councils, to resource materials like books and magazines bought out of Executive members own pockets, to the extra costs of buying meals while working late in the office).

Because discrimination exists in society, it is unrealistic to expect that all students have the same opportunities to stand for Executive. Women, Maori and Overseas students are less likely to get to University in the first place, find it more difficult to gain holiday employment, and overall will earn less. Paying Executive honoraria will partially compensate for inequality of opportunity.

CONCLUSION

The fact that the twelve portfolio members of Executive remain unpaid is an historical oversight, which needs to be reviewed in the light of the increased workloads and responsibilities of these members. The work that they do directly benefits students - to a degree that makes the cost of proposed honoraria insignificant. If you think Executive members are worth 53 cents per student per year, come to the Special General Meeting and vote for the proposal.

- Karen Bos, AVP

THE COST		
	Current	Proposed
President	7,500	(no change) 7,500
Officers (\$66 x 37 wks x 3)	7,326	(no change) 7,326
Portfolios	nil	(\$15 x 37 wks x 12) 6,660
	14,826	21,486

The additional cost per year is 1.2% of the Association's total income, or 53 cents per student.

U.E. - THE KEY TO EDUCATION BUT DOES IT LOCK OR UNLOCK?

It's been hard of late to keep ignorant about the debate between the Minister of Education and the PPTA over the UE examination. The PPTA (the Post Primary Teachers' Association) has been successful in getting virtually every education lobby group in the country to back its claim that UE ought to be replaced by the sixth form certificate (SFC) as the only qualification in the sixth form. The Minister now finds himself almost a lone player against the teacher, student and community/parent groups in the education sector and the employer and union groups.

This article outlines why NZUSA nearly was on Merv's side and how the whole issue boils down to a major item in the 'Access to Education' focus of the NZUSA General Elections campaign being conducted this term.

UE TO SEVENTH FORM?

Since 1977 the Universities Entrance Board and the PPTA have been in favour of moving UE out of sixth form. Frustrated at the lack of movement on the matter, the PPTA started a high profile campaign in 1983 which, unfortunately, contained the slogan 'shift UE to seventh form' in its promotional material.

A large number of groups, including NZUSA, opposed this move on the basis that there are many people, possibly including you, who go straight from 6th form to university after getting their UE. Concern from Maori groups, the FOL, the NZ Technical Institute Student Services Association and NZUSA focussed on two major areas: financial and status inequalities.

FINANCIAL INEQUALITIES

The requirement that, to get to university, students must go through 7th form would make it tough on those families who simply couldn't afford to have one of their kids attending school for yet another year with no income. At present these people, provided they got 12 or better from their SFC marks could go directly to university and get a bursary. This would largely affect bigger families, Maori and working class families. In fact, this matter raises a real issue about families' ability to support sixth and seventh formers with only the family benefit as an 'incentive' when employment after the compulsory school age was an alternative attraction. New Zealand is one of the only OECD countries that offers no real support for parents who keep their children on through 6th and 7th form or who provide money for them at university. As the Times Higher Education Supplement (10 October 1978) put it:

'Would it be a good idea for a research council to support a five-year project by giving it generous support for the last three years, but no funds at all for the first two? To pose the question is to invite ridicule. Yet that is exactly the principle on which our funding of full-time education beyond the compulsory school-leaving age is based.'



So that is what we do in New Zealand - 'get through 6 and 7th form with no support where it is needed and then we'll look at (less than generous) support for tertiary study.'

The fear was that the PPTA proposal would reinforce that inequality.

MISUNDERSTOOD

So, the opposition to the PPTA move was largely based on concerns about equality, open access to tertiary education and encouraging people currently under-represented at universities to be able to enter.

In late 1983 the PPTA changed its tack. Everybody had 'misunderstood' their objective which was not to 'shift UE to seventh form' but to 'shift UE out of sixth form' - abolish it, in fact.

Almost overnight groups opposed to the PPTA were able to move across to the PPTA side because basically all the education groups share a belief that the sixth form curriculum should be freed up from domination by the universities - to where most sixth formers didn't go.

ACCESS

So now the 'debate' is over how to achieve the objective of getting the SFC as the only sixth form qualification. This is still pretty contentious because, as far as it affects us, the issue is what SFC grade will allow people to go straight to university from sixth form.

The Universities Entrance Board wants to restrict it to those scoring 12 or better in SFC which would actually reduce the number getting university from 6th form. NZUSA and the Department of Education want to set it at 10 which allows for roughly the same number currently entering. The other parties to the debate either have no fixed position or fall between 12 and 20.

There is simply no way of approaching this debate without affecting the access of people to university. Those who want to restrict it at New Zealand's low level compared with other countries use concepts such as 'academic excellence', 'standards', 'reliability', 'examinations' in defence of their position. NZUSA places more emphasis on 'open access', 'equality', 'democracy' and 'relevance of the curriculum'.

When you look at the problems of university resources, staffing, bursaries, summer jobs, etc. you can see why the UE issue is just another element in the debate over whether all New Zealanders should be proportionately represented in the university system for which all New Zealanders pay or whether we should stick with the present system which over-represents well-resourced pakeha males and under-represents Maori people, women and people from working class families.

- Mike Waghorne,
NZUSA Research Officer

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STUDENT CONCESSION

GREENS ON CAMPUS

On campus recently were two founder members of the German Green Party. Petra Kelly, a member of the West German Parliament, and Gert Bastian, an ex-NATO general, spoke to a capacity audience on various aspects of the peace movement.

Petra Kelly started off the meeting with an outline of the underlying premise of the ecology movement. This is that in order to resist nuclear arms one must resist sexism, racism, imperialism and violence. Linked with this is the concern for minorities, the socially and economically weak and the handicapped.

Hierarchical power, she said, is central to the growth of militarism and must no longer be accepted. Power must be shared, made 'something common to all, to be used by all and for all'. Hierarchical power creates institutions such as the traditional justice system which imprisons those who march for peace and nuclear disarmament.

In this technological age, she continued, the victims of violence became invisible to the perpetrators. With only the push of a button millions of people can be killed.

The declaration of a nuclear free zone in New Zealand would, Kelly believes, be a positive step towards relieving the growing super power tensions. ANZUS, like NATO, is used not to

Photo - Gill Henly



provide protection to the treaty's signatories, but to further the interests of the United States. General David Jones, Head of the US Chiefs of Staff, has said that the ANZUS alliance must continue in order 'to support US objectives in Southeast Asia, the Indian Ocean and the Arabian Gulf'.

Gert Bastian is also a member of the West German Parliament and is the Green Party's spokesperson on peace issues. As a former general in the West German Army, he has led the criticism of NATO's nuclear strategies.

During his term as a general he realised that the Soviet threat was a diversionary tactic used by the U.S. Government. It has been used to make us believe that the U.S., NATO and Western Europe must increase its military and nuclear capability. Bastian stated that NATO is not weaker than the USSR but is in fact much stronger militarily, technologically, economically and industrially. Citing an example of how facts have been distorted

to give an impression of Soviet superiority, Bastian quoted from an article in the Christchurch Star. The article claimed that the Soviets were ahead with 900 missiles as compared with 600 US missiles. What the article neglected to mention, however, was that the Soviet missiles were fitted with 2000 warheads and those of the U.S. with 6000.

Bastian described West Germany and New Zealand as 'hostages'. Both countries are forced to harbour nuclear weapons and facilities over which we have no control.

At the end of the evening Kelly and Bastian answered questions from the audience concerning the Green Party's methods and activities. Those in the audience expressed their concern over the present government's policy regarding visiting nuclear warships and indicated that it was a concern held by a growing number of New Zealanders.

Jesvier Singh

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ike Waghorne
research Officer

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SHADOWS



SHADOWS

TUE 8-10pm BRIAN SMITH
QUARTET

WED 4-6PM ... IN BLACK AND
WHITE... Andrew Weir (piano)
7-9pm HATTIE

THU 5-7pm Julian McKean
8-10pm Pete Hale & Greg Wain

FRI 5-6pm Andrew Sewell (violin)
8-10pm SCAPA FLOW

MON 8-10pm THE VIBRASLAPS

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TE AO HURIHURI

ACCESS TO MAORI

On Friday, June 1st, Maori secondary school students, with support from Pacific and Pakeha classmates, held a National Student Action Day to demand a realistic inclusion of taha Maori in the core curriculum:



e tipu, e rea, mo nga ra o tou ao

grow and flourish in the world you create

June 1st was the closing day for submissions on the government's core curriculum. Some 150 students from 80 schools had attended the PPTA's Maori Education hui at Waahi marae in April to discuss problems of the education system and why it fails Maori and other Polynesians. Upset at the inadequate treatment of taha Maori in the core curriculum report, they called on all students to withdraw from classes on June 1st and to hold forums on their school premises. Nationwide they organized at local and regional levels their Student Action Day.

At Hillary College students registered before 9am, then broke into workshops to discuss the remits which emerged from the Waahi hui. The Waahi remits included that schools interact more with their local Maori community, that taha Maori be an integral component in the total curriculum, structure and organization of all schools and that it be given a minimum time allowance.

SECONDARY STUDENTS' ACTION DAY

The main issue for the 'Student Action Day' was that the Present Education System is failing Polynesian students - Polynesian referring to both Maori and Pacific Island students. The majority of people unemployed today are Polynesians and also the majority of people in prisons today some 80% are Polynesians.

The Present Education System was made and brought into existence by Pakeha for Pakeha. So we the Polynesians students have to try to beat the system by adapting to it, or else we are beaten by the system itself.

We, as students of the future, hope to see more subjects, whether optional or compulsory, brought into the schools, subjects which are more relevant to what students plan to do in the future, more related to our future jobs. For example, what is the use of me learning how to type when I want to be a Physical Education teacher. That time in which I do typing could be put to better use, like, learning the basic rules of First Aid, and how muscles

function when limbering up or exercising etc. So what we need is a school system which has courses to suit the individual student's needs, for example music for people interested in learning music.

Also we need to have our exam papers returned to us, the students. How are we to learn from our mistakes, when we can't even look at what our mistakes were? We as students think that one of the reasons exam papers are not returned is because of the unfairness of the scaling system.

To sum up, I would like to say that Aotearoa is meant to be a multi-cultural society, not a mono-cultural society, as far as the system is concerned. Maori people must be given full opportunity to make changes to the present education system OR we must be given money and resources from the government to set up our own system.

Kia kaha, e hoa ma

- Ka whawhai tonu matou! Ake, ake, ake!

Janet Maxwell

5th Former, Hillary College, Otara



ka uia mai ki ahau, 'he aha te mea e kii, he tangi
what is life's most precious gift will say - it is

After the morning workshops, delegates from Hillary College and other delegates from Green Bay High at Kokiri Rahuitanga in Otago discussed what they had learned and made their way to O TAMARIKI PARK. There, students from all schools held their own forums to speak out about what they thought of the core curriculum.

It is hoped that a national association, able to represent all students' interests in all regions and schools involved in Student Action Day, as well as the wider community, will be open to all comers, but in Otara, Manukau City, Polynesians of the world, most

TRANSFORMING EDU

Mr Pat Heremaia discussed the potential for transformation in and through high schools. He said that schools presently concentrate on measuring a narrow range of skills, mainly through the C, and U.E. exams. This type of 'education' always guaranteed failure of Maori students. Teachers and students as well as parents, especially those of Maori descent, are becoming increasingly aware and concerned about this. The Auckland area a marae has been established, one school, Green Bay High School, in response to these concerns. The marae attempts to bring pupils and parents into tangata whenua, and fosters their local sense of community identity. It provides Maori people who are currently isolated in nuclear families with the advantages that come from the Maori social system. For the courts refer cases to the marae which provides a valuable and effective structure.

Green Bay High School's Kakariki Marae is an example of the radical potential for the

THE TURNING WORLD

MORI EDUCATION

Last Thursday Dr Rangi Walker and Pat Heremaia addressed a forum at the University on 'The Radical Potential of the Maori to transform New Zealand Education':

...pipi shell,
...bird-bone,
...if you like.
...the marks
...the blood spurt
...my chin
...the old women
...the cooking fire.
...the wounds,
...India Ink.
...the design, like
...the moon,
...the proud cloak.

Seek the paua's inner shell,
...vine.
Trace the ... across the marae,
... the night.
... teko-teko's stare.
... membrane, skin.
... on my face:
... of birth, race,
... canoe.
... erase doubt
... who

...pipi shell,
...blade.
...lacerate
... upon me
... can read
... that I am
... place
... marae
... Pacific
... home.

Vernice Wineera Pere
from 'Walking on Water'

ki ahau, 'he aha te mea e kii, he tangata, he tangata, he tangata!
s most precious gift will say - it is people, it is people, it is people!

ites from Hillary Cole, other delegates from Tangaroa College, Mangere College, Nga Tapuwae
i Rahuitanga in Otago discussed what had happened at their own schools that morning and
lary, people finished their way to the Hall for a karakia before marching, with placards
There, students from ... held their rally and the stage was opened for anyone to stand up and
e core curriculum (the ... kia ora e hoa ma, thanx Janet and Simon).
, able to represent ... students' interests to the government can be organized, to link up all the
t Action Day, as well as ... goes Kia Ora's Good Will of the Week Award! The June 1st actions
anukau City, Polynesian world, most of those who took part were Maori and Pacific Islanders.

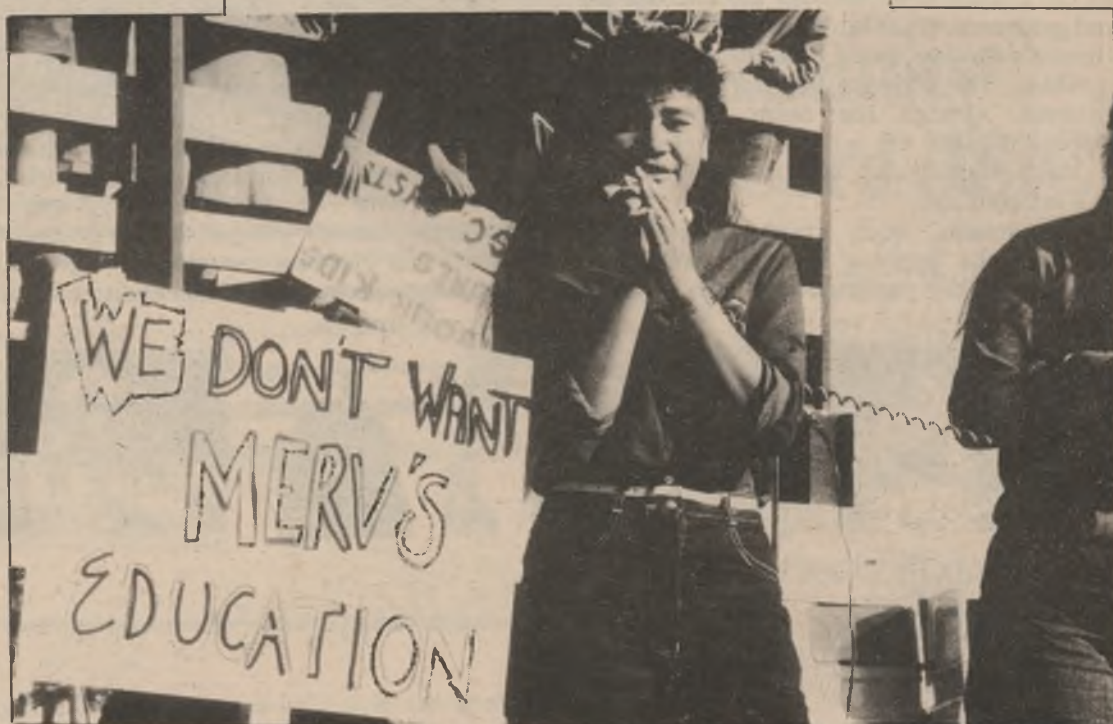
TRANSFORMING EDUCATION

discussed the potential for transformation of education by the Maori, but it is
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transformation of education by the Maori, but it is only a beginning. The pressure for change in education is coming from the grass roots level, Mr Heremaia said, and the movement suffers from its lack of resources and the ignorance of officialdom. There are many challenges yet to be met by the Maori seeking transformation in education - why aren't Kohanga Reo supported by the Department of Education? Why was Maori language not considered a part of the 'Core Curriculum'? The issue of te reo Maori and other issues involved in transforming the education system go far beyond the isolated issue of education itself and expand into many other areas of society. Take the simple greeting 'Kia Ora' for instance. As Rangi Walker pointed out, the institutions of white power even now in 1984 are still able to begrudge a simple Maori greeting on their telephone lines.

Shane Martin
Maori Students Association
(University)

ol's Kakariki Ma ...
potential for the



Gil Hanly

ko nga taonga tuku iho, puritia kei ngaro

take hold of the sacred heritage passed down to you lest it disappear

Of necessity, the Mission schools taught in te reo Maori at first, and by the 1840s the Maori literacy rate was greater than the Pakeha. In 1847, in order to qualify for school subsidies, instruction in English as well as Maori was made compulsory. In 1871, by amendment of the 1867 Native Schools Act, te reo Maori was abolished completely and all lessons were to be in English. It was not only land that was taken when the Maori lost the Colonial Land wars of the 1860's - we have suffered indeed the cultural alienation of a people torn from our roots - Papatuanuku.

The theory is that in School C, half pass and half fail. But the reality is that different subjects have different pass rates. In 1982, pass rates for Latin, French and other foreign languages ranged from 81% to 87%. The pass rate for Maori was 42%. The exam system not only reinforces individualism and competitive values and condemns mutual co-operation and the sharing of knowledge as 'cheating', it also denies Maori students the security of Maori identity and erodes the self-worth of those who fail.

TE AO HURIHURI

In his lucid and illuminating talk Rangi Walker traced the historical development of institutional racism in New Zealand education. He discussed how Maori culture was excluded from the earliest mission schools, and from early public schools. By 1900, 90% of Maori children arrived at school with Maori as a first language, yet were taught in English, expected to speak English and, in some cases, punished for speaking Maori. By the 1960s that "90%" of Maori children had fallen to 25%, such was the efficiency of this cultural suppression. Moreover, the educational success of Maori students remained low because the school had been made into an area of 'culture conflict'.

However, from the 1960s the system which had institutionalized monoculturalism began to turn back on itself. Pressure was applied, calling for the introduction of a bi-cultural approach in teaching methods and in subject matter from a few Maori teachers and liberal officials in the Education Department. However, the gap between Maori and Pakeha closed by only one percent per annum, according to Dr Walker.

The response to the 'death phase' of the Maori language, and the failure of the system to provide for the needs of the Maori, has been the creation of Kohanga Reo (language rest), and it is here that Dr Walker sees the needs of the radical transformation of education in New Zealand. The first Kohanga opened only two years ago, yet there are now 273 Kohanga Reo and the number is still growing. Generally they receive an initial grant from the Department of Maori Affairs, and it is then up to parents to support it, which involves a considerable commitment in time and money. This requires much dedication and sacrifice from the parents of the pre-school age children in Kohanga, and it develops a strong commitment to bi-cultural education and to fighting for the allocation of Education Department resources to ease the burden such commitment involves. In this way, Dr Walker feels the suppression of Maori language has, in the long run, produced the conditions for the transformation to a bi-cultural education.

Shane Martin
Te Whare Wananga
o Tamaki-makau-rau.

TE WHARE TAPERE

INDIGENOUS THEATRE ...

Participants enthused about it as 'the most exciting week of the NZ theatre calendar'. The workshop's reputation is justified in part by its 'products' - exciting new scripts already partly proven in front of a workshop audience. These will now be welcomed by theatres throughout the country.

In 1984, the brief Depression play *Wednesday to Come* by Renee had an especially warm reception. Sensitive staging by George Webby (which added half an hour to the length of the read through though it led to the addition of only half a page of new text) amply demonstrated its viability.

Those who watched Kaleidoscope on 31/5/84 will have had the chance to sample for themselves the power and grittiness of the language and conflict in Kerry Jimson's *Motive*. Terry Swanson's hilarious and disturbing *The Private Sector* was also of great interest, though the scant three days workshoping allotted did not settle its status as farce or black comedy (at any rate not to the audience's satisfaction).

To the organisers, such 'products' are less important than the 'process' of the workshop. It was made clear to all participants, both workers

and observers, that the primary function of the workshop was to encourage writers. Accordingly, the workshop provided moral support, education in theatrical practicalities, and a challenge to artistic commitment.

The existence of the Workshop is in itself a powerful stimulus to writers. It provides a potential showcase in a country where managements are still wary of the financial risk of new NZ plays, or burdened by the choice of scripts.

Because of the Workshop's growing tradition of success the very selection of a work confers a certain cachet on the writer. Moreover, the word 'workshop' encourages those writers who would hesitate to call their work finished, or who feel unable to satisfy the unfamiliar requirements of writing specifically for theatre. And, though many writers would not go so far as Roger Hall in despising amateur groups as trial ground for new plays*, the greatest incentive of the conference must be the prospect of ideal conditions of work.

1984 National Playwrights Workshop

- Unofficial Report by an Observer.

A dramaturge is provided, to be the playwrights friend and buffer. Actors and directors are selected from trained professionals, and because the workshop is organized by Playmarket (with no axe to grind but goodwill for NZ theatre) it lacks the power struggles and artistic conflicts which may inhibit co-operation in individual companies.

Instead, an atmosphere of 'commitment to the text' prevails: rather than judging the script, all do what they can to make it work. (And most frequently the bottom line in discussion is that suggested by Phil Mann, 'If you can't make the writer see that a change is necessary - and I don't mean swamping him with persuasion - then leave the text as it stands'.

The process was encouraged by a tightly ordered timetable. A first read through of all six plays began the Workshop, and the working sessions that followed were orientated to some degree by the goal of a final rehearsal reading by the end of the week.

Continued on next page...



THEATRE
CORPORATE

TOP GIRLS

by Caryl Churchill

The dinner party is set for the first act of Caryl Churchill's play *Top Girls*. The play begins in the same genre as Renee Taylor's *Setting the Table* and Judy Chicago's *Dinner Party* exhibition.

Top Girls is interesting, stimulating and funny. The rich and exotic patchwork quilt effect of the first act is juxtaposed with the following Act which reflects present day reality. It takes place at the Employment Agency where Marlene works. We also meet Marlene's working class sister, doing 4 cleaning jobs in a rural backwater. She has brought up Kitty, who is actually Marlene's daughter.

Six women of achievement gather for the famous female ritual. Pope Joan explains the virtues of moving to Rome. Dulle Griet (from a Breughel painting) slurps her wine and gnaws at her meat. Lady Nija describes her Emperor's court. Griselda the Obedient Wife is late and Isabella Bird has a backache. Marlene orders double brandies all round, celebrating her promotion to Managing Director of an Employment Agency.

Top Girls asks whether women who make it in a

man's world do so at the expense of other women. Act 2 puts the successes of the women of achievement from Act 1 in a new light. This is reinforced by actresses from the first act doubling as different characters in Act 2. In Act 1, Jennifer Ward-Lealand plays Pope Joan, a woman who lived as a man during her reign as Pope from 854 to 856. In Act 2 she is Kitty, a young woman with no hope whatsoever of 'making it'.

Caryl Churchill is known as a Socialist/Feminist playwright. Theatre Corporate performed another one of her plays *Vinegar Tom* last year. *Cloud Nine* by Caryl Churchill was on the Stage One Contemporary English literature course last year. Amidst Hemingway, Joyce and Lawrence, *Cloud Nine* was refreshingly honest and relevant. It was presented by an excellent female lecturer - the only female lecturer in the course.



Photo - Justine Lord

Top Girls acknowledges the importance of female successes: the token female lecturers and the feminist plays that make it to Stage One Syllabi. However, it is also a challenge to successful women; the gifted all women cast and director of the play, we the privileged audience and even the playwright herself. Maggie Thatcher is a woman and what's she done for her sisters?

If you care about whether women's achievements in patriarchal society are worthwhile or not, go see *Top Girls* - its top priority viewing.

- L.G.

... continued from previous page.

Education in the practicalities of theatre was of course closely tied to the six works, but can be expected to have a wider effect because of the information absorbed by the observers (especially critics and other playwrights). The workshop left writers and observers with a practical understanding of the possible contributions of actor, director and writer, as well as particular insights into the way language, motivation and structure work.

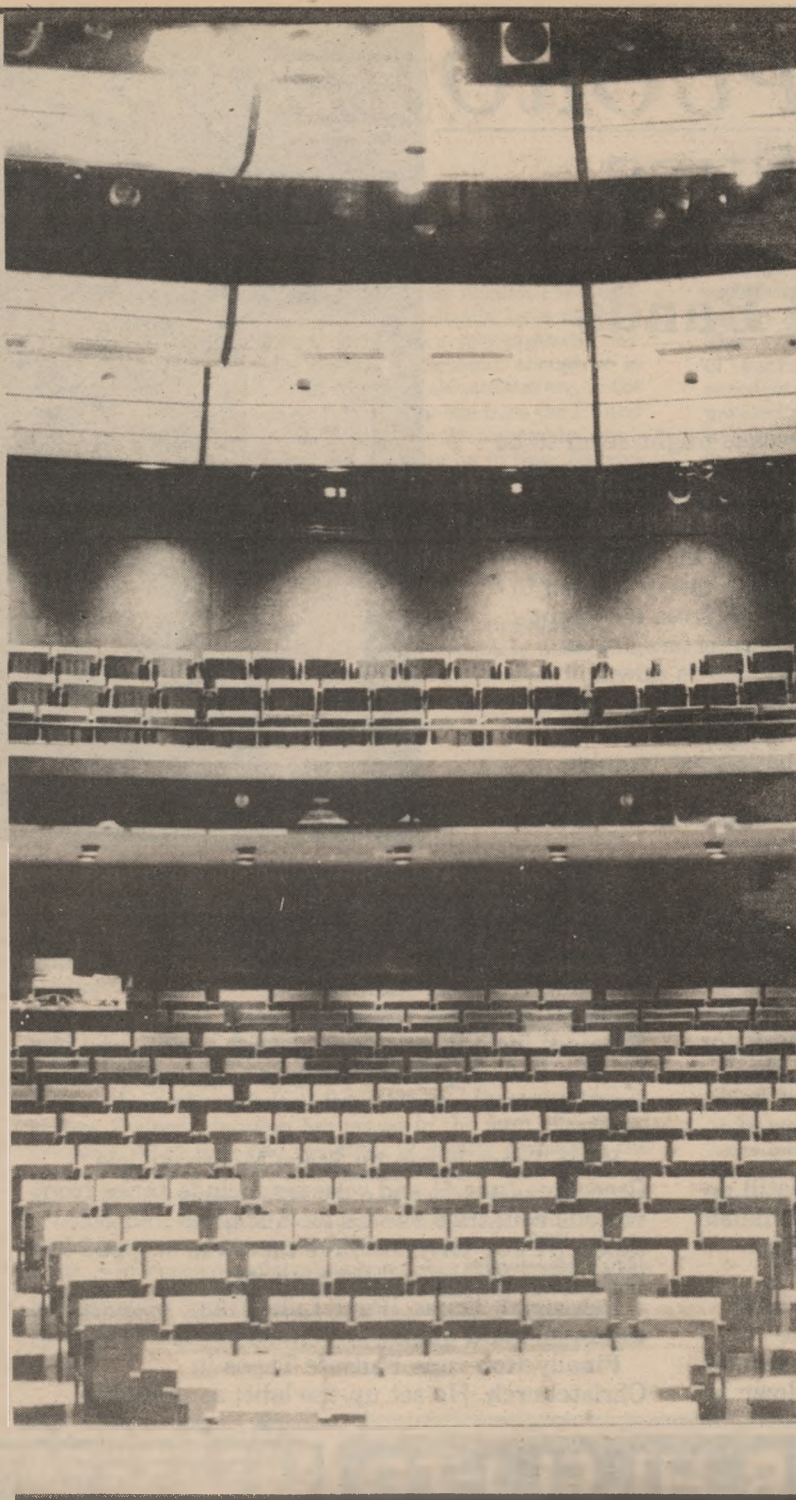
The actor's enrichment of bare words made both lacks and redundancies obvious. In *Wednesday to Come*, for instance, the director begged for expansion, particularly in exposition, so that the audience would be sure to absorb new data. The contrary was often the case in *Bonnie and Bru*, where the author repeatedly edited material which in an acted context was clearly superfluous.

Such problems were clearly the result of unfamiliarity with the realities of theatrical presentation. Similarly, red herrings were found to drastically mislead the audience in *Motive* (by an irrelevant accusation of rape) and in *The Private Sector* (by the apparent beginnings of a plot development which never eventuates).

Some other difficulties suggested a certain lack of commitment by the writers, as if these were abdicating their own critical judgement and relying on outside approval or alteration to give their works value. The author of *Caps Lower Case* (Richard Davis) very frequently volunteered information about the characters which did not feature in the script, suggesting that he had not yet written the whole play down. Barbara Anderson, the writer of *Bonnie and Bru*, who was repeatedly challenged by her team to provide a motivational - (rather than structural) justification for lines, admitted that the reason she attempted a period drama rather than a comedy was merely to fulfil the full-length criterion of selection for the Workshop.

This problem of artistic commitment was highlighted by one of the guest writers at the Workshop. Maurice Shadbolt, candidly admitting to having once brought an unprepared script to a workshoping (of *Chanuk Bar*), spoke from experience when he emphasised that the intensive work process could only be worthwhile if the writer had done as much work as possible beforehand.

Overall, the National Playwrights Workshop 1984 provided both a challenge and a comfort to theatre enthusiasts. The working participants (actors and directors especially) used their energy and sensitivity in such purposeful co-operation (limited only by the entente between writer, dramaturge and director) that they not only gave new plays a fair hearing, but challenged the established companies to perform as purposefully.



P.S. A Critics Workshop was held over the same period as the Playwrights' Workshop. However, perhaps because of the fragility of the productions-in-creation this appeared muted in tone, with polite exchanges of points of view between critics and directors, but little virulence or passionate enthusiasm. ▲

* 1981 ENGL 105 lecture at University of Canterbury.

THEATRE WORKSHOP

'MARAT/SADE'

'THE PERSECUTION AND ASSASSINATION OF JEAN PAUL MARAT AS PERFORMED BY THE INMATES OF THE ASYLUM OF CHARENTON UNDER THE DIRECTION OF THE MARQUIS' de SADE - shortly to be presented at the Maidment Theatre is certainly the most internationally known work of Germany's foremost contemporary Playwright, author and experimental film maker - Peter Weiss.

Owing much of its style to the traditions of Artaud-Theatre of Cruelty - and Bertold Brecht - Epic Theatre and Alienation - the play centres around the murder of French Revolutionary leader Jean Paul Marat by Charlotte Corday.

Peter Weiss has set the play within the bathhouse of the mental asylum of Charenton in the dying phases of the French Revolution. The Marquis de Sade was finally incarcerated at Charenton and it became something of a social privilege to receive an invitation to one of his dramas where he used fellow-patients as actors: Weiss has de Sade presenting just such a drama and exposes the opposing revolutionary ideologies of Jean Paul Marat and the Marquis in open debate.

Woven on a highly ritualistic and epic theme of Corday's three attempts to gain admittance to Marat for the purposes of her pre-meditated murder, the play provides an extraordinary challenge to actors, directors and designers.

University Theatre Workshop's company for Marat/Sade includes 32 actors, 5 musicians and 15 Production crew-workers who have been engaged in a 7½ week rehearsal period in preparation for their opening performance at 8.00pm on Thursday 21st June. Bookings will open at 12-2pm at the Maidment Booking Office in the week prior to opening. Anyone interested in the Arts will find something to excite the imagination in this production - Musical Direction is by Nancy Johnson ('Grease' N.I. Theatre), Designs by Dorita Hannah (4th yr Architecture) with Direction by Maidment Arts Centre Artistic Director - Ron Rodger: Student price is just \$3.50 for a limited 12 performance season. ▲

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NGA KAI-PUORO

AUCKLAND VENUES -

Limiting Local Bands

To any outsider, the Auckland rock music scene might seem to be composed of three venues catering for rich over twenty year olds, and a couple of record labels. These unfortunate facts have put limits on the extent to which bands could play and release music.

Bands that are young and relatively inexperienced, or else radically different from the rock mainstream are rarely booked in pubs due to the fact that when they play profits from the night are not large enough; or else the bands and supporters are an 'undesirable' element bringing the venues standards down.

Local record labels are doing a good job but due to economics releases are few and expensive.

Recently in Auckland young supporters have tried to solve these problems.

Last year the Society for Promotion of Alternatives in Music (SPAM) made a stab at

the businessmen domination of the live music scene. Here ANY alternative bands could play in cheap surroundings (which is all you really need) to people of any age or dress. Little profit was made by either bands or management (almost a good idea considering both sides were doing it for the love of music until the venue closed at the end of 1983, bankrupt). The live scene went back to the pubs and clubs after a great injection of life.

Hope has again arisen in 1984. There is still no real alternative venue in Auckland, but the music itself is being distributed by independent tape labels.

Whereas a band has to front up about \$1000 for a two song single, tapes need very little capital outlay (if you don't buy them they can be re-recorded), and many songs can be laid down (a

C45 - the equivalent of an LP costs about \$5). Tapes are an excellent alternative benefitting all concerned - band, label, buyer and hopefully reducing the cigar mans profit.

David Appleton runs Portobello Tapes. Releases include Auckland garage bands, and one by The Fall. Tapes are cheap (an upcoming one for \$1.50 to about \$4) and include info and comics.

Rites Tapes is run by Steve Moore (article Craccum, June 5) and releases include tapes from various countries as well as Auckland and NZ tapes. (A Joy Division Live tape was stopped by EMI - the NZ record distributor).

Industrial Tapes (Paul Luker) has released 16 tapes, all good quality, of Auckland bands.

Finally Rob runs Failsafe Tapes in Christchurch. He set up the label as otherwise

bands were just breaking up without any record of their existence for their fans. There are three releases to date including the excellent 27 band 'Accident Compilation'.

All four labels are available at Real Groovy Records.

Well with all this great surge in releases, a suitable venue is needed I hear you scream. Christchurch has the Alternative Entertainment Bureau (AEB) which organises cheap movies, gigs, hall parties, a printing press and a music festival all on a non-profit anarchist basis. Influenced by them is a group of musos and fans who are trying to organise a hall for bands to play and record in. Watch out for them in future, also do everyone (especially yourself) a favour by buying the tapes.

- Simon Yates

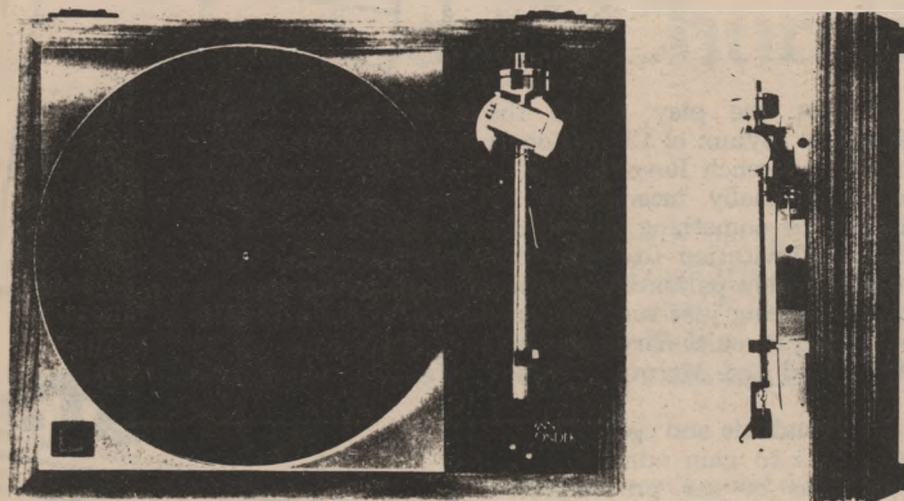


SPAM (now The Venue) as it was

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NGA TUHI MAI

LETTERS

SOCIOLOGY MAKES BID TO GO SOLO

Dear Tass,

As part of a gradual attempt to break its connection with the rest of the H.S.B., the sociology department is constructing its own common room. This bid for autonomy is part of an attempt to sever ties with its former sister disciplines, Anthropology, Psychology and Geography. Comment has been made that such a break away by sociology would be seen as an attempt to undermine the basic fabric of the university, and would at least, and maybe at most, represent a serious blow to the bookshop.

By a process of gradual speculation, a six month supply of tea towels has accrued and is being stored in spare cupboard space behind the lift shaft, and some weeks ago six Hylin hand towels and a carton of 4 dozen toilet rolls went missing after a night attack was launched on the duty caretaker. This is a provision by sociology against a feared embargo of supplies, pending the announcement of their demands for self determination.

It is suspected that sociology will oust its fellow travellers, the Russians, in a bid for 'lebensraum', and will eventually commandeer the roof to store grain and a supply of first year students. Oxyacetylene and concrete cutting equipment will be brought in to cut the ninth floor free from the rest of the building, helicopters will then be used to whisk it away to the new eastern parking lot.

The recent but abrupt dismissal of one of the secretaries reflects the tight control the regime has over dissenters. Only last term after dropping a sociology paper, a third year student was shot while trying to escape to pick up a paper in psychology.

In reply to sociology's anticipated action, several disciplines have responded. Geography has offered to dig a ceremonial plot in memory of sociology, fine arts is donating a sculpture to put in it, and psychology has donated a pigeon to shit on it. Philosophy is still trying to reach a decision. Engineering say they will build a parking lot for any other arts departments that wish to leave, anthropology who normally sympathize say they have been left out in the cold, and classics want to use the space because they say they've never been at the top of a building.

And, next week! In their effort to commercialize the discipline, we hear about 6th floor psychology's proposal to annex the Arts - Commerce building.

- Mother of ten

TREND-SETTING EDUCATION

Dear Editor,

As an educator, I have been watching the educational scene in Tonga and neighbouring islands during the last two or so decades. The picture that has emerged is quite fascinating but, from an educational point of view, positively dismal. The trend-setting changes in New Zealand and Australia have affected education in the smaller Pacific islands in a very profound way which the local populations do not understand, though it is apparent that New Zealand and Australia themselves are, in the field of education, increasingly taking their cue from the United States. An example of this relayed effect is the copying by small island school systems of whatever is going on in New Zealand schools e.g. the insistence on some aspects of higher mathematics being taught at primary school level, with the undesirable result that when grave defects in the 'revolution' are discovered and a more traditional position is reverted to in the country where it originated, untold damage has already been wrought in the islands.

These, however, are mere surface ripples, manifestations of underlying forces which are, I dare say, absolutely inimical to the cause of education. Though there are many of these forces, I shall restrict my remarks to the situation in New Zealand as that country still commands the most powerful thrust in South Sea islands education.

The point that has to be brought out is that the State is lacking in the competence that is required for the maintenance of education at a high level, lacking even in a respectable conception of education. The State sees things only in terms of power and its preservation i.e. in terms of politics, though this is always presented as seeing things in terms of the 'good of society'. Two points must be borne in mind in this connection. The first is that the State has only a marginal and not absolute authority over matters academic, not only because of the above mentioned competence issue, but also because the State did not create, nor does it own, the interest in inquiry. Secondly, the 'good of society' is a confused notion because it is not only undefined but also there is no 'common good' in the sense of an interest that satisfies everyone.

From our standpoint here in the islands, the State interference in New Zealand education has issued in the form of political measures which have had the effect of greatly decreasing the influx of students from Pacific islands. One of these measures has been a language hurdle which island students could only overcome by passing an examination called LATOS. Samoan demonstrations and protests easily knocked LATOS off the stage. A more complicated requirement was then devised in the form of a further grade after UE which students have to pass through before they can enrol at a New Zealand university. In all, they have to sit two UE examinations in two consecutive years.

As if that is not enough, the NZ government only a few years ago, created OSAC (Overseas Students Admission & Scholarship Council) to lay down the general conditions and requirements for university entrance! Questions such as 'What happens to autonomy?' and 'What happens to academic freedom?' never cross the poor minds of New Zealand parliamentarians! I do not know the composition of OSAC but I suspect it does not consist of academically professional personnel. Their views on education therefore, can only be fatal to the spirit of learning by stressing centralisation, materialism, and regimentation. I put it that OSAC spells the death of the university as a historical movement with distinct characters of its own, as an independent force in the life of the people in New Zealand.

Another inimical force that I wish to mention is the fear that has so gripped New Zealand academics, educators, and educationists that they allow this State invasion of their rightful domain to proceed. I cannot envisage a fear as overwhelming or as enveloping as the New Zealand academic's fear of the State. I have always sensed this when talking to New Zealand educators and academics. I suppose it stems from a fear of being cut off from the sources of subsistence. But it is also a clear indication that the NZ academic has not fully grasped his role as an academic, that he has not adequately analysed what being concerned with truth means - and what the academic interest really is - for if he had, he would have realised that it means, at times, opposing the State. We see the NZ academic as a helpless and miserable pawn in the deathgrip of politicians and businessmen, as hopelessly entrenched in his individual little professional or salary niche as a fearful being who complacently fulfills his routine but has no sense indeed of the academic's life as a life of criticism. He does not realise that without incessant struggle to assert his rights his whole way of life, the interest in how things work (but not how they can be manipulated to our own benefit) would simply cease to be a social institution. Thus, through fear of 'political argument' (whatever that means), the academic has come to be utterly irresponsible.

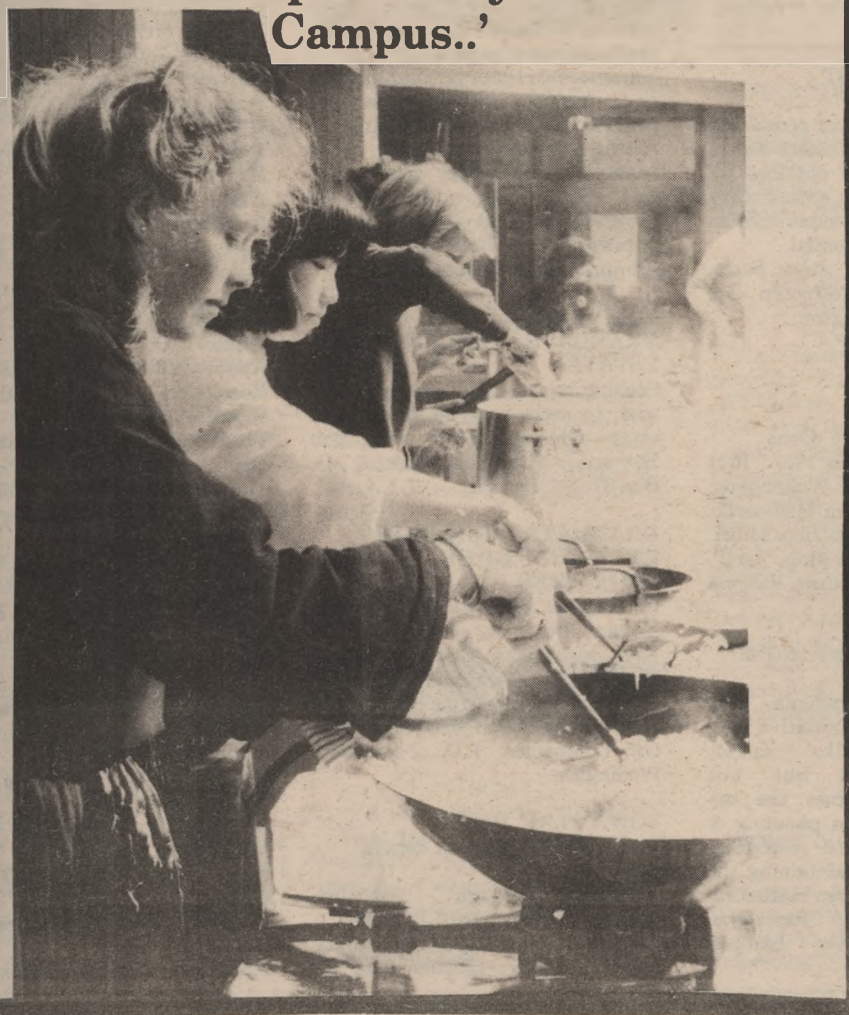
There is a whole host of issues that are symptomatic of the decline of education in the Pacific - including the elevation of Administration as a subject of study (the University of the South Pacific does little else but Administration studies) - though it is impossible to discuss them here. But it might be of some interest to know that for us, here in the islands, horizons are clearing up and we are beginning to see things in New Zealand better, albeit grim and funereal.

Yours etc,
I.F. Helu
Atenisi Institute
Kingdom of Tonga.

Continued over page ...

CATERING QUESTIONNAIRE

Watch next week's Craccum for a Questionnaire on 'What type of Restaurant operation you want on Campus..'



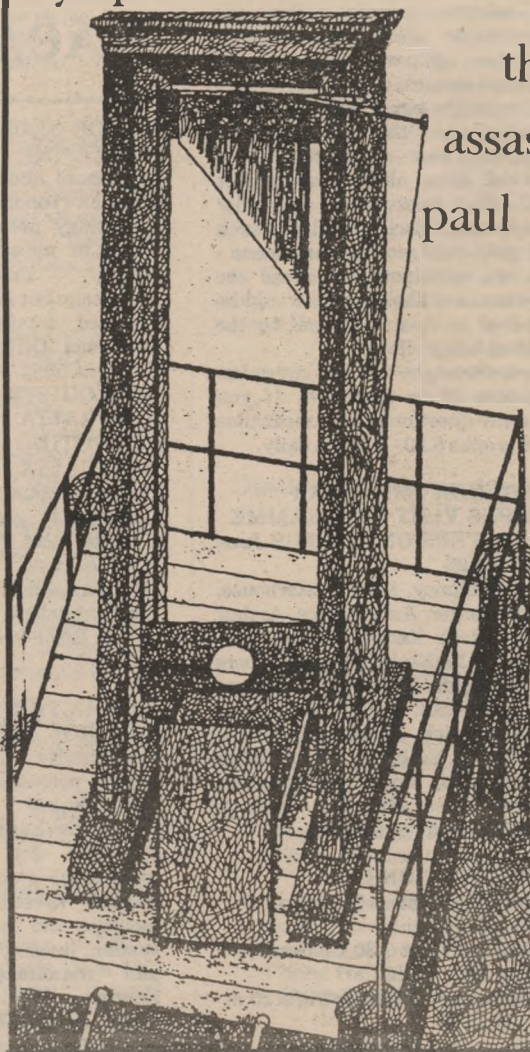
opening june 21 at the maidment...
theatre workshop presents

MARAT / SADE

by peter weiss

the persecution and
assassination of jean -
paul marat as performed
by the inmates of
of the asylum of
charenton under
the direction of the
marquis de sade

directed by
ron rodger



SPORTING WOMEN

Dear Craccum,

Being unemployed at the beginning of this year I had the opportunity to read several issues of your newspaper. I found the content excellent.

Since it is Olympic year and the first year women are allowed to run the marathon and also, I believe, the last year of the decade which was dedicated to women, I wonder if anyone might take an enthusiastic interest in producing an article on 'the status of women and girls in recreation, including sport, in the '80's'. I am a physical education graduate from Otago, but I have secured full time employment, and thus, combined with other commitments, I regret not being able to furnish the article myself (aspiring journalists, please come in - ed.).

Marilyn Waring presented a brilliant paper at the annual conference of the professional association of Health, Physical Education and Recreation (NZ - AHPER). Marilyn's paper, titled: 'Who Decides Who Gets What, When, How and Why - And How To Stop Them' dealt with the distribution of financial resources to numerous recreation and sport groups, describing the serious inequality of gains made by groups purely on the basis of sex. The evidence was precise and indisputable, producing overt cracks in the psychological constructs of the maintainers of the social status quo in the audience: That is, my male colleagues.

Marilyn was accused of being too emotional, hence not rational, in her presentation. All her information was factual. Her style of presentation was artistic, dramatic, brilliant. Considering the topic is one of human injustice, who can deliver the evidence of injustice without emotional aspect (whatever without emotion, or non-emotion is!) and yet be a member of a suppressed majority?!!! The accuser, mentioned above, was instantly shot down. During the debate, a male friend of mine, whom I thought I knew, walked out; face a picture of dissonance.

The press did not cover our conference. I suspect the elements were too controversial, liberal, radical: The issues discussed were: Feminism; Education reform; Political/Power/Social reform; Recreation and Leisure for Youth and All Ages versus provision for the Elite Level; and Removal of the Macrosystem which supports the Microsystem. The Macrosystem is Bureaucratic - vertical - Male - Rational - Factory - Fragmented - Professional POWER. To replace this the New Model has principles structured around a flattened bureaucracy principles which are Female - Non rational this does not mean it is irrational, but instead it features empathy, sympathy, intuition ie it is - female - personalized - holistic.

-from Jack Shallcross - Listener Columnist.

WATCH OUT for these people: Marilyn, Jack, Elizabeth Darlison - Sports Sociologist, Australian Sports Commission, Erich Geiringer - MD, member IMPPNW and Alan Webster - Reader in Education at Massey University who teaches in social change. They are very significant commentators for today and the future.

Vive la revolution
Yours faithfully
Kerry James Goodhew



KIA ORA STAFF WANTED

Is your name Woodward or Bernstein? If not, you may still have a chance to make it as an investigative journalist. Come along to our staff meetings held every Tuesday at 1pm in the Kia Ora office (top floor Student's Association Building). If you don't have aspirations to become a journalist but are interested in photography, graphics, sub-editing or anyother area of newspaper work, then come along too.

-Neil and Rangi

CAREERS ADVISORY SERVICE

SELECTION INTERVIEWS

With the Mid-Year Campus Visit Programme underway we felt it time to talk a little about interviews.

PURPOSES OF INTERVIEW:

What is an Interview? Why is it used. An interview is a conversation with a purpose - not just for employers. The interview enables the employer to learn about the applicant as a person - personality, social skills, general abilities and potential. A written application will have the objective facts, the relevant academic and other achievements. The interviewer(s) may seek to verify these during the interview but the thoughts and conclusions about the applicant will be drawn from the interview. How do you come across at an interview? - garrulous, articulate, reserved, friendly, aggressive, self effacing, ambitious, lazy, conscientious, flat, lively etc etc. It is not so much a matter of right or wrong qualities but certain qualities that will be most desirable or most appropriate for the particular position.

For the applicant, the interview enables you to learn more about the organisation, the position and the people within the organisation. Research prior to an interview is essential. Don't be caught flat-footed unable to ask any questions!!

PANELS:

Sometimes an interview will be conducted by more than one person. There is no maximum number of people on a panel but it usually varies between 2 & 5. The advantages of a panel interview to the employer are - responsibility for

interviewing and selection is shared and a greater degree of observation is undertaken. Alternatively a number of separate interviews with the relevant people within the organisation takes place and they will then compare notes prior to making a selection.

A selection panel may be a little daunting to the applicant as questions can come from any direction about almost any subject that the interviewers consider appropriate. Background research will give you greater confidence - you can anticipate the areas the questions are likely to cover and be prepared to relate yourself to the position being offered.

In a fortnight we will cover the structure of an interview. If you have any questions in the meantime CAS is open 8.30 - 5.00pm daily.

REMINDER : MID-YEAR CAMPUS VISIT PROGRAMME. EMPLOYERS ON CAMPUS June 12 - June 26

Ernst Whinney, Price Waterhouse, Schlumberger, Audit Office, Arthur Young, Rank Xerox, Touche Ross, Deloitte, McKechie Bros; Coopers & Lybrand, Grierson Goodare, Treasury, ASB, Met. Office, Caltex, Peat Marwick, Probation Service, Teachers College, Consulting International, Lawrence Anderson Buddle, Ross Melville, ANZ, & State Services Commission.

PRESENTATIONS:

Audit Office: June 12, 1.00pm
ULT
IBM: June 13 at 7.30 Conference Centre. Sch. Arch.
Peat Marwick Mitchell: June 20 at 1.00pm ULT

JOB VACANCIES

JUNIOR GEOLOGIST - PETROCORP

Applicants should have completed either an Honors or Masters degree in Geology preferably obtained by thesis in aspects in sedimentary geology. Previous experience an advantage but not essential. Forward details to: Julia Scott, Personnel Officer, Petrocorp Gp. P.O. Box 5082, Wellington. GEOLOGISTS - BHP AUSTRALIA. COMPUTING - BHP AUSTRALIA Honors graduates only (Geol) Computing graduates for Port Kembla Steel Works, Wollongong, NSW & Head Office in Melbourne. Written applications to Julie Miller, Superintendent Recruiting, BHP. G.P.O. Box 86a Melbourne, Victoria 3001.

PRODUCTION PLANNING & CONTROL ASST

Opportunity for graduate with bright personality, initiative and numerative skills (pref. computer/keyboard but not essential). Job involves the up-grading of production planning & control system onto computer facilities and then maintaining the system, liaising between marketing and manufacturing functions. Contact: Bill Davies, Lampen Assoc. Ph 795-550.

SALESPeople - IREX.

IREX require 'switched on', self-motivated people for commission selling of high-tech service for modern business. Top commission can be earned with generous income support during the formative stages. IREX is an exciting computer based exchange of ideas & resources, relatively new to NZ but with tremendous potential. Further background material available CAS or phone Joy, 396-916.

ACCOUNTING GRADUATE

Seeking trainee accountant, ideally someone who has had some practical work experience prior to going to university but not adverse to a graduate without experience provided they have the maturity to handle pressure and staff supervision. Excellent opportunity for young person to join a progressive and fast moving company. Contact: Pip Kempthorne. Ph 795-550.

COMMERCE & LAW GRADUATES - BELTON REAL ESTATE

Seeking talented young people who wish to make a career in the real estate industry. Call or write: Bob Heywood, Managing Director, .O. Box 37-074, Parnell.

GRADUATE ENGINEERS - PETROCORP GP OF COMPANIES

Chemical & Mechanical engineers - Kapuni Complex, Ammonia-Urea plant. Mechanical, Chemical & Civil engineers for technical services division, Bell Block. Contact: Julia Scott, Personnel Officer, Petrocorp GP Companies, P.O. Box 5082, Wellington.

TOWN PLANNING

VACANCIES: Further details CAS Northcote Borough - Part-time position. Closing date 2 July 1984. ACC Dept Planning & Community Devel. Planner: Closing date 13

June 1984.

Wellington City Council - closing date 15 June 1984
Papakura City Council - closing date 29 June 1984.

STATE SERVICES OPPORTUNITIES FOR GRADUATES

Scientist. Min Ag & Fish, Invermay Agricultural Research Centre. Technician/Technical Officer: Min Ag & Fish, Invermay Agric. Research Centre. Technician: Central Animal Health Lab. Min Ag & Fish, Wallaceville. Asst. Research Officer: Dept Educ Research & Stats Div. H.O. Asst Investigating Officer: Min Energy, Oil & Gas Div. H.O. Engineers (4) Min Energy. Electricity Div. H.O. Asst. Economist: NZ Forest Service H.O. (2 positions) Asst. Investigating Officer: Housing Corp. H.O. Asst. DP Services Officer: Housing Corp. H.O. Asst Research Officer, Historical Publications Branch. Dept Internal Affairs H.O. Asst Advisory Officer (2) Recreation, Arts & Youth, Dept Internal Affairs H.O. Vocational Guidance Counsellor: Dept Labour - Rotorua, Papakura, Mangere, Henderson, Takapuna, Kaikohe, Hastings, Christchurch, Palmerston North. Employment Officer: Dept Labour - Christchurch, Rotorua, Hamilton, Papakura, Manukau, Kaitia, Levin, Henderson, Mangere, Wanganui, Palmerston North. Scientist: DSIR - Soil Bureau, Taita. - Div. Marine & Freshwater Science, Taupo. - Div. Horticulture & Processing, Auckland. Student Unit Supervisor, Dept Social Welfare, Takapuna. Social Worker: Dept Social Welfare, Whakatane, Christchurch, Asst. Engineer: MOWD Head Office. Engineer: MOWD, Dunedin & Gisborne Architect: MOWD, Dunedin.

PANUI NOTICES



Elections

1985 ELECTIONS

Applications are invited for the position of returning officer for the forthcoming 1985 Officers Elections.

These elections are to be held on 17 and 18 July and the Returning Officer will be required to undertake a variety of duties in the fortnight or so prior to these dates. A small honorarium will be paid.

Applications close with the Secretary at 5pm on Wednesday 13 June and an appointment will be made by the Executive at its meeting to be held that evening. Candidates should be available to attend this meeting if required.

Further details may be obtained from the Secretary.

UNIVERSITY COUNCIL REPRESENTATIVE

Nominations are invited for the position of AUSA Representative on the Auckland University Council. The term of office is for the period 1 July 1984 to 30 June 1986.

Nominations should be made on the form available from the Association's Receptionist and should be handed to the Secretary by 5pm on Tuesday 12 June. An appointment to this position will be considered by the Student Representative Council at its meeting to be held on Wednesday 20 June. Candidates should attend this meeting from 1pm.

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

R.W. Lack
SECRETARY

Politics

NATIONWIDE IDENTIFICATION DAY WEDNESDAY 13 JUNE 1984

Activities are planned to highlight the arbitrary powers which are to be given to Immigration Officers under the proposed Immigration Bill.

A leaflet will be distributed which explains what the Bill proposes, and how you can help fight against it:

- sign the petition on campus now
- write to your local MP and the Minister of Immigration
- attend meetings called by student groups

FIGHT RACISM: OPPOSE THE IMMIGRATION BILL!

ANTI-RACISM MOVEMENT

We're still meeting every Tuesday at 1.00pm in the Exec Lounge. Come along, and find out what's happening about the Immigration Bill, overseas students, and Soweto Day.

All welcome!

MEMORANDUM

TO: Interested Persons
FROM: Welfare Officer
RE: Welfare Committee

The AUSA Welfare Committee will be having a meeting on Thursday 21 June at 1.10pm in the Council Room next to AUSA Reception. Items on the agenda will be the organisation of School Visits; Report from NZUSA May Council, Access Campaign plus Welfare Officer's report. All students with an interest in welfare are invited to participate.

Film

NEW ZEALAND FILMS

An important series of film events in the new Wellesley Auditorium of the Auckland City Art Gallery (corner of Wellesley and Kitchener streets).

'The New Auckland Film-makers'

June 21 at 7.30pm

This programme brings together such films as Ron Brownson's SPRINGBOK, Peter Wells's STICKS AND STONES, Gregor Nicholas's BODYSPEAK, Alison Maclean's TAUNT, William Kedell's THIS HEAVEN, Vivienne Smith and Neil Pardington's PASSAGE/TIME OUT OF MIND, and Chris Knox's TURNING BROWN AND TORN IN TOW. Tickets on sale at the door.

'Discoveries of Re-Discoveries'

June 28 at 7.30pm

A programme of surprises including what appears to be NZ's first experimental film, THE SOUND OF SEEING (a restored print made for this screening), and work by Len Ly, e Leon Narbey (REAL TIME), David Blyth (CIRCADIAN RHYTHMS), Robert Jahnke (TE UTU), and the work of a new Christchurch film maker Maree Quinn. Tickets on sale at the door.

The 'New Zealand Film-makers' series

July 5 at 7.30pm, and after that, the first Thursday of every month for a year. Leading NZ film makers will present examples of their work, introducing them or answering questions. This will be the first systematic survey of NZ film making, with brochures documenting the film makers' work (and adding up to a book on NZ film making). Series tickets \$39 for 12 sessions, on sale from June 12 from the Gallery or Gallery bookshop. (A series ticket is recommended as the season may be completely pre-sold via series tickets.) Film makers include Sam Pillsbury, Merata Mita, Geoff Steven, Gaylene Preston, Barry Barclay, Leon Narbey, Vincent Ward, Melanie Read, David Blyth, John Laing, and others.

Cultural

AUSA's CULTURAL AFFAIRS OFFICER and THE PHOTO SOCIETY PRESENT THE 1984 PHOTO COMPETITION

There are 2 categories, Black and White and Colour, with First and Second Prizes in each. The subject is open and it costs 50¢ per print to enter.

Photos must be in print form of any size and will be displayed in Shadows. Rules and Entry Forms are available at Studass Reception.

Note: Closing Date is 29 July at 5.00pm.

First Prize in each Section - \$75.00

Second Prize in each Section - \$20.00

Religion

SCM

'A Sikh experience of faith'
Tuesday 12th June 6.00
Maclaurin Chapel Hall. Free meal provided - all welcome.
For further info contact:
Rosalie 685-169
Mana 602-246.

Clubs

GOLF CLUB

There will be a meeting on Wednesday 13th June in B10 at 1pm. Membership cards will be issued to financial members and subscriptions are still payable. Contact Mark 789-554.

EVANGELICAL UNION

No. 1 in the 'Missionary' series has come and gone. No. 2 = 'Missionary - How' happens Tuesday, 12th June. Dr Brian Parry from Auckland Hospital explains how to prepare for mission service. If you don't know what becoming a Christian missionary involves, and are interested, or even faintly curious, be in B 10 1pm.

No. 3 'Missionary - Where' tees off in the Maclaurin Chapel with a light tea 6pm Friday June 15th, followed at 7pm by an informal evening involving Mission Societies, their displays, their information. End of Series.
Mon 18th June 1pm Conference Lounge. Special General Meeting, members are requested to attend this meeting.

PHILSOX

The Philsoc is having a party! Thursday the 14th at 7:30, the Coffee Bar above the Cafeteria. Music and booze on tap. \$2 for Philsoc members. \$3 for the rest. Tickets at the door.

PHILSOX AGAIN

The Philosophical Society has started holding meetings! Every Thursday 1.00pm in Room 210, Old Arts Building.

PHOTOSOC MEETINGS

- 1) Basic photo course B & W printing Wed 13th June 6.30 Top Common Room (T.C.R.). Everything supplied, supper provided.
 - 2) '24 hours in the life of Auck City' Fri 15th June - see club noticeboard.
 - 3) Slides & print evening Tues 19th June. Top Common Room 7.30pm - all club members are invited to show off any prints or slides.
- * Special 3-D slide show * concert photos - Elvis Costello - Simple Minds.

FRIENDS OF PALESTINE

Video & Discussion. Monday Rm 144 1-2pm. Yes! You've probably missed it. Come to Beer and Politics. Fridays 4pm Exec Lounge.

SOCIETIES GRANTS SUB-COMMITTEE

The second meeting of the Societies Grants Sub-Committee will be held on Tuesday June 19 from 6pm in the Council Room. Grant Application forms and a covering letter are available from the AUSA Reception. If your club wishes to make an application then fill in a time slot on the agenda which is posted by Reception, and return your forms completed with last year's audited accounts by noon Friday 15 June.

Copies of previous year's applications are on file if required. Any queries to:

Liz Stone
Societies Rep
Room 111, Ext 826.

WOMENS HISTORY GROUP

Presents a seminar: 'What is Women's History', June 18th, 4pm at Shadows. We're looking forward to meeting lots of women!

General

SIGN LANGUAGE?

Is there anyone on Campus who can use sign language and who would be happy to spend some time talking with a girl who is working at varsity?

Contact Heather Brockett, AUSA Disabled Students Officer, Students' Association (ph 30-789).

LIFT NEEDED BEACHAVEN TO UNI.

A student who has broken her leg is in need of a ride to and from University for 7 weeks. Her hours are 9-6 Monday to Friday. If you can help at all, please contact Heather Brockett, Disabled Students' Resource Officer, A.U.S.A. (Ph 30-789).

LEGAL REFERRAL SERVICE

Free Confidential Legal Advice is available to all students whether you have a problem with your landlord or you face a court appearance or have any other legal problems. Legal Referral is keen to help. Legal Referral is open 12-2pm every Monday, Tuesday and Thursday in Room 223 (Music Room - next to Top Common Room).

REWARD

For information leading to recovery of a "Lewis" brand Leather Jacket stolen Tue 5/6/84 from 5th Floor Chem. Dept. These are not available in NZ, so if a friend has just acquired a "new" old leather jacket please phone Richard Ext 8306.

COMMERCE STUDENTS BALL 13th JULY

Mandalay Reception Lounge. Tickets on sale in Library Foyer first three weeks beginning of Term II. \$28 single. Formal dress. Includes: Admission & entertainment. Buffet dinner, full bar service.

ENVIRONMENT GROUP

It's time to grab the spades and plant some trees.

The Grafton Gully Tree Plant is on again. If you didn't come last year that's OK. You're sure welcome this year. We need lots of people to enhance the Environment and promote Native Trees within the city. The MWD are supplying the trees, and we're supplying the people.

It's on Sunday 17th June at 1pm. Park the bike, or car, on St Martin Lane (next up from Whittaker Place on Symonds Street). Bring a spade and a friend if you can, but they aren't essential.

Theatre

MERCURY THEATRE

June 8 - July 14. MULTIPLE CHOICE by Roger Hall, directed by Lee Grant. Mercury One Mon, Thu 6.30pm, Tue, Wed, Fri, Sat 8.15pm.

June 13 - July 14 SUMMIT CONFERENCE by Robert David MacDonald, directed by Paul Sonne. Mercury Two Mon, Thu 9.15pm Tue, Wed, Fri, Sat 6.15pm. July 21 - Aug 4 MANON LESCAUT, an opera by Puccini. Mercury One Mon, Thu 6.30pm; Tue, Wed, Fri, Sat 8.15pm.

July 16 - July 29 The TOPP TWINS in concert. Mercury Two Mon, Thu 9.15pm, Tue, Wed, Fri, Sat 6.15pm.

Bookings and information for all shows, Ph 33869. Box office hours: 10am to 9pm Monday to Saturday.

Music

FOLK CLUB

This week's razor-sharp guests are 'The Motat Barbershop Quartet'. Please note: all lumberjacks welcome! So, take advantage of our guitar lessons at 7pm, Varsity Coffee Lounge, (50 cents), then relax from 8 - 11pm with good music.

Arts

WOMEN'S ENGLISH COLLECTIVE

The Women Students English Collective is holding a poetry reading and put-in dinner at 6:30pm Wednesday June 13. Please bring your own work or the work of a writer you enjoy.

CRACCUM

KIA ORA staff meetings are held every Tuesday at 1pm in the KIA ORA office on the top floor of the Students' Association Building. All welcome.

TYPING & Word Processing Professional Service, Competitive Rates WORDPRO

Ph 864-748 for all your typing/word processing requirements.

Disabled Students Awareness Week



Monday 18th June: An interesting talk on how to guide a blind person and other useful information. 1-2pm in Old Choral Hall 2.

Tuesday 19th: A video called 'What I've Been Looking For' about disabled people attempting University study. 1-2pm in Old Choral Hall 2.

Thursday 21st: Free hearing tests. Go to Room 125 upstairs in Old Choral Hall 1-3pm.

Friday 22nd: More useful information. Sandra Marsh will speak on how to communicate with a speech-impaired person, and also how help a person in a wheelchair over curbs etc. 1-2pm in Old Choral Hall 2.
All welcome to every event.

PATAI

QUESTION OF THE WEEK

Craccum, the University students' weekly newspaper has changed it's name to 'Kia Ora'.

Campus Radio wondered what students thought of the change.



▶ I think 'Kia Ora' is a better name than 'Craccum' for the paper because it extends to the Maori students of the university.

▶ It's an excellent idea because it gives some esteem to the Maori people of our country, and to me it has great significance.

▶ I think it's quite trendy with regard to the current matter with the Post Office.

▶ Craccum was always a silly name and 'Kia Ora' is probably better.

▶ I think that it's really a token gesture. It doesn't mean anything.

▶ It gives a welcoming feeling to new and old students.

▶ It's an integration of all races; it's a very good idea.

▶ It's nicer than 'Craccum'!?



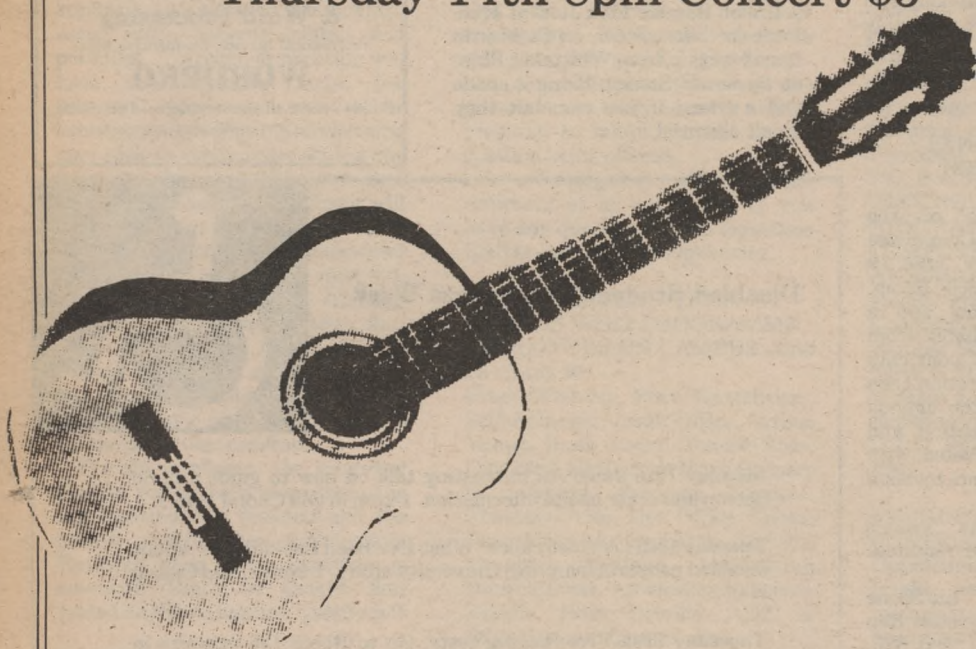
(Thanks to Celia and Judy for the tape and transcript - sorry it's anonymous)

Jonathon Harper

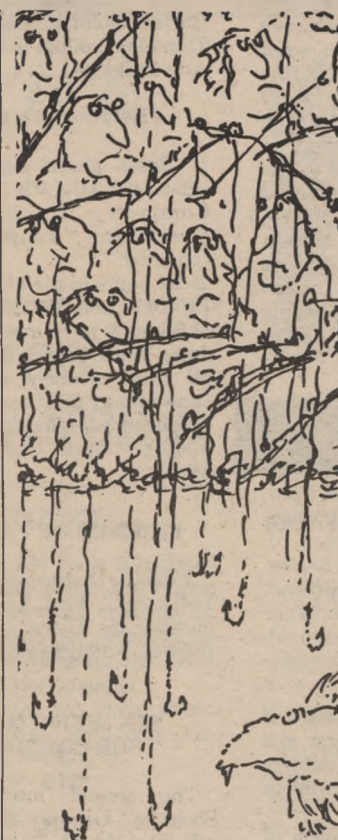
Classical Guitar Concerts

MAIDMENT LITTLE THEATRE

This Wednesday 13th 1pm Prom \$1
Thursday 14th 8pm Concert \$3



Tickets: (evg concert) Book at the Corner. Limited door sales.



PLAZA GALLERY

Exhibition of paintings
by

David Cunis
running July 2 - 27th

- * fine art reproductions
- * certificate framing service
- * conservation archival framing
- * imported and hand made cards
- * 10% discount with presentation of this ad.

128 The Plaza, Queen St,
Ph 32-544.

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