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KIA ORA

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TE MOKAI EDITORIAL

Ki nga akonga o te Wananga o Raukawa
te mihi nei ki a koutou
awhinatia matou, kia ora te ha maori
i tenei ao hurihuri

kia kaha, pupuritia nga taonga nei a nga tupuna
kia tu maia, he iwi maori, tatou i te tau rua mano



Building bridges.....

One of the many things Magkolo Magkolo spoke of on the evening of Steve Biko's anniversary was building bridges. How can South Africa hope to succeed in building bridges internationally, he asked, when it can't build bridges to its own black population? From this side of one of those international sporting bridges, as the New Zealand Rugby Football Union continues with its plans to send an All Black team to play footsie with apartheid in 1985, you can raise similar questions in connection to Maori/Pakeha bridge building.

The weekend before last some significant events took place. One was the Tiriti o Waitangi hui which was convened by the Maori churches to draw together Maori opinion on the Treaty. While the hui succeeded in its aim of crystalizing the areas of consensus amongst the Maori people between young and old and activists and conservatives, it achieved the unity of only one of the two parties to the Treaty. While remits from the conservative edge of the spectrum focussed on the government (the Treaty of Waitangi Tribunal, the Maori Affairs Department, the Maori Trustee etc) it was good to see that other sectors also received attention, notably the churches. But the churches are still but a single part of the other party to the Treaty, and the clergy present were perhaps only one section of that single part..... So how much longer must we wait until the other party has its own 'Treaty Hui' to unify Pakeha opinion on what their response should be? Or perhaps, as winners of the Golden Aotearoa Lottery, they don't feel the necessity for such a convention.

Then again, perhaps I've overlooked something. Wasn't there a Golden Lottery Summit earlier in the week? Everyone was talking about consensus, just like at the Waitangi hui. Good on Jane Stevens for hobnobbing with all the suit-ably attired decision-makers on the Lottery Board in her 'Unemployed Rights' sweatshirt, jeans and sandals. Brings'em down to earth. Okay, okay, okay, I know they only had NINETY-FIVE invitations to issue (95 being the lucky bingo number in the 3 yearly ballot), and that considering the number of Maori decision-makers in the big, wide world, it was already bending over backwards and distorting the real picture to invite two Maori to the summit, but there's still something about the numbers game here that I don't quite understand. Maybe it's why I'm not on the Lottery Board.

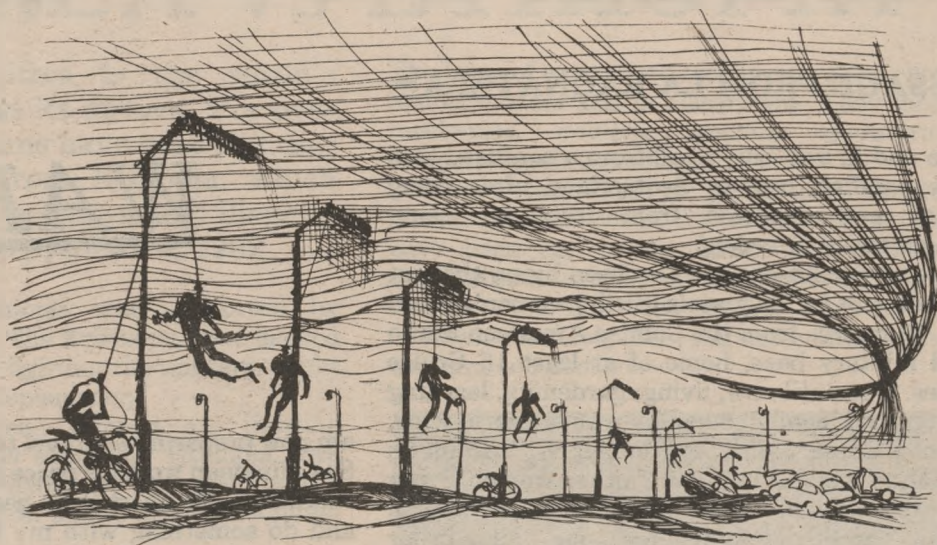
So anyway, what's all this got to do with bridge building? Well, think about it. Combine the ingredients, taha Maori and a Lottery Board and what do you come up with? That's it - NEW YORK!! For the first time ever New Zealand can show how great a nation we are, though I'm sure that once the tourists start rolling in they may have a bit of bother reconciling the social reality of the Maori in Aotearoa with the glory of Te Maori in America. Never mind - so long as they pay their fares at the bridge's toll gates, we won't question why such a momentous exhibition should be assembled for the first time ever in New York rather than down in Aotea Square. I mean, the way Ronnie Raygun's reacting to David's Nuclear Free Aotearoa position, there's no better time than now to start promoting trans-Pacific trade.

Coming back home now, back to the university and back to the local lottery board, it's now one year since the Maori Students' Association set up the tent marae on the steps of the Registry. The latest news on the University marae is that the lottery board, which can find millions to spend on the Old Arts building, is finding it difficult to find finance to employ trainees for the carvings. The problem seems to be that the Labour Department can't find any registered trainees to justify a P.E.P. programme. A strange situation, given the pool of talent around town at places like the Youth Resource Centre, the Maori Community Centre and Orakei.

This week Kia Ora looks at some bridges under construction. *Te Wananga o Raukawa* bridges the chasm between Maori and Pakeha education at the university level. *Belau* looks at the foundations of the bridge the US is trying to pile drive into Micronesia. And in the concrete existence of the student world we continue our series on the *Employment Survival Kit* and, in *Assessing Assessment*, we examine the examiners.

Hei Konei Ra,
- Rangi Chadwick

CYCLISTS' REVENGE



The City Council has recently finished constructing a contra-flow cycle lane on Alfred Street running from Symonds Street through to Princes Street. This contra-flow cycle lane is the first of its kind in New Zealand. It has been proposed and funded by the A.R.A. in response to a long standing problem whereby many University students cycle up Alfred Street the wrong way or on the footpaths to gain access to the Library cycle parking area. The cycle lane enables these cyclists to legally cycle along Alfred Street against the flow of traffic.

The cycle lane is not physically segregated from opposing traffic except at the two ends. A 200mm reflectorised white line together with appropriate signs and other markings defines the area of the cycle lane. Motorcycle parking is still allowed between the cycle lane and the southern kerb line.

It is hoped that motorcyclists will exercise due care and attention when parking their motorcycles and give due consideration to cyclists on the cycle

lane. No car parking is allowed along the southern side of Alfred Street and the Auckland City Council Traffic Department will be paying particular attention to enforcement in this area.

Of necessity the cycle lane is narrow (wide enough for one cyclist), so that two traffic lanes are still available for eastbound vehicles, though these lanes are narrower than previously marked. The physical islands at each end are designed so that:

(a) at Princes Street emerging cyclists are well removed from vehicles turning into Alfred Street;

(b) at Symonds Street only cyclists northbound on Symonds Street can enter the cycle lane (ie left turn only) and this can be done prior to the intersection, so that cyclists can enter the cycle lane at all times whilst taking heed of pedestrians.

For more information contact Steve Reddish, Senior Traffic Planner - Operations, at the Auckland City Council.

TE HAUORA FOOD AND HEALTH

BLENDED DRINKS

With summer coming up there will be a whole new range of fruits available on the market, and these can be put to your best advantage if you use some imagination.

One of the very best ways to put fruit into action is by blending them into drinks. If you have a blender then everything is made easy. All you have to do is put slices of whatever fruit you choose into the blender along with some of its juice, a couple of tablespoons of yoghurt, milk (to get it to the required amount) and extras such as honey, vanilla essence, mint, coconut, lemon and other fruits for combinations. If you don't own a blender then it's still possible to make a 'blended' drink by mashing up the fruit first and then whisking it with the other ingredients.

Kiwifruit tends to be a bit bitter so either honey or some sweeter fruit such as stewed apples will add the flavour if you want it. Apricots, peaches, berries, and tropical fruit can all be used in the drinks which are great for breakfast or as pick-me-ups in the middle of the day. Tinned fruit also tastes good and the juice is a good substitute for the milk. If you object to using the tinned fruit with all its sweetened juices then you may consider



buying the Oak unsweetened canned fruit which is packed only in water. Flavoured yoghurt can add the variety you want when the right kinds of fruit aren't available. Pears make up a particularly refreshing drink and banana added to the drink goes towards making it extra smooth and thick.

The virtues of fruit have always been recognised but if you're a bit foggy on what properties fruit have, then here are a few facts worth knowing:

- Citrus fruit, berry fruits especially blackcurrants (also available in the form of



TWO STAFF REQUIRED NOVEMBER - FEBRUARY

Two staff are required for the period mid November to late February to run a number of programmes for the benefit of fellow students, including:

- helping unemployed students with financial, bureaucratic and other problems
- organising political activities focussing on student unemployment
- researching problems associated with student accommodation
- helping students with accommodation problems, particularly at the start of next year
- organising the Information Week to be run for new students in February.

These are demanding jobs and the people employed will need to be hardworking, self motivated, politically aware and sensitive to the problems faced by those students particularly disadvantaged by the system.

Further information is available from the A.U.S.A. Receptionist. Applications close this Friday, 28 September.

Ribena), and strawberries or slices of Avocado pear have the best amounts of vitamin C out of any fruits.

- Dried prunes, figs and apricots are rich in iron and are therefore important to your blood.
- Apples and pears have little food value although pears have some protein. Their major advantage over other fruits is their excellent roughage value.
- Grapes are an especially good source of natural sugars.
- The main disadvantage with canned fruits is that they must undergo heat which means their vitamin content is often destroyed.
- Frozen fruit retains a certain amount of their vitamin content if they are frozen immediately after picking, which is the case with all commercially produced frozen foods - so they are not too bad.

- Tracy Setter



GONE TOO FAR? ►

Robyn Morgan is arriving in New Zealand this week to give a series of seminars. Her visit appears to be mainly a tour of NZ Universities taken up with lecturing students. The visit is being funded from the profits of the 1979 United Womens Convention - money, surely that could be used to benefit NZ women generally rather than just elitist institutions. In this case there was no public discussion as regards the use of the money that was appropriated.

Public Lecture:
Freemans Bay Community Centre
Tuesday Sept 25th 7.30pm
\$2 waged. \$1 unwaged.

BONDAGE
Lithograph by Jane Perkins



MESSAGE FROM LA RAGNATELA ►

Ciao and hi and love to all from a confused kiwi female pacifist, now in Switzerland after being arrested and deported from Italy for being a 'danger to public order.'

Some of you know that I've been living the last 2½ months at La Ragnatela (Sicily) women's peace camp, 50 metres from the Comiso American-Mafia owned military base, home of at least 16 Cruise missiles. But until now, living, gardening, learning these on land legally owned by women world-wide, was not a crime. Not so any longer. At 7.15am on the 11th of May, I and the 2 other women living there were woken by 20 or more police with a warrant and demands for our all-in-order documents. Before we were even dressed or could call an advocat they had entered and begun to search, take, turn everything completely over. After minimal questioning we, Vikki Wise, 20, Australia, Jill Howard, 21, English and I, Jill Smith, 26, New Zealander, found ourselves in police custody and were arrested that night (after answering 6 or so questions and a full day of detainment, hassle and separation). Their problem is that 22 days previously when La Ragnatela had about 20 women, some entered the base very quietly and did some redecorating with spray paint - the most impressive being women/peace symbols on the white squares of a chequered orange water tower. In reality we were only 3 of the victims of a complete peace camp blitz and they wanted a reason to deport us. Police detained 15 people, arrested 9 and closed the 3 camps by court order. Now there are reports of 20 new cruise missiles having entered the base that night. Although the camp has re-opened I can't return and all foreign women are risking deportation. I can be recalled for a trial within the next year, but

am now preparing to travel to England and later to Scandinavian womens peace groups to publicise La Ragnatela. So apart from needing to share all this and do something with my feelings of shock and anger and frustration I also want to ask for your support both for the camp and myself.

1. Write me and/or camp a letter - prove we're not wierd or nameless because we decided to do something over here. N.Z. is affected.
2. Write to, petition, pressure Italian/NZ Governments on the disarmament question and particularly presence of Cruise in Europe.

Addresses
La Ragnatela
C.P. 150 97013
COMISO
SICILY

Jill Smith
55 Netherton Road
Appleton
OXON
OXFORD
ENGLAND

Love, peace, ciao belle,
Jill X X

BUS FARE INCREASE 'NEW DEAL' CALLOUSNESS

At its meeting held last Monday, the Auckland Regional Authority considered a proposal to increase bus fares by an average of 20%. The increase, said the Authority, was needed to recover extra wage costs and increased costs brought about by devaluation. Moreover, they claimed that these costs justified an increase of 29% but out of their concern for pensioners, children and families, they decided on a lower figure. That is the message that the Regional Authority would like to present to the people of Auckland. However, the reality of the increase is substantially different.

The first news of the proposed increase came from a combined meeting of the Authority's Policy and Finance, and Transport Committees held on Monday September 10. At this meeting the officials proposed that an increase be deferred until after discussions are held with the Government and other interested parties on how to fund Urban Passenger Transport in Auckland. However, the New Deal was blindly committed to the increase and refused to consider any alternatives. The joint meeting approved the increase and recommended that the full Authority do the same at its meeting to be held a week later.

Bus users, therefore, had only one week's notice of the proposed increase. The actual schedule which we learned of the proposal and the date it confidential until the full Authority met. Before the Authority met I rang the Buses Manager and three Authority members to find out the proposed increases on student concession fares. None were able to tell me what they were. AUSA would like to

An uphill battle for public transport. The conservative business world will always oppose moves by a community to organize services and facilities outside of the 'free' (ie their) market.



have presented a full submission detailing the effects the increases would have on students. Because of the lack of time (six days) between the time when learned of the proposal and the date it was approved and also because we did not know exactly the details of what was proposed, we were unable to do so.

The Authority did absolutely nothing to consult with bus users, members of the public and other interested groups to find out what they thought of the increase and whether they could suggest any alternatives. The attitude of the New Deal members appeared to be 'We've got the power, to hell with anyone else'. As we now know the increase was approved by the full Authority at its meeting on Monday of last week.

EFFECTS OF INCREASE ON STUDENTS

All student concession fares will increase by exactly 20% from November 11. On the same date adult fares will increase by between 18 and 25%. These increases are particularly unfair at a time when the Bursary has declined in value and when the government has refused to reintroduce a fully subsidised community based job scheme. Many students will now have to spend up to 1/3 of their bursary to pay bus fares.

For students, bus travel is such a basic commodity because they cannot afford to own a car; nor can they change to other forms of transport to beat the fare rise. In contrast the members of the Authority, almost without exception, do not use the buses regularly. The cars the members own include a Rolls Royce and several Mercedes (cars, that is, not buses).

COURSES OF ACTION

Probably not much. This is because in 1983 the last National Government changed the Transport Act to remove the rights of appeal against any Transport Operators' decision to increase fares. All that is left is Section 123 of the Transport Act which allows an appeal to the Transport Licencing Authority against any substantial change in the operation of a service. Whether this fare increase meets the criteria of the Act is a question for legal argument; and AUSA may seek legal advice on this matter. But students themselves can take action. Letters to the Chairman of the ARA (Mr Ted Thomas) criticising the increase and stating the effects upon you would be particularly welcome. Ring up your member of the ARA and tell them what you think of the increase.

For students higher bus fares are not a New Deal: they are a Raw Deal. As long as the ARA is not subjected to pressure they will continue to ignore the needs and concerns of students in the future.

-Colin Patterson

A FORGOTTEN WAR AGAINST THE SOVIETS

ERITREA vs ETHIOPIA

The war in Eritrea is the world's longest, and perhaps its dirtiest. For over 20 years the Eritreans have been fighting for independence from Ethiopia, which contravened a UN resolution and illegally annexed Eritrea as a province in 1962.

Up until 1977 Ethiopia was supported by American military aid. The Eritreans, once backed by the USSR, are now fighting the military might of a Soviet-backed Ethiopian army.

Cuban-trained Eritrean soldiers are fighting Cuban troops. Libya is supplying Ethiopia with planes. South Yemeni pilots are flying Ethiopia's Russian-built MIG fighter planes in sorties against the Eritreans.

Eritrea is supported by the Arab states which are in turn supported by the Soviet Union. Israel aligns itself with Ethiopia since it is a non-Arab state.

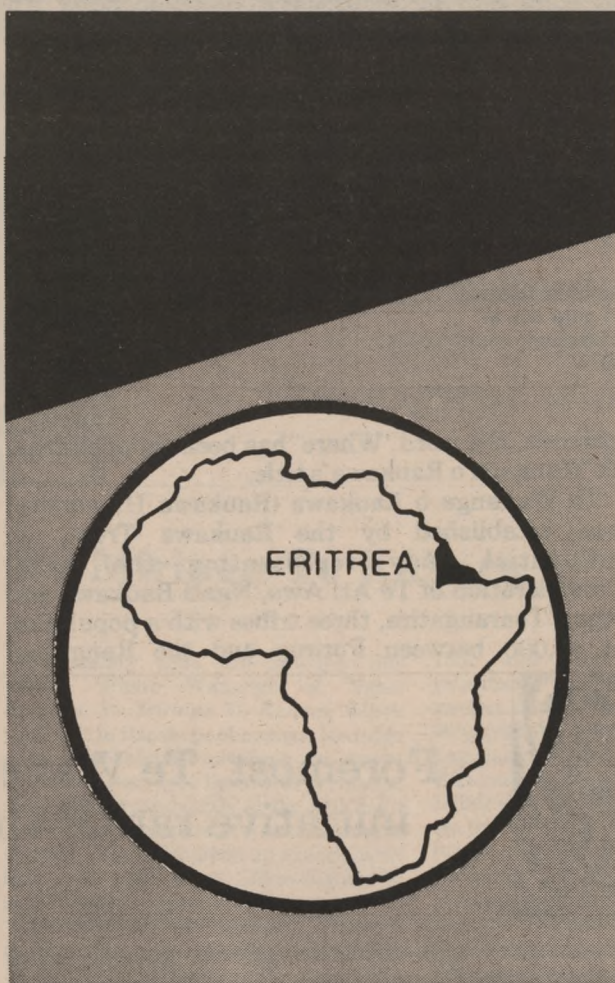
Since the toppling of Haile Selassie's imperial regime by a military junta in 1974, Ethiopia's aggression against Eritrea has escalated. The new military government - the Dergue - spends 40 percent of its budget on the armed forces. Ethiopia has Black Africa's largest standing army, with 100,000 infantrymen. So far the Soviet Union has supplied this huge army with \$2 billion-worth of weapons. The army is also backed up by Soviet troops (including generals), Libyan troops and South Yemeni troops. But this enormous force is unable to quell the Eritreans, outnumbered five to one. Out of desperation, the Ethiopian army is resorting to chemical warfare.

With a 800-km coastline along the Red Sea and with two major ports, Eritrea occupies a strategic position in the Middle East. Many nations have an interest in controlling and dominating the area, not least Ethiopia.

The Eritreans, at the centre of this international tug-of-war, have never swayed from their steadfast resolve to achieve independence and self-determination. Eritrea has a long history of foreign

The faces of women are seen in operating rooms, at artillery bases and in classrooms. They labour as mechanics, welders, machine operators and weapons-repair technicians.

Behind the lines in EPLF-held territory a startling semblance of normalcy endures. Schools have been set up for adults and children. In rehabilitation centres disabled soldiers help out in whatever way they can; growing food, instructing new recruits. Hospitals, nurseries and work-shops continue to function.



period of weeks and cluster-bombs (supplied by Israel) which spray minute needles that swim through the flesh causing a slow death.

This year Ethiopia began to use nerve gas, supplied by the Russians. Nerve gas victims often go through hours of agony before finally dying from asphyxiation.

As well as defoliants such as 245T, the Soviet Union is supplying other chemical weapons known as 'incapacitating agents'. These result in serious birth defects, the disablement of adults and children, and the massive destruction of plant and animal life.

So far over 60,000 defenceless civilians have been killed by the Ethiopian troops. Approximately 100,000 people have been maimed. One and a half million people (over a third of Eritrea's population) have been made homeless. A third of these refugees are children under twelve. Most of these displaced people are living behind EPLF lines within Eritrea. Some are living in neighbouring Sudan. All are living a life of misery, hunger and disease. Food, medicine, clothing, shelter, agricultural tools and seeds are all in short supply. Eritrea has only 20 fully-trained doctors. Problems are compounded by the intensity of the war, with ever-rising numbers of casualties. Crops and livestock have been destroyed. In many areas 245T has permanently deadened the soil. Malnutrition has led to the outbreak of a number of diseases including TB, malaria, typhoid, bilharzia,

Although the bulk of Eritrea's support has come from the Arab world, African countries are now falling into line behind Eritrea's cause.

*... Ethiopia ...
contravened a UN
resolution and illegally
annexed Eritrea as a
province in 1962.*

occupation, being invaded by the Turks, the Egyptians and then by the Italians in 1889. The territory remained an Italian colony up until 1941.

During the 1939-45 war Britain invaded the colony and became its administrator. Under Italian rule the Eritreans had developed a strong nationalist identity. This was enhanced by relative freedom of expression under British rule. In 1949 75 percent of the Eritrean population supported independence. But the wishes of the Eritrean people were ignored by the international community when it came to deciding what to do with the territory.

Years of peaceful protests, including petitioning the UN were to no avail. All protests against the feudal structure government imposed on Eritrea by Ethiopia were silenced. The Ethiopians rooted out and destroyed the underground Eritrean Liberation Movement.

Finally the Eritreans resorted to armed struggle for national independence. On September 1, 1961, a police sergeant defected with his men and fired the first shot which snowballed into the Eritrean war and the Eritrean People's Liberation Front.

Vital to the evolution of the EPLF - and a high priority in its political programme - is the full involvement of women in all facets of development. They make up 37 percent of the fighting force, and are fighting in the frontline along with the men.

John Larkin, the first Australian journalist to visit Eritrea reports: 'The best thing is the spirit of the people. They are cheerful and hardworking, doing all they can with the little they have.'

The long war has only hardened the Eritreans' sense of nationalism. They continue to resist even the most brutal onslaughts as they have total conviction in their cause.

By 1978 the Eritreans controlled 95 percent of their country. Due to Soviet intervention this has diminished to 80 percent.

But despite its huge military advantage, Ethiopia is still unable to defeat the Eritrean people. In its six major offensives Ethiopia has suffered heavy losses. What was meant to be just a 'mopping up' operation has become a protracted struggle. The war is a huge drain on the economy and Ethiopia's ruling military junta is having to cope with internal rebellion as well. Two oppressed groups, the people of Oromia and Tigray, are rebelling against the regime. They want to form their own autonomous states. The people of Ethiopian Somaliland are also fighting for self-determination.

Unlike the Eritreans, soldiers of the Ethiopian army are seldom convinced of the rightness of their cause.

Many have been forcibly conscripted. Others joined the army for economic reasons and believed they were fighting an Arab invasion from the North. When the EPLF agreed to release three to four thousand political prisoners last year, the majority opted to remain with them or to go to the Sudan. Very few will return to Ethiopia, mostly the older ones who want to go back to their families, despite the consequences.

In an effort to end the war in a hurry Ethiopia is resorting to drastic measures.

Ethiopian anti-personnel weaponry includes the use of napalm-B which fries human flesh over a

dysentery and whooping cough.

Although the bulk of Eritrea's support has come from the Arab world, African countries are now falling into line behind Eritrea's cause. At a recent conference of seventeen African countries, all endorsed a resolution supporting the Eritrean liberation struggle. Earlier this year the constituent congress of the 19-nation Inter-African Socialist Organisation passed a resolution expressing unconditional support for the Eritrean cause.

In spite of this growing support, Eritrea still receives little attention from the world as a whole. Brutalised, embattled, but determined to continue the fight for their lives and their freedom, the Eritreans deserve our support.

- CORSO

Two members of the Eritrean Relief Agency (ERA) are coming to Auckland on a tour organised by CORSO.

Paulos Tesfagiorgis, Chairperson of the ERA, is a lawyer by profession. He was born in Asmara, Eritrea in 1946 and completed his studies in the United States. The ERA is responsible for the coordination of relief and development in Eritrea and amongst Eritrean people who have been forced to move to neighbouring Sudan.

Fessahaie Abraham is the Coordinator of the Eritrea Relief Committee (ERC) in Australia which coordinates the solidarity action of groups throughout Australasia, including NZ. The Sydney office of ERC provides up to date material on the situation in Eritrea, and the needs of the Eritrean people. Fessahaie came to Australia to study Industrial Chemistry in 1978, and has remained as the Australasian Coordinator of ERC.

They will be speaking at the McLaurin Chapel 7.30 Friday 28th Sept.

TE WANANGA O RAUKAWA



Kia Ora looks at a university with a difference:

TAINUI TE WAKA

Tainui te waka, Hoturoa te tangata
Raukawa te tupuna i puta mai ai
i a Turongo me Mahinarangi
ko nga tini mokopuna e

What is a university? Physical space and a significant student population seem to be required characteristics in the popular conception of what a university is, as if it was essentially much more than a centre for advanced learning and research. But scale is a dimension added only by the public's expectation: Te Wananga o Raukawa strips the definition back to its bare essentials. With only eight full-time students studying towards a BMA (Bachelor of Maori and Administration), Te Wananga o Raukawa in Otaki is engaged in the usual activities of any university: research, learning and archival work.

So what is Te Wananga o Raukawa?

Te Wananga o Raukawa is a reformulation of an ancient Maori institution, te Whare Wananga (the House of Learning), the original and most senior of which was Rangiatea. Rangiatea's role as the prototype of advanced Maori educational institutes is recorded in this well-known proverb which asserts that one's personal identity derives from the transmission from generation to generation of one's iwi-tanga, knowledge of the tribal basis of Maori identity:

*"E kore e ngaro te kakano
i ruia mai i Rangiatea"*

(the seed sown at Rangiatea will never die)

Once Maori tribal groupings each had their own renowned Whare Wananga, but the settlers came with conflicting values and a differing view of knowledge. Colonial racism and legislation validated and entrenched their view's supremacy in the schools of the new education system. The expansion of this new world view amongst the Maori was matched by the gradual disappearance of the many Whare Wananga of old.



The intention is to counter-balance that veto-power which the non-Maori majority exercises in major decisions which affect Maori people.

Te Wananga o Raukawa synthesizes these two traditions of learning by returning to the traditional basis of all Maori learning - on tribal marae upon land soaked in the history of one's tupuna - and incorporating there the structural framework of the highest educational institutes in the land today - the degree basis of the Pakeha universities. It is significant that most Maori university student groups have the words 'te Whare Wananga' somewhere in the name of their organisation. However, because it migrates around various different marae for hui and is not, therefore, permanently based at its own campus

grounds, the word 'Where' has been dropped from Te Wananga o Raukawa's title.

Te Wananga o Raukawa (Raukawa University) was established by the Raukawa Trust, an influential body representing the tribal Confederation of Te Ati Awa, Ngati Raukawa and Ngati Toarangatira, three tribes with a population of 40,000 between Porirua and the Rangitikei



Foremost, Te Wananga o Raukawa is a tribal initiative rather than a 'Maori' venture . .

River. Although enrolment priority goes to tribes people of the Confederation, eligibility is wide open - no formal qualifications are required, only a strong motivation to become bilingual and an acceptance that the Maori Studies component of the degree concentrates on the tribes of the Confederation. Seven of the fifteen students currently enrolled are part-timers, including one Pakeha. Two of the full-timers are due later this year to become the first graduates. Te Wananga has produced, although another student, cross-credited from Canterbury University, is already engaged in the post-graduate courses offered. The Raukawa Trust is currently renovating the former Otaki Maori Boys College environs as the main campus while twenty different marae between Wellington and Bulls extend and augment Te Wananga's facilities.

But with universities already offering courses in Maori and Business Administration, why did the

Maori institutions, under incessant pressure, have been unable to divert resources to develop their own potential in providing opportunities, while education bodies have failed to fully implement Maori teachings in their coursework. At the local level, the Raukawa Trustees were more specifically concerned at the lack of advanced learning opportunities within the Confederation's own region, a factor which correlates with the irrelevance which general 'Maoritanga' studies bear to specialized knowledge of the tangata whenua, the tribes local to an area, and their history of association with that locality.

Foremost, therefore, Te Wananga o Raukawa is a tribal initiative rather than simply another 'Maori' venture, dedicated to the recognition of tribal diversity in tikanga, kawa and reo (custom, history and dialect). It aims to consolidate, develop

and disseminate the collective knowledge of the Confederation's three tribes and their many hapu (subtribes). To this end, the Maori half of the BMA degree course is known as the ART component: ART stands for the three iwi - Awa, Raukawa and Toarangatira.

The BMA is a 3 year degree. The academic year stretches from the second week of January to the second week of December, with regular hui for language, administration or arts (carving, crafts and martial arts such as taiaha and patu) filling many of the weekends and term holidays we expect to have off.

The ART coursework contributes to the extension of the data base the Confederation has already amassed concerning its land and people. A major resource is a full set of Maori Land Court records of transactions within the Confederation's territories. This material provides valuable information on areas such as whakapapa (tribes people), the peoples' health experience, and technological innovation through the past hundred odd years as well as land transactions. Along with students' ongoing census work and projects monitoring features such as weekly marae usage and the current state of te reo Maori, such resources provide a basis, through knowledge of the past and present, for comprehensive planning for the future and form the backbone of a proposed library. The contribution of many community people - kaumatua, kuia, teachers and others with specific skills to offer as outstanding exponents of the oral arts or administrators with experience in relevant areas - enable the courses to prosper: in the absence of appropriate funding, most of the teaching staff are engaged on a voluntary basis.

Wellington High School Principal Turoa Royal and Victoria's Professor Winiata supervise the Administrative Studies course. At advanced levels study of the Japanese language adds a streak of practical entrepreneurship to more mundane pursuits such as economics, organisation, leadership and management. Within the

Raukawa Trustees feel it necessary to establish their own institute?

TE TANGATA WHENUA

Miria te Kakara ki Whitireia
ko te Rohe Potae o Ngati Raukawa
mau te whakahaui ki te bunga rangatahi
mo te tau rua mano e

Te Wananga was started due to the limited availability of formal advanced Maori learning opportunities throughout Aotearoa.

work of the bicultural imperative, Te Wananga furthers the search for equality of achievement in an increasingly complex multi-racial society.

A further intent is to produce bi-cultural administrators, teachers and researchers who can enhance the quality of managerial and corporate decision-making on issues affecting the Confederation. It also ensures wider community decisions reflect a Maori viewpoint. As Professor Whatarangi Winiata of Victoria University's Accountancy Department says,

'Few Maori are found in decision-making roles. Consequently, the majority of decisions affecting Maori people are made by non-Maori people. There is a great need for bilingual, bicultural administrators capable of dealing sympathetically with minority group problems and aspirations and who are at ease in majority group situations where decisions are made.'

It is not just rhetoric. Te Wananga aims at enlightening practising administrators in matters Maori in addition to grooming its own BMA cadre. Teachers at schools within the Confederation's territories are encouraged to enrol in short term residential courses. There they can enhance their knowledge of and sophistication in 'ART-tanga' and in Maori-tanga generally, and develop an understanding and appreciation of both their locality and their pupils. The intention of such courses is to counter-balance that veto-power which the non-Maori majority exercises in major decisions which affect Maori people.

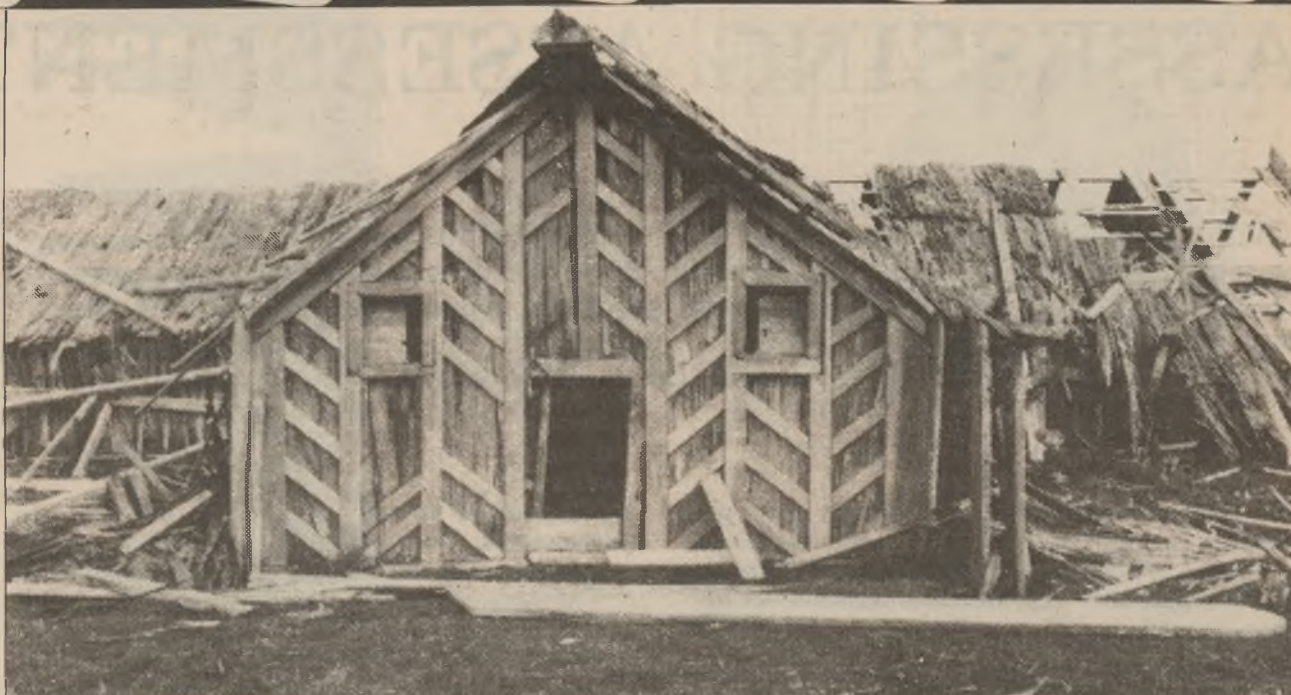
HUI MO TE REO MAORI

timata ana mai ki Parewahawaha
ka piki atu ra ki runga Raukawa
ko te hui tuatoru ki Ngatokowaru
Ngati Pareraukawa e

An example of courses which the Raukawa Trustees initiated are hui mo te reo Maori i nga wa katoa (Maori language immersion courses). Held during the school/university breaks in January, May and August, these hui were pioneered five years ago. At these hui the use of English is forbidden by self-imposed consensus.

Although maintaining the tapu on te reo Pakeha (spoken English) can be difficult (especially when you don't speak much Maori), as an exercise in self-assurance, these immersion hui have proved to be invaluable morale and fluency boosters. The initial hui were typified by long periods of silence, punctuated by the odd, cautious, tentative foray into conversational Maori. Times have changed - new students at the recent August hui were surrounded by a constant buzz as the tenacity and commitment of seasoned hui veterans bubbled around them.

Maori students from the mainstream 'pakeha' universities have been going to immersion hui for



Te Wananga o Raukawa is a reformulation of an ancient Maori institution . . .
. . .the original and most senior of which was Rangiatea.

Te Miringa Te Kakara

In January, 1983, fire destroyed this unique Whare Wananga of Ngati Rereahu, *Te Miringa Te Kakara*, which was built in the shape of a cross. Its ridge poles were aligned precisely on north-south and east-west lines with particular stars which rose exactly at the four main points of the compass at a certain time of the year. They also lined up exactly with large 'niu' poles some 1.5km distant in each direction, beyond sight.

According to Mr Malcolm Campin of the Hamilton Historic Places Trust, *Te Miringa Te Kakara* was one of a succession of Whare Wananga, where young rangatira learnt under the tutelage of appropriate tohunga. Between about

1550 and 1600, the Tainui people established four Whare Wananga of the ancient school of Io at Tamaki, Kawhia, Whatawhata and Pio Pio. As their population grew, Ngati Rereahu, Whakatere, Maniapoto and Matakore tribes established more Whare Wananga on the northern edge of the then great forest area now known as the King Country. These were at Ngahape, Hurakia, Waimihi and Pureora. *Te Miringa Te Kakara* was the last house of the Pureora school. It was probably built some time between 1850 and 1870.

When it burnt down, the house, which was not carved and had never been painted, was in a very dilapidated

condition although its timbers were still surprisingly sound. At the time, local Maori, with the help of the Historic Places Trust, had been about to restore it. They are now hoping to build an almost exact replica, using donated timber, bark and labour. The original building boasted totara bark walls and roof and lashings and pegs held it together - not a single metal fastening such as nails, screws or wire were used. Traditional techniques, including treatment of the totara bark, will be used for the construction of the new building.

(from *Tu Tangata*, Issue 11, April 1983)

TE TAU RUA MANO

Te Atiwa, Ngati Toa me Ngati Raukawa
nga whakatupuranga mo te tau rua mano
kia whakaoti ai nga tumanakotanga
a te iti, a te rahi e

Providing facilities for immersion hui in the universities would help, but also raise a new problem: the universities' mono-culturalism. The difficulties involved in securing the University administrations' support and convincing them of the need to inject things Maori into curriculae and the university environs have been demonstrated by Auckland's vacillation over the university marae. It is now almost a year to the day since Maori students established the 'tent marae' on the steps of the Registry to demand that Auckland University, in its centennial year, stop more than twelve years of stalling on the marae project. The experience pointed to the heart of the problem: pinpointing the centres of power in a bureaucratic maze which, by always passing the buck to 'the next committee', manages to avoid facing up to its responsibilities. As Te Wananga o Raukawa integrates the degree structure of the universities, so every university should have its own marae to demonstrate its commitment to breaking their mono-culturalism.

The marae is the most appropriate place to host immersion hui, but more essential than the venue is the people. Besides furnishing its own resources, universities could draw on learned kaumatua and kuia from the community to facilitate immersion hui. A more enduring alternative to this arrangement would be the building of a kohanga reo on each campus for the benefit of adult students as well as children. Maori-orientated courses in Fine Arts, Law, Town Planning and

Will this development eventually penetrate the tertiary education system? Time will tell.

the past two years, and a few of these have transferred and are now Raukawa students. Last year's creation of the post of Maori Vice President on NZUSA has forged another link with Te Wananga students, who have observer status at Nga Toki hui, pending a more formal relationship between the two student bodies (Nga Toki is the co-ordinating body responsible for linking the Maori student groups at each of NZUSA's seven campuses). Raukawa students also attended in force at this year's Te Huinga Rangatahi in May, when Maori students from Massey hosted 200 people at the annual national hui for Maori tertiary

drawbacks of cost, distance and time, the demand for allocated places is still strong, and many are turned away. It is evident that the need for such hui is not being fulfilled, and some students feel the usual method of learning during a few hours of class each week is now unsatisfactory, offering inadequate practical instruction in the mother tongue of Aotearoa. The emergence of kohanga reo as pre-school facilities to immerse children in te reo Maori underlines the lack of provision for many young adult students, members of the non-Maori speaking 'in-between' generation, caught between fluent elders and children.

..... CONTINUED ON PAGE 16 ►

DO EXAMS EXAMINE?

ASSESSING ASSESSMENT

With only a few weeks to go before exams most students will be feeling increasing pressure and anxiety. Often called 'the fairest method of assessment', end of years exams are the mainstay of the assessment system at University. But are they 'fair' and what is it that they 'assess'? In this article *Kia Ora* looks at these questions and presents a number of alternatives to the present system.

In the late sixties, and into the early seventies, students at universities and teacher's colleges throughout NZ staged a number of campaigns against what they saw as the unfair 'final exam'. They claimed that a 3-hour final exam was no more than a test of writing speed and ability to regurgitate lecture notes. To condense a whole year into three hours was impractical and stressful, the argument went. Preferred was a system of internal, or continuous, assessment, that fairly evaluated the knowledge and ability of each student, reducing the stress and anxiety that surrounded the ultimate end of year exam. After a variety of protests such as 'mass failure' and exam walkouts, the powers that be within the institutions decided that the system suggested could be a viable alternative, but left the decision to the individual departments to set their own assessment techniques. Most departments at Auckland University picked up course assessment in some form, and the activists claimed a major victory in their struggle to have greater control over their education.

What these students failed to take into consideration was the inability of university academics and administrators to understand what was wanted, let alone get it right. The changes in the system were left up to those people for whom the system had already worked. While there may

The reality, however, was quite different. In most courses, it counted for a mere 10-20%, yet the course load doubled, or even trebled. On top of this, it was often required to pass both the coursework and the final exam to pass the paper. The academics had found a way to reimpose terms, albeit under a different guise. The same three hour exam waited at the end of it all. They were not going to change that. Their course load, the teachers claimed, was already too heavy. What they failed to realise was that the increased workload was due to their own techniques of assessment. By increasing the amount of in-term work required, they had given themselves more work, which generally meant faster marking and shallower comments. Marks became proportional to handwriting ability, appeasement of lecturers' beliefs, length, and occasionally content. Further, this method doesn't properly police plagiarism and regurgitation, and often means that anxiety and pressure are kept at a high level throughout the

**To condense a whole year
into three hours is
impractical and stressful.**

**If exams are objective then
why are there
discrepancies between
universities?**

not have been a conscious effort to undermine the intentions of in-term assessment, these people drew upon their limited backgrounds to come up with the system we have now. Previously, the work done during the year had counted towards 'terms'. You had to pass terms to sit the exam, but they had no bearing on the final mark. With the introduction of in-term assessment, terms were phased out, and work marked during the year counted towards the final mark. As this is what was asked for, the masters of academia believed they had done what was required of them.

year.

Unfortunately, this method is favoured by tutors and lecturers, who seem to look at their workloads first before our education. In a survey done of university academic staff in the early '80s, the vast majority of those questioned believed that the university was here for their research and study purposes, and student education second. If they have to do more work with students, they will get less done in their research. Hence the difficulty in getting a better deal out of them.

If we seek to change the present assessment system, then there are two main options.

First we can go back to what we had: 100% final exams and terms that are otherwise value-less. The arguments against this are numerous: but there are those (academics) that favour this reintroduction, as it will make life so much easier for them.

Secondly, we can make real and positive steps

towards an assessment system that will benefit all. The major foundation of an improved assessment system is student choice and input: choice between exams and assignments, finals and interm; input or the way exams and work are marked, with feedback in both directions. By allowing students a choice everybody is using an assessment system that suits them, and gives a more realistic assessment of their particular abilities.

A tentative proposal has been formulated with administration and student choice in mind. It is called '100% Double Chance' and it will most likely be along these lines that any work on assessment is done next year.

The 100% Double Chance assessment method has the theoretical advantage that it must, by definition, please all students. Under this system there is no compulsion to take part in any assessment form that you do not favour, and does not favour you.

The method would consist of two alternatives. One would be a continuous assessment based on an assignment system, and the total year's work being marked out of 100%. The other method would be 100% final exam. It would be entirely up to the student which system in which courses, potentially allowing greatest possible flexibility.

One of the extensions of this idea allows a mixture of both to go into the overall mark, but not requiring a higher proportion of work - for example a student choosing a 50:50 loading would do half the assignments, and half the final exam (in half the time!). The overall mark would still be out of 100% (from plussage), but the student could have been better assessed, and more fairly.

Unfortunately, this method would be an administrative nightmare: it would require setting an exam in such a way that no matter what loading the student chooses, there is co-relation, and no student is disadvantaged by the method.

Nobody suggests this idea is best, and it will need a lot of work. But it is a base, created from student input, on which we will lobby next year.

WHAT DO EXAMS MEASURE?

The traditional answer to this question has been: 'to give proof of a certain well defined knowledge'. But research has shown that the final mark is more closely related to the year the paper is sat, the university at which it was sat, the subject, the handwriting, the politics etc, rather than what is actually written.

If objective cognitive abilities are measured by exams then why do large discrepancies occur between universities? Presumably the IQs are the same, and bursary exams cut out those less competent at exams.

For example, the stage I accounting pass rate for Otago University is 61.2% whereas the same course at Auckland University has a pass rate of only 28.1%. (It is interesting to note that if you accept the rather arbitrary premise that intelligence fits a normal distribution curve, then a 28.1% pass rate can only imply that the lecturers have failed to teach their subject effectively). Exams are far from being 'objective', indeed describing them as such is a smokescreen to hide the arbitrary assumptions on which they are based and implies that all other forms of assessment are 'subjective' and therefore invalid.



Counselling...

COUNSELLING SERVICE

Coping with Examination End of Year Stress Workshop

Resource Person: Dr F. Donnelly

Date and Time: Friday, 28 September 1984,
1pm to 5pm

Venue: Counselling Rooms

This workshop is to help students identify the sources of stress in their lives at this time of the year and to provide support and methods of coping with stress. The techniques offered will depend on the needs of numbers attending the four hour workshop.

Those wishing to attend must enrol with the Secretary, Counselling Rooms, prior to commencement of the session.

DO YOU WANT YOUR EXAM PAPERS BACK?

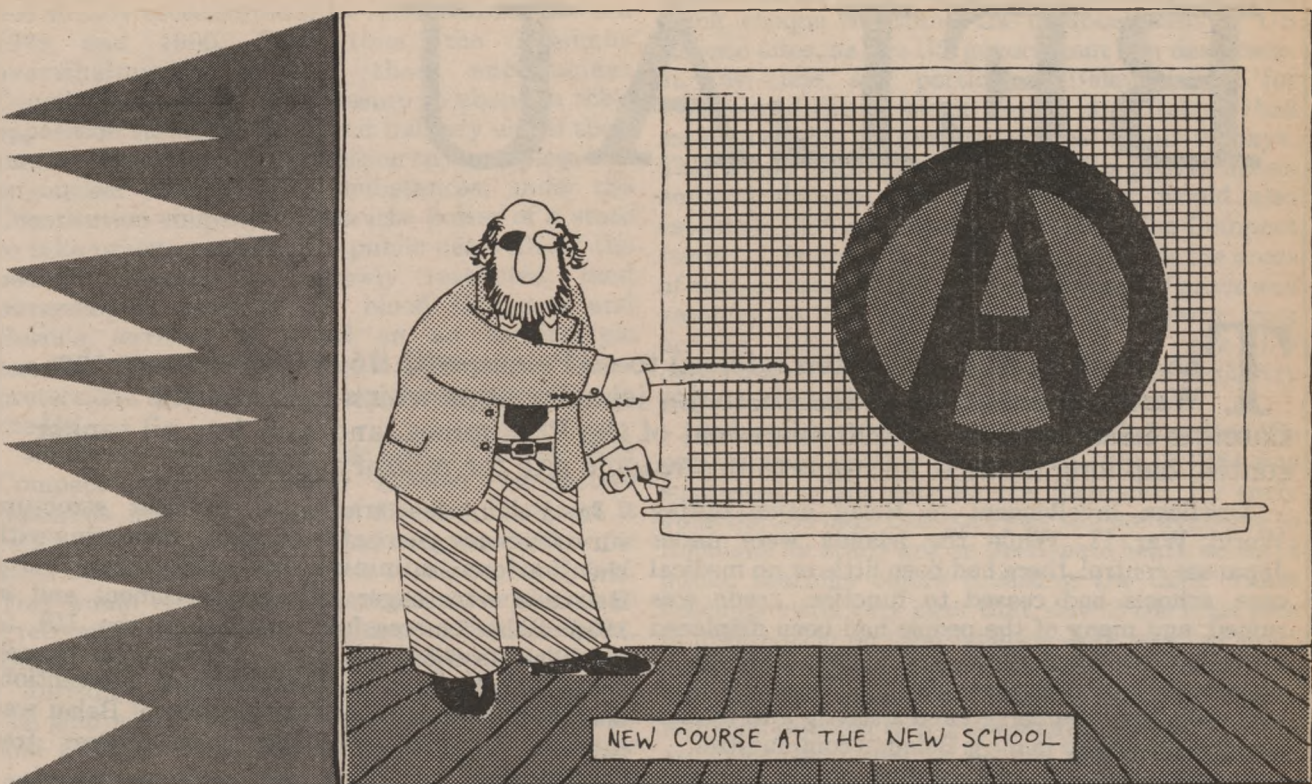
Currently, the association is pressing the University heirachy into returning exam scripts. Presently, the Deans committee (the body that deals with this) has policy saying no papers will be returned. Any submission or application for return goes before this group, who systematically say no.

Education isn't a one-off competition: it is a dynamic learning experience, and feedback on the work you've done is one of the most effective methods. An exam mark is feedback of this sort, but nowhere near enough, as it has no comments, only comparative grades.

There are forms available from the Students Association that you can fill in asking for your papers to be returned. Fill this in and return it to AUSA, who will then make submissions to the University for returns. This will only work if it gets your support. If you want any of your papers back, fill the form in!

You can also talk to your lecturers about it as well. Many are quite receptive. If all else fails, and you want the script back, write to your MP.

- Daryl Webb



THE PROS AND CONS OF EXAMS

EXAMS		ASSESSMENT	
1. are good for study, and the competitive nature provides stimulus.	Life is a set of competitions, education should mirror this.	1. means each assignment is a goal, with education and tutor dialogue as stimulus.	Education should be a learning experience, not a competition.
2. Provide fair, comparable conditions for all that sit.	Every person is on equal footing in respect to resources, they cannot be 'hogged'.	2. ensures individuals are in individual conditions, not others	Every person has a different reaction to 3 hours of forced work; hardly equal.
3. require a quickly written cohesive essay. Paralleling the pressures of professional life.	One of the purposes of education is to test performance under stress.	3. requires a well planned, well written assignment paralleling the pressures of professional life.	The only profession that regularly requires an 'essay' in 1 hour is journalism. The rest allow research and time.
4. allow a wide syllabus to be studied	A wide syllabus examined requires a lot more work from markers.	4. allow a wide syllabus to be studied and examined.	How much can be done in 3 hours of essays?
5. require original thought, creativity	Plagiarism is impossible in exams.	5. allows rechurned and rewritten work.	Would require more than just the written media-oral discussion to test understanding is needed.
6. cause stress and anxiety	Exams are no more stressful than a deadline for an essay.	6. allows pressure to be spread over a longer time.	A well planned course means greater understanding, less anxiety.
7. test every student on the same work	Which is the point of assessment	7. enables individuals' interests to be encouraged	Dependent on the tutor to check course covered entirely.
8. means stress concentrated to one time.	A good student has nothing to worry about in an exam.	8. continuously means continuous stress?	Only with an increased work load if the same work is done spread over a longer time, less stress.
9. means tutor bias doesn't interfere with marks, avoids continuous surveillance, harassment	Tutor relationship will have a bearing on the final mark.	9. allows a faster exchange of ideas, misconceptions to be explained immediately	Scripts with student's names still allow bias and harassment.
10. allows correlation between universities' marks, and year to year	External controls are important to allow grading and moving between universities.	10. is ongoing, not naturally breaking at the end of each year.	Exams may theoretically allow inter-university correlation, but this is rarely true (see 'what do exams test?')
11. means tutors' only heavy demand is marking	Tutors have home lives as well!	11. enables tutors to have immediate feed-back on the course, and to cover common misconceptions.	A well co-ordinated course means tutors' pressure is as light or heavy as student pressure.
12. Free tutors, allowing them to research	A university is a place of higher research and learning, school is for education.	12. requires tutors to be primarily educative.	Who are they here for?

SPECIAL FACILITIES

The University provides for special needs during exam time. Whether you have a permanent disability or become ill during the exams, the Exam Department can provide such things as: extra time (e.g. if your writing is slower for some reason, or if you need to take breaks during the exam); a scribe or typewriter (e.g. if you cannot write or your writing is far too slow); or you



can even sit the exams in hospital or at home (e.g. if you are confined to bed). (If you need these things, the procedure is to get

a letter from your doctor stating specifically the special conditions you need for the exams, as well as the reason for them. This letter, together with a copy of your exam timetable, should then be taken or sent either directly to Mr F. Nicholson (Room 005, Registry), or to Heather Brockett (Disabled Students' Resource Officer, AUSA). If possible this should be done several weeks before exams, to allow time for arrangements to be made. If you become ill prior to or during the exams, it is important that you read the conditions and procedure for Aegrotat and Compassionate passes, stated in the back of the Examination Timetable that you will have received in the mail.

BELAU

The Republic of Belau (often referred to as Palau), with 15,000 citizens, is the Westernmost group of the six major island groups which make up the Caroline Islands. Situated 600 miles east of the Philippines, and near key oil tanker routes, has long made it an important strategic site for military planners.

American involvement in Belau came during World War II. While the islands were under Japanese control, there had been little or no medical care, schools had ceased to function, trade was ruined, and many of the people had been displaced from their homes, gardens, and fishing grounds. In response to such mistreatment, traditional Belauan authority later re-emerged and a strong anti-foreign reaction developed in most Belauan communities.

In 1946 the US took control of the Caroline, Marshall, and Marianas Islands (except Guam), as a Trusteeship of the United Nations. This was a 'strategic trust' which allowed the US to control the Islands without actual annexation. It could establish military bases, but also had various responsibilities to protect health and welfare, further education, and encourage Micronesian self-government or independence and self-sufficiency. Micronesia was administered first by the US Navy, and later by the Department of Interior. In both cases, policies were made in Washington by officials with little or no direct knowledge of Micronesia. No plans were developed for the future, and war-devastated areas were not rehabilitated. No measures were taken to promote economic self-sufficiency or political independence.

In the early 1960's the US came under severe criticism for the lack of 'progress' in Micronesia, especially economic development. In 1962, a US economist was commissioned to investigate conditions in Micronesia, and to consider what action might be taken to implement the policy of 'the movement of Micronesia into permanent relationship with the US within our political framework.' The resulting Solomon Report advised that conditions in Micronesia were deplorable, and recommended greater attention to economic development, better health and education programmes and capital improvement projects.

The Report also stated that US policy 'will be moving counter to the anti-colonial movement; will be breaching its own policy since World War I of not acquiring new territorial possessions'; and that if the UN Security Council vetoed US actions, 'The US might have to decide to proceed with a series of actions that would make the trusteeship agreement a dead issue.' To implement US policy, the recommendations centred on, first, 'preparation for, organization, timing and favourable outcome of a plebiscite', second, 'the content and cost... needed to insure a favourable vote', and third 'to insure that it (the US) can implement any necessary political strategy land development programme'.

American motives towards political interference and militarisation were clear. With the experience of Vietnam, Micronesia was becoming an increasingly important part of the US 'defense' strategy for the Pacific. Annual budgets were steadily increased, and vast education and welfare programmes introduced. These programmes, transposed from the American situation to Micronesia, and accompanied by continued neglect of real economic development, resulted in even greater social and economic dependence on the US.

In Belau, the traditional political structure survived many years of foreign rule, coexisting with the various administering authorities. But Belauans were eager for self-government and in 1956 Belau successfully petitioned the US to establish its *Olbiil Era Kelulau* (Belau legislature). In 1979 Belau held its Constitutional Convention, and the Constitution of the Republic of Belau was ratified in 1980; the first ever nuclear free Constitution.

The Constitution and The Compact
- When is a majority not a majority?

To implement US policy, the recommendations centred on first, "... a favourable outcome of a plebiscite", second, "the content and cost... needed to insure a favourable vote".

When is a Majority not a (A lesson in American democracy)



Belau is strategically located 500 miles east of the Philippines. Known US military plans for the islands would use up to one third of the limited land area for jungle warfare training, airfields, and a possible trident submarine base.



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In 1981 Belau achieved self-government and opted to stay in close relationship with the US in what is called 'free association'. The details of this relationship were to be drawn up in a compact worked out by both the US and Belau and then voted on by the people.

The first Compact was voted on in a plebiscite in February 1983 which received only 62% support: the Belau Constitution holds that 75% approval is required for any treaty or compact that includes nuclear provisions to be exempted from its complete ban on nuclear and hazardous substances. The Belauans objected to the overriding control the US would exert through the military defence and nuclear provisions in the Compact. On the basis of the 62% support, the US immediately announced that the Compact was approved and the government of Belau began to implement it. However, a traditional leader and some senators filed a lawsuit against the President of Belau, challenging the US interpretation of the vote. On August 5 1983 the Supreme Court of Belau rejected the US interpretation of the plebiscite. In spite of this ruling the US government continued to maintain that the Compact had been ratified by the people and put pressure on Belau to have it renegotiated, or for Belau to move towards complete independence.

US opposition to Belau's nuclear free Constitution had already necessitated three referendums between 1979 and 1980. Each time, the Belauans overwhelmingly ratified their anti-nuclear Constitution against US pressure to abandon their opposition stand and so permit military use of their tiny strategic islands. In addition to a complete ban on nuclear and hazardous substances, under the Constitution eminent domain (the power of a state to take private property for public use without the owner's consent) is narrowly restricted, land ownership is reserved for blood Belauans and Belau's territory is based on an archipelagic baseline. The Compact would circumvent these protections, yielding much sovereign authority to the US.

While the US removed the section in the 1983 Compact which expressly allowed radioactive materials into Belau, under the new Compact it retained 'full authority and responsibility for security and defence matters in or relating to Belau'. This would render the Constitution's nuclear ban irrelevant. Also, under the new 1984 Compact, Belau 'shall not claim archipelago rights'.

Jurisdiction and sovereignty would be limited to the land and a three mile zone around the islands, and all waters not claimed as territory would be regarded as High Seas and thus accessible to nuclear armed warships, nuclear waste dumping etc.

Meanwhile on land, the new Compact would grant a blank cheque regarding the establishment of US defence sites, as the US government can designate, at any time, any portion of Belauan land for whatever military use it desires and Belau 'shall make available the designated area' within 60 days. This would negate the Constitution's provisions on eminent domain. The 1984 Compact would also establish US veto power over Belau. The Compact reads '..... in order to assist one another in the areas of mutual security and the maintenance of peace and stability in the region, Belau shall refrain from actions which the Government of the US determines.... to be incompatible with its authority and responsibility for security and defence.....'

Under pressure, the Belau government signed the new Compact on May 23 1984 and July 17 1984 was suggested as the date for the plebiscite. By early June the 400 page Compact was still not available to Belauans for study and so the Senate held a series of public hearings before finalising the date. These hearings made very clear that, due to the total lack of information on the Compact, July was too short notice and so Senate proposed May 31 1985 as the day for the vote. The Belau President, Haruo Remeliik rejected this proposal and on July 17 used an Executive Order to set the plebiscite date for September 4 1984, allowing only 48 days for political education.

Majority?



Opposition to the Compact included traditional chiefs, church women, grass roots organizations and the Belau national Senate. They held village meetings, a rally, and used local media to inform Belauans about the many provisions of the Compact which would severely limit Belauan sovereignty provided in their 4 year old Constitution. The opposition also criticized the Belau Administration for rushing the plebiscite and thus crippling efforts to inform the public of the implications of the nearly 400 page Compact. The full text was never translated into Belauan, the language of the people, and less than 50 copies of the English text were produced.

On September 4, Belauans went to the polls in their 5th plebiscite since 1979, and rejected a neocolonial status with the United States. A bilateral military and economic agreement, the Compact of Free Association would govern the relationship between Belau and the US following the termination of the 37 year United Nations Trusteeship Agreement. The Compact gives the US, 50 years unlimited use of Belauan lands and waters for military purposes, and veto rights over any Belauan action in conflict with perceived US security interests. Belauans would receive 15 years financial support for their self-governing republic. The final unofficial count was 66.4% YES, and 32.6% NO, far short of the 75% required for

approval. Observed by both pro and anti Compact forces, the polling and tabulation took six days to complete. Citizens were polled in even the most remote village islands, 300 miles from the capital, as well as in Guam, Micronesia, Hawaii, and the U.S.

Many Belauans strongly desired United Nations observation of the plebiscite, and opposed US State Department participation in pro-Compact political education meetings. US Ambassador Fred Zeder, head of the Office of Micronesia Status Negotiations and prime US negotiator for the Compact, arrived in Belau on August 27, 1984. In the Belau television interview he said, 'It is not necessary this time for the UN to attend...' He further claimed that this plebiscite was merely an internal matter 'to resolve a seeming conflict between your Constitution and the Compact.' According to United Nations Trusteeship Council staff, the UN was prepared to send an observation team, but were never officially notified of the plebiscite, and had not received an official copy of the new Compact as of 13 days prior to the plebiscite. Ambassador Zeder hurriedly departed Belau following a telegram of protest sent by Belauan Senators to the U.N. Trusteeship Council.

The next battle for Belauan Sovereignty will probably be fought in Belau's courts. It is expected that the pro-Compact Administration of Belau will interpret the more than 50% yes vote as approval of the Compact. This has been the Administration's

position since the signing of the Compact even though section 411 (b) of the Compact explicitly states that 75% of Belauan voters must approve the agreement. If the Administration continues this position, opposition forces will file for a court decision to firmly determine the defeat of the Compact according to Compact section 411(b) and the constitutional requirement of 75% approval.

Belau is strategically located 500 miles east of the Philippines. Known US military plans for the islands would use up to one third of the limited land area for jungle warfare training, airfields, and a possible trident submarine base. With growing opposition to the US supported Marcos regime in the Philippines challenging the presence of US bases there, the need to maintain the US hold on the Micronesian states is all the more crucial.

In February this year the Belauan Council of Chiefs called upon the Belauan government to negotiate for full independence. The conflict between US military plans and Belau's sovereign, anti-nuclear Constitution has already resulted in five plebiscites since 1979 as the US pushes for revision of the Constitution and acceptance of the Compact.... but the Belauans still say "NO". How much further will the US go to enforce its plans for militarization of Belau and the Pacific?

Susan Quass, Belau Pacific Centre
(Box 58, Koror, Belau, Western Caroline Islands 96940)

for the update and for the background, thanks to
Inner City NFIP.



EMPLOYMENT SURVIVAL KIT



When you leave University with your hard won degree, remember that you have devoted three or four years of your life to gain that qualification.

Students who graduate have demonstrated a number of things which may not seem tangible but are of real value.

- ability to survive a tertiary institute
- a certain intelligence and industriousness
- ability to organise time and priorities to meet deadlines
- a responsibility for your own study programme
- a training in problem solving, using initiative to explore various options
- an ability to research & analyse critically.

Whilst a university course does not totally prepare you for a particular job, it can by its very discipline, provide you with a range of skills and abilities so that you are adaptable in the employment field - a far better state perhaps, than being so specialised in a particular field as to reach your potential in that field in just a few years and then find that you have no flexibility to take up new opportunities when they arise.

WHAT SORT OF JOB?

Self-research: Make decisions about what you want to do with the rest of your life. How well equipped are you for the various employment areas. What do you enjoy doing, and equally important what do you dislike doing? Make a list of your skills and identify career possibilities/alternatives. Consider the occupations where you can maximise your attributes and consider the organisations that offer such employment.

The Next Stage is to find out about these organisations. NZ Business Who's Who, Yellow Pages, Libraries, Placement agencies, Trade Associations, Company Annual Reports, Trade newspapers, in-house magazines, Chamber of Commerce, CAS library & personnel, Destination of Graduates etc, etc.

MAKING CONTACT

Make contacts and seek information interviews. What is an information interview?

- a chance to acquire information about an organisation, jobs, people and problems related to the type of work in your area of interest.
- a chance to meet experts in that field to ask for advice (not jobs)

Who should you interview?

- people who you admire in the field
- people who work in places you would like to work in
- people who are doing the jobs you are interested in
- people with the power to hire you

How do I handle one?

- use referrals or cold calls to set up as many meetings as possible
- ask for 20 minutes of their time for advice & information
- have questions prepared in advance
- listen carefully and take notes
- ask for names of one or two other people you could meet
- be assertive and project self-confidence

- don't mention your job search as you are researching career options.
- send a thank you note with a resume enclosed if appropriate.

What questions should I ask?

- How does the organisation function
- What are the trends in the field
- What type of work do you do
- What skills do you need to be successful at it
- What are some of the difficulties
- What are the challenges
- How did you get into this type of work
- Where would you look for a job in the field
- Who else do you know that I could talk to

The benefits are a more thorough knowledge of your field of interest, gaining contacts in the field, becoming known to people in that field, gaining confidence and experience in presenting yourself, gaining an insight into problem areas and at best, gaining leads that may lead to a job.

How to obtain information interviews.

1. By referral - this usually provides a wide range of people to interview as each contact person has a further circle of contacts within his line of work. Referrals generally prevent blunders and you can depend on the referers to use their experience to lead you to possible job targets.
2. Walk-in interview - requires a high degree of self-confidence and assertiveness.

However, if you do a walk-in interview and believe that you have discovered an ultimate target, quickly seek a personal referral to gain a second meeting. Remember at all times that you are talking to an individual and not an organisation - the information given will probably be a personal point of view derived from their own experiences, and this coupled with information gleaned from other sources will give you a broader spectrum.

Newspaper advertisements are a great source of information. Read the job vacancy thoroughly, including the small print ads. Apply for any vacancy of interest to you from September onwards and follow according to the wording of the ad. If the closing date is stated, take the time between the published and closing dates to find out as much about the position and organisation as possible. This allows you to promote your abilities and skills relevant to the position. Where there is no closing date then your application should be more immediate - expressing interest in the position with an accompanying curriculum vitae. **Personnel Agencies** are commercial operations that do the initial vetting for client companies. Most agencies advertise a selection of vacancies and often specialise in a certain area. This can be ascertained by careful reading of the papers and you can plan your approach to the most appropriate agency. You will find them very useful if you have a clear idea of the sort of position you are seeking.

Public Service Bulletin. 'Opportunities for graduates' is issued weekly. These vacancies are taken from the Public Service Official Circular (PSOC), and are considered particularly suitable for graduates. Before applying for these positions, if time permits, ring the Staff Clerk at the head office of the department concerned, quote the

vacancy number and ask for a list of duties, then plan your application accordingly.

Don't overlook the Careers Advisory Service - through our employer visit programmes we have all sorts of contacts. Careers Week is coming up in November 12 - 16. The listing of who is coming and what sort of graduates they will be looking for will be published in Craccum/Kia Ora on Tuesday 2 October. Make sure you have collected and filled out the CAS registration form so that you're ready to make the appointments before the end of term.

CAS also holds the Destination of Graduates statistics - a useful tool to use to check possible leads for career opportunities.

THE WRITTEN APPLICATION

These are used by most employers to get the facts about applicants and to draw up a short list for interviewing. Gone are the days when all applicants are interviewed. Your aim in a written application is to say enough about yourself for the employer to want to meet with you.

It is important to use the appropriate format for a written application. If the employer has a prescribed format he/she can automatically discard all applications who did not use the requested format. During the campus visit programme, students were interviewed by employers regardless of the state of their registration forms.... this will not apply in the workplace.

Some organisations have application forms - most public service vacancies require a PS17A form available from the Post Office. However, within the public service, some departments have an additional application form - Foreign Affairs for Diplomatic Trainee positions.

Often application forms may seem inappropriately worded - these may not be specifically designed for graduates and could be used by all employees from labourers to upper management. You should in such an instant add further details and attach these and in your covering letter you should note the fact that you have completed the form and attached additional information.

Some organisations may not have application forms but may specify the format of application they wish in their 'conditions of appointment' Universities & local bodies often use this approach.

If there is no prescribed application form then use a Curriculum Vitae/Resume. Treat each position as unique & structure your application accordingly.

The first step in applying for any position is to study the advertisement/job specification very carefully. Study until you are convinced that every scrap of information has been drawn from it. You may be interested initially, in the salary & benefits offered, yet is highly unlikely that the employer rates them higher than the duties & responsibilities of the position, the tone of the letter should therefore, stress the writers effective contribution of abilities. The correct approach may take many hours or even days to crystallise in your mind, and you should feel quite confident that every fact you state is relevant to the position.

CAREERS WEEK

Monday 12
and Friday 16 November

Be prepared. Collect CAS Registration Form and complete. Write, print or type to give a clear precise presentation. Use black or dark blue ink. Give careful attention to pages 3 & 4: this resume

should be as full as possible to give some indication of your personality as well as your academic skills. Copies of this form will be given to each employer that you see.

No appointments will be made unless this form is complete.

* Literature on most participating organisations is available at CAS.

When the detailed employer list comes out read it through carefully. Decide which employers

interest you and list them on your appointment schedule (available at CAS) then call in to CAS and make the appointments. Do not leave it too late to make appointments. The schedules at this time of the year fill up very rapidly.

All interviews will take place in the School of Architecture Lecture Theatres: AL2 & AL4. If you have any queries about job search/curriculum vitae/interview techniques etc. call into CAS and have a chat.

THE RESUME

A resume is:-

- a personal history of you. It provides the employer with similar information as is requested on a standard application form and is a useful tool to the employer in assessing you as a candidate for a particular opening.
- a general summary of your education and employment background, as well as other personal data
- written in the positive, expressing your personal background in the most favourable light. This does not imply that you are to avoid those areas that have negative aspects, but you should strive to emphasise the positive.
- designed to highlight your accomplishments. You should organise your resume using a format and style that can best communicate your effectiveness and past successes. When completed, the resume should not only reveal your proven abilities but it should also demonstrate clarity and organisation. It is important that the employer be impressed by the format and appearance of the resume in addition to its content.

PREPARING A RESUME

(a) Self assessment

In order to write a resume, one that will reflect your strengths, capabilities, and breadth of experience, it is necessary to ask yourself several pertinent, self-assessing questions.

When questioning yourself, keep in mind the goals you want to achieve, whether they be long range or short term.

Here are just a few samples of questions that can help you set up a personal inventory as part of your resume preparation.

- In what type of atmosphere or environment do I feel most comfortable.
- Do I prefer working with people, data, or?
- What have I succeeded in doing in all phases of my life to date - (paid work, volunteer & leisure activities)
- What activities or interests do I enjoy most and how can I incorporate some of these interests into viable work alternatives.
- What do I dislike doing.

(b) Individuality of resumes

Remember when writing your resume that it will speak for you in your absence. Therefore it should reflect individuality and originality in both style and content - its aim is to guarantee you an interview.

(c) Components of a resume

In your resume the following areas of information should be included

- personal
- education
- work experience
- activities & interests
- careers aims/goals

It is important for your resume to appear neat, organised and professional. Use headings and don't crowd the information. It is unlikely that even a new graduate will be able to put all the pertinent information on one sheet of paper - however no resume should be more than three pages, and ideally two pages should suffice. Be

concise and to the point.

Personal -

Name

Address

Telephone number (home & office)

Marital status (dependent children if applicable)

Date of Birth

Citizenship

Education commencing with the most recent, list

- Name of educational institution attended
- period of attendance
- course taken-area of specialisation
- degree of diploma etc

This section should also mention any scholarships, bursaries or other academic awards received during your education. If marks are particularly good you may wish to make mention of them. Remember the resume is designed to stress your positive features; therefore if you have stood in the lower half of the class you need not feel obligated to include this information in your resume.

Also list any technical skills i.e. typing, shorthand, business machines you can operate, computer languages known, as well as any professional development courses you may have taken in addition to your regular education. Languages other than English with which you are reasonably conversant should be mentioned in this section as well.

Work Experience

Vacation and permanent jobs - note particular responsibilities taken. Include also casual/temporary jobs and once again note particular responsibilities, achievements etc. Remember employers may have little idea of what your position involved or perhaps a stereotyped view. They cannot appreciate your achievements abilities and skills exhibited in the work place unless you outline these. Such achievements, abilities and skills are often very relevant to other positions than you realise.

Interests

You may wish to divide this section into two parts -

- a) Clubs/societies - including positions of responsibility held therein. e.g. treasurer/secretary/social convenor
- b) Leisure activities

Remember your interests, especially your leisure activities, round out the picture of you as a person, rather than another graduate statistic. Employers are interested in applicants with a variety of interests. Interests are not necessarily abilities - you don't have to be good at them.

Personal Abilities/Skills

It would be unrealistic to assume that personal attributes are not taken into account when final selections are made. Communication skills (both verbal & written), the ability to relate well to a range of people, initiative, confidence, willingness to accept and try new/old ideas, can all be considered to be personal skills. As a resume is designed to represent you in your absence, it seems only logical that it should cover everything you have to offer employers.

References

Usually when asked to supply referees one should proffer a professional & a personal referee,

and should be people that you have been recently involved with. Check with them first that they are willing for you to use their name in this way. (Employers often prefer to approach a referee rather than rely on written references which tend to highlight only your positive points)

It is wise to have a reference resume. This is a full version of all the facts, achievements etc about yourself. It is then re-written according to the position for which you are applying reflecting your particular abilities/skills etc as they apply to that special position. Once you have written your basic resume you will find little difficulty in adapting it as appropriate for various jobs. Your resume can be photocopied and the copy sent to the employer. With every resume send a covering letter. This must be original, handwritten or typed. Check spelling and grammar. Keep a copy of the letter. Remember to date the letter. The content will vary according to whether you are responding to an advertisement or initiating an approach. Remember to keep it neat, organised and professional.

For a ready reference the CAS Registration form is a good basis on which to build your resume; also the Graduates 1984/85 booklet has alternative styles. Call into CAS to peruse/collect.

THE INTERVIEW

The ideal interview will generally have three stages:

1. Opening;

Usually the interviewers aim at this stage is to set the applicant at ease with open ended questions - it is unrealistic to try and assess potential if the applicant is up-tight. The open ended questions may be directly relevant to the position under consideration, or maybe seemingly irrelevant. The interviewers are more concerned to get you to talk at this stage and not necessarily in the content. The interviewer will be making an initial assessment at this time, of you as a person including the non-verbal features - appearance, attitude, manner etc. The first five minutes can set the tone for the remainder of the interview - you are each summing up the other. Where the applicant is well known to the interviewer this stage will probably be omitted.

2. Middle or probing;

Interviewers seek to ascertain whether you have the qualifications and the *qualities* for the position. Remember they are seeking the most suitable applicant for the position.

3. Conclusion;

At this stage the interview is drawn to a close. It is important for the applicant to leave a final positive impression - it is as important as that initial impression and once again includes the non-verbal as well as the verbal facets.

PREPARATION

- re-read job description, list of duties, conditions of appointment, and any other material available about the organisation.
- re-read your application
- collect together the originals of any references or

TYPESETTING

DO YOU NEED —

Some printing done, posters, books, catalogues, programmes, poetry, invitations, business cards, newspaper copy, small publications. If your answer is YES, then the start for this is the A.U.S.A. typesetting service, which offers the cheapest rates in Auckland.

All enquiries, please contact:- Barbara Hendry, Typesetter,
Auckland University Students Association, Phone 30-789 ext 827

(If there is no reply, please leave name and phone number with AUSA Receptionist and I will return your call.)

other photocopied material sent in with the original application.

- consider the sort of person the interviewers will be seeking
- reflect on your strong points and particular messages you want to get across at the interview - draw up a check list.

Remember this preparation will pay off. In the interview you will be nervous. If you are well prepared this preparation will show. If you are not prepared it is most unlikely that on the spur of the moment, given your nerves, you will be able to adequately promote yourself in a positive way.

PRESENTATION

Clothes - Wear sensible/appropriate clothes, err on the conservative side. Preferably wear something you can put on, then confidently forget about knowing that you are appropriately dressed.

Punctuality - allow yourself at least 5 minutes waiting time prior to the interview. If you are going to be late notify the organisation, once you arrive apologise briefly - avoid long winded excusory explanations. Greet the receptionist cordially (they are often asked for their initial impressions). Use the time of waiting to get a feel of the place. If you come straight from a lecture or are carrying crash helmets, umbrella, shopping etc leave them with the receptionist. (Groveling round for all your bits and pieces at the end of the interview doesn't make for a dignified exit). **Greeting** - greet the interviewer with a smile; present yourself as alert and alive.

Seating - Sit comfortably! Much has been written about body language - the psychological implications of the way in which applicants sit in chairs etc. Such matters are rarely, if ever, given cognisance by NZ employers. It is far more important to sit comfortably in the chair offered to you. Be aware before the interview of sitting positions that are comfortable for you - you will find that you automatically adopt such a position.

Watch your arms, hands & feet - if you are nervous don't have your hands or feet in a position where they can shake.

Lean forward in a chair rather than back, avoid

slouching or lolling. Occasionally the chair offered to you may be facing direct or strong lighting (this is poor planning by the interviewer). Do not remain squinting into the light - ask the interviewer if you can re-position the chair. (such initiative will generally be seen as a point in your favour).

Mannerisms - Be aware of any distracting mannerisms you tend to exhibit when nervous - gritting your teeth, clenching your hands, picking your nails, rubbing your hands through your hair etc. Ask your friends to tell you about your mannerisms - they'll be far more aware of them than you!

Smoking - Don't - even if invited

Knocking other people - be very careful not to knock previous employers or to run down university courses - you do not know the biases/attitudes of the interviewer, or who knows who. It is perfectly in order to say that you did not like a particular job or a particular course but be objective in your reasons for making that statement.

HANDLING QUESTIONS

Be aware of the different types of questions in an interview.

OPEN: These are questions phrased by the interviewer in such a way that you are encouraged to elaborate your answer at some length. e.g. 'tell us about your university study' or 'what appeals to you about this position'

CLOSED: a specific & usually short answer is sought. e.g. 'how old are you' 'how long have you lived in Auckland' etc.

LEADING: a specific and right answer is sought. e.g. You don't plan to travel do you' 'are you planning further study'

At the beginning of the interview the questions are usually open. Try to gauge the appropriate length of answer - if you are unsure start with a fairly short answer then ask the interviewer if he would like you to expand. Don't be afraid to ask for clarification if you are confused by a question - it is far better to ask for clarification than to start and realise half way through that you haven't a clue!

Don't be afraid to disagree/add relevant

information if you feel that comments you make have been picked inappropriately - but be tactful. The interviewer may well be seeking to test whether you are a 'yes' person or whether you do have opinions of your own and are prepared to defend them. Speak clearly - avoid mumbling/gabbling and speak positively. Avoid a flat monotonous recital.

Don't rush into answers. Allow yourself a pause to think and angle the answer correctly. Don't tail off with 'you know' or 'sort of'. Sometimes you will meet an interviewer determined to be provocative/use stress techniques. Respond to questions positively - be assertive but not aggressive.

Don't be fazed by the interviewer's note-taking - avoid trying to read what is written upside down!

There are some questions often thrown into the interview that will cause you to hesitate. These require careful thought and a considered reply. We have listed a sample selection and guidelines, intended only to stimulate your thinking, as there is no standard reply.

CONCLUDING THE INTERVIEW

If the interviewer is skilled they will signal the end of the interview by outlining the procedure of the follow-up. If you sense that the interview is finishing and this aspect has not been covered - ask! Ensure that you know before you leave the interview what will happen next. This includes details of when the interviewer will be finishing the interviews, the time likely to pass before a decision is made, and how all applicants will be notified of the result of the interviews. Also establish who you should contact after the interview if there has been no news after a reasonable time lapse, and also who to contact if, after the interview, you want to provide any additional or ask any further questions.

If you consider there are any additional points about yourself which you haven't had the opportunity to express - now is the time.

Express your interest in learning the result of the application.

Smile - regardless of how the interview went and

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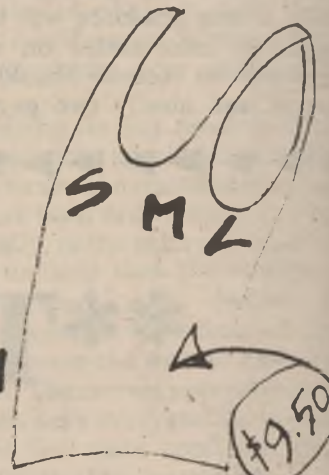
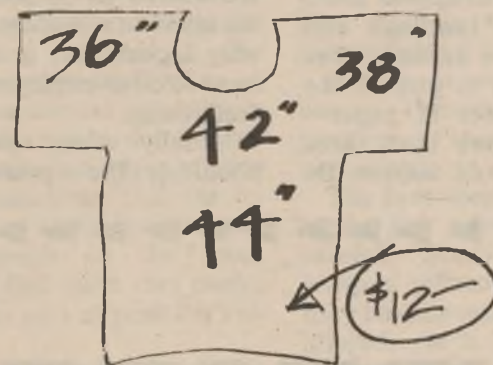


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take your leave positively. Remember that you will leave a final impression for good or ill. You will certainly be discussed once the door has closed behind you.

Sometimes at the end of the interview you will be asked whether or not the job still interests you - it is wise at this point to express continued interest - allow yourself time on your own to think about it. You can always phone in the next day and withdraw.

You may be asked at the end of the interview if you will accept the job - allow yourself time to consider. State your interest in the position and the fact that you look forward to an offer in writing.

You may be asked on what date you could take up the appointment - it is important to have some ideas on this. In most instances you will not be eligible for much annual leave until you have been with an employer for 12 months. Therefore a short break between university examinations and taking up any position would be in the interests both to you and your employer - remember employers are seeking the most suitable applicant - their choice will rarely be made according to which applicant is able to start first!

AFTER THE INTERVIEW

Give yourself a break then try to assess the interview for further reference. There are two aspects to this assessment:

1. Think back objectively over the questions asked and your answers. Note any commitments you gave about priorities you would establish if you were appointed to the position etc. Note any promises made by the interviewers to the successful applicant - if you are offered the job then it is important to remember these facts.
 2. Review your interview performance. Think about how you can improve next time. You may wish to discuss certain aspects with friends, family or careers adviser. A little thought at this stage will improve your interview techniques and any mistakes are not likely to be repeated.
- Keep applying for positions while you wait to hear the outcome of those applied for already.

If you miss out for positions it is generally because you were unsuited or there were others better suited.

Remember that how you handle the interview is an indication of how you'll handle the job. A passive, dull unimaginative applicant could well be perceived as an unmotivated employee. The disorganised blunderer may be energetic but

Everyone gets nervous before an interview; there is no such thing as the perfect applicant or the perfect interviewer!!

All applicants can build skills and improve performance. Good luck and if your performance needs uplifting we're here to help.

ACCEPTING A POSITION

Do not confirm acceptance until an offer is made in writing. Check that the letter includes starting date, salary, any other allowances, award, conditions of appointment including hours of work, leave-annual/sick and period of notice required by both employee & employer in event of termination, if a trial period applies this should also be stated in the offer.

If first offer received is not the preferred one and you have had an interview with another organisation which interests you more

- (a) stall re accepting the offer. It is quite permissible to have time to consider their offer
- (b) contact the preferred organisation, explain that you have been offered a job elsewhere (do not give the name of the firm). Explain that you are interested in their job and would appreciate their advice on where you stand for that job. Generally in this situation the second employer will give you a pretty fair idea of your chances.

If two offers are made at the same time this rarely presents a problem as to which to accept, particularly if you have already given both jobs due consideration and clarified where work fits into your life etc.

Remember it is preferable to stall before accepting offers (days not weeks) and it is quite permissible at this stage to turn a position down.

When that happens the employer will simply go the next person on the list and offer the job to them. However you will cause more than a hiccup if you accept an offer and later turn it down. On your acceptance of a position the other contenders are notified that they have missed out and thereafter it is generally rather difficult for the employer to appoint someone else off the schedule of applicants. However, until somebody has accepted the position, it is rare for others to be notified that they have missed out. So take time to stop and think it through.

JOB VACANCIES

ASST. PRODUCT MANAGER:

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Seeking keen & enthusiastic marketing graduate for career in marketing management. Closing date 25 Sept 1984. Written applications marked 'Personal & Confidential' to: Product Group Manager, Culinary Nextle NZ Ltd., P.O. Box 1784, Auckland.

ACCOUNTANT - COUNTRYWIDE BUILDING SOCIETY

Central Auckland location and would suit person graduating this year. Problem solving & people management skills are necessary. Contact Steve Casey. Ph 31-159.

METALLURGIST/ENGINEER - NZ STEEL LTD

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The guys at John Tanner would like to thank all the students for patronage, support and offers of money for sexual favours throughout the year. May Christmass and the New Year bring you everything you need, and remember
"WATFORD FOR THE CUP!!"

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As Te Wananga o Raukawa integrates the degree structure of the universities, so each university should have its own marae . . . to demonstrate its commitment to breaking its mono-culturalism.

Continued from page 7 . . .

other faculties are all welcome innovations, but it is the language which is central to the survival of Maori culture while the rest are just piecemeal pickings which either isolate peripheral elements of the culture or serve only to place Maori culture under the microscope of how it is affected by 'Pakeha' domination. Refining the process of domination with the appearance of concessions benignly granted, they fail to guarantee cultural survival or to genuinely introduce tikanga Maori

into the procedural aspects of how courses are run.

The universities have, under Maori pressure, slowly adopted the selective introduction of 'piecemeal pickings' in recent years (Massey, and this year Waikato, have both inaugurated administrative training courses for Maori students) while the Maori community has adopted its own development programmes. While the main thrust in the last three years has been into kohanga reo, the pace of change is accelerating with moves for a handful of primary schools

begin tuition in all subjects in te reo Maori. Various secondary schools (Queen Victoria and Hato Petera, Auckland, Wellington High and others) have also implemented plans for all instruction to be in te reo Maori. Will this development eventually penetrate the tertiary education system? Time will tell.

The question of the status which the degrees Te Wananga confers remains for some. Ultimately it will be resolved simply by the quality of the graduates proving themselves. Given the demand for bicultural administrators as the education, health and other government and business interests accommodate the assertiveness of the contemporary Maori spirit, it won't take long to be resolved either.

Meanwhile, in the Maori community, other tribal groups are known to be looking at Raukawa's success with more than a cursory sparkle in their eye and thoughts of their own tribal development plans. Other Wananga are already in the pipeline. Te Wananga o Raukawa itself is only the tip of a larger 25 year project of the Raukawa Trustees known as Whakatupuranga Rua Mano (Generation 2000). As an experiment in tribal enterprise and management, it augurs well as the regenerating seed of many future truly bicultural ventures in advanced education

-Rangikawhiua Patena

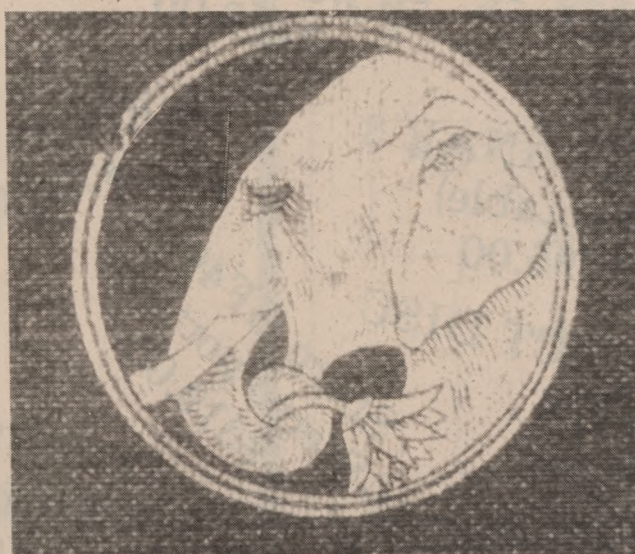
TE WHARE WHITIAHUA FILM REVIEW

THE FAR PAVILION - The White Man's Burden

From the creators of *Chariots of Fire* and *Gandhi* comes *A Far Pavilion*. For people who like stories of places far away and who are not afraid of love and romance and searching for their destiny. A story set in a mythical place called, for the want of a better name, 'India'.

Set in 1859, it comes from the time when 'Posh' meant something definite, 'Hoi Polloi' knew who they were and 'Himalaya' was pronounced correctly. The film comes from the novel by M.M. Kaye. Like *Chariots of Fire* and *Gandhi*, it is history through soft focus lenses, which is not to say *A Far Pavilion* is not accurate in its period detail (the film credits include both a 'Cultural Advisor' and an 'Ethnic Music Co-ordinator'). *A Far Pavilion* is about the India of the Rajah, with arranged marriages between princelings and the practice of Sutee, when the widow burnt herself on the funeral pyre of her husband. This is the time when the British forces had chin straps on their helmets to hold their chins up rather than their helmets on, when officers shook hands vigorously in greeting and if one officer was over friendly with another they were suspected of being poofers. *A Far Pavilion* can be enjoyed as an adult version of *Indiana Jones and the Temple of Doom*. Old India chappies may say the film takes dashed liberties with the locations, but such is the prerogative of film makers.

Those who have read the novel may enjoy the film, although judging from the size of the book the film is but a brief summary. Those who never had the time or inclination to read the novel may, after seeing the film, be able to hold their own in



Take up the White Man's burden -
Have done with childish days -
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years,
Cold, edged with dear-bought wisdom,
The judgment of your peers!
The White Man's Burden, 1899
by Rudyard Kipling

conversations with their relatives about its merits. The film is a mildly amusing grand romance between Ben Cross as 'Ashtok' and the lovely Amy Irving as 'Anjuli'. Ben Cross looks and sounds like

Prince Charles giving a public school address on true love and valour. Christopher Lee gives a solid performance, never once looking like he is in a Hammer Horror film. Omar Sharif as 'Koda Dad' is an old hand at these Eastern roles, he always plays his cards right.

For those who like their historical dramas with some contemporary relevance, the adventure into Afghanistan shows the British getting their comeuppance at the hands of the Afghan tribesman, the forefathers of those who are today doing the same thing to the Russian army, but this is only a subplot in the grand romance. If you want to see socially relevant films about India there are always the films of Satyajit Ray (of which *Charulata* was shown on television recently). Of the non-Indian directed films about India, the Merchant/Ivory film *Heat and Dust* is as good as they get. There is also the television series *The Jewel in the Crown* which shows the clash between the educated anglophile Indians and the Colonial administrators (and other mad dogs who spent too much time out in the noon day sun) during the second world war.

A Far Pavilion can be some light relief amongst the pre-exam nightmares - for those who enjoy Boys' Own Annual stories.

I sha'n't forgit the night
When I dropped be'ind the fight
With a bullet where my belt-plate should 'a' been.
I was chokin' mad with thirst,
An' the man that spied me first
Was our good old grinnin', gruntin' Gunga Din.

Gunga Din
by Rudyard Kipling

-Morris Averill

TE WHARE TAPERE

THEATRE

CLOCHEMERLE

A Teamwork Production at the New Independent Theatre until 22 Sept.

In *Steaming* at Mercury earlier this year, a slight feminist message was sabotaged by its packaging as a 'sizzling' object of voyeurism. A similar chauvinist exploitation of women's sexuality undercuts the superficially fruitful comic confrontation of the sexes in *Clochemerle*.

Steaming began with the threat by a male authoritarian structure (the Council) to close a female sanctuary, the local bathhouse: roused to action and a new awareness of their condition as women, the regulars victoriously obtain the continuation of the status quo. In *Clochemerle* a similar territorial encroachment by the male sex is beaten off only after a thoroughly sexist enjoyment by the audience of the women's fugitive pleasure and lasting plight (e.g. unwed pregnancy) in the wake of the new sexual liberalism.

In the context of this peasant village, sexual modesty and the ghoulish abortionist (Linda Oliver) are the only defences for women against the temptation of sexual pleasure and the servitude of childbearing. Thus, the erection of a pissoir (a male toilet without excessive screening) in the central square serves the men's desire of overt self-assertion and simultaneously threatens a female bastion: the convention of public modesty. The female reaction is split between the ridiculed forlorn defence of that bastion (the matrons, old maids and the Baroness) and a brief enjoyment of

the new climate of freedom (the Children of Mary). All finally succumb and only then obtain the dismantling of the pissoir - as the price of a general reconciliation.

This entertainment at the expense of women is held together by confidently executed songs (Ray Taylor), particularly the rollicking Dylan-style chorus celebrating Maire Piechut's pissoir and linking it ironically with the three French ideals of Fraternity, Equality and 'la Liberte'.

The plot development is rather choppy (apparently due to the adaptation), and the significance of a candlelit procession escaped me. However, much of the characterization is effective: there are some convincing and even seductive women of easy virtue (notably Rachel Watkins as Lulu), a charming procurer, and some moments of comic brilliance from the (reluctantly) Children of Mary.

So, for an undemanding night out, *Clochemerle* is worth considering. But leave your ideological conscience at home if you want to enjoy it.



CHAPLINS' CHAT



MIND YOUR OWN BUSINESS

From earliest youth every educational agency has tried to instruct me to mind my own business, not to be inquisitive about things that don't concern me. Even on a slow learner, it eventually dawns that other people have a right to privacy from my curiosity, although it must be conceded that it is much easier to tidy up other people's lives than one's own!

But my educators have also been busy instructing me that I am part of the human family, linked with the whole creation, and that as with a body, when one part is hurt, all parts feel the hurt.

For the most part, I must admit that those people who are out of my sight are also out of my mind, but because we are members of a family, their concerns, especially their crises, are my business.

So if I am to mind my own business, I must properly be concerned with the drought in Africa, the nuclear arms race, the problems of unemployment. 'Nothing human is alien to my concern.'

- JMK for Chaplaincy

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NGA TUHI MAI

LETTERS

FREEDOM AND INEQUALITY

Rangi and Neil,

The recent spectacle of civil libertarians holding hands with fascists highlights the anachronism of the civil liberties view. (See law lecturer Bill Hodge's comments NZ Herald 6 Sept) While supposedly championing the cause of freedom, civil libertarians defend the right of the Nationalist Worker's Party to put racist literature in Auckland letterboxes.

The logic of the civil liberties argument is fine. That is, in order to gain credibility in the community, civil libertarians must respond not only when the police crack down on good liberal causes like Springbok Tour protesters, but equally when the police crack down on more unsightly, definitely un-liberal causes like the Nationalist Worker's Party. Fine. We all want to live in a free society.

But what exactly is this thing called freedom? Is it, as Civil Liberties would have us believe, the right not to be harassed by police? Or the right to say whatever you want in public? Freedom as a quality of life has far less to do with the niceties of the justice system and far more to do with the concrete realities of whether you can get a job, feed the kids, find a place to live and so on. To focus on the legal issue: in wanting the law to treat everyone equally and liberally is to miss the underlying structural inequalities.

The civil liberties' view pretends that the law treats everyone the same (or at least it would if particular individuals would just stop abusing the system). But observe the relative social inequalities. Either in law does *not* treat everyone the same. Landlord and tenant for instance; or formal equality under the law makes little difference anyway to the concrete inequalities in people's lives.

Meanwhile, many could be forgiven for taking lightly the moral outrage and intellectual indignance of academics and lawyers.

Phil Twyford

ON THE RIGHT TRACK

Dear Kia Ora,

It is with delight that I observe the city council providing the 'revolutionary' solution to cyclists in Alfred Street, a contra-flow lane! While they are at it, they could close all of downtown between Hobson St and Symonds St to non-electric, non public transport.

To return to the real world, how many other cyclists have found that not only do cars and buses wish to share lanes with them coming down Symonds St, but the drivers tend to have temporary blindness when they turn left into Airedale St. Even worse, I find, are the ARA buses who ignore cyclists when turning into the bus-stop just above the Kiwi.

Perhaps cyclist readers could send their own horror stories.

A PEACE OF THE 'DEFENSE' BUDGET

Dear Kia Ora,

Now we have a new, or only slightly used Labour government, all aglow with good intentions, it may be a suitable time to press for the inclusion of peace studies throughout our educational system. While we are spending almost \$1 billion on military and related activities, the amount we spend on finding non-violent solutions to our problems is probably less than a hundredth of that amount. Government overseas aid cannot be considered as peace related, as it is usually used to prop up existing systems (when it isn't actually for repression). Within Aotearoa, whether the problem is rape, armed offenders, subversives, or external 'commies', the solution is force: prison, guns, secret policemen, and the armed forces.

This is understandable when we see the almost total lack of peace education in our schools and tertiary institutions. The results

of paranoia, ignorance and aggression - are vividly described from first-hand experience by Jim Chapple in the August '84 Peacelink article on secondary schools. (Available in The N.Z. room, in the main library.)

If only a tenth of our military, police and prison budget was spent on peace/non violence education, this abysmal picture would be changed.

What can we do right now, today? We can write (no stamp required) to the Ministers of Education, 'Justice', Police and 'Defence', at the Beehive, Wellington; advocating a \$1m \$10 allocation of the war, police and prison budget go to peace/non-violence education and research.

George Thomson

POLITICAL FOOTBALL

Dear Editor,

There has been considerable noise recently about the Soccer Club and I feel I would like to publicly clarify a few points.

The Students' Association seems to have two major bones of contention. Firstly, the Rothmans/S. Africa/Hart issue. The commitment to enter the National League which is known officially as the 'Rothman's Soccer League' was made at the end of the 1983 season (October 1983) when we elected to go into the playoff series with the winners of the Southern and Central Leagues. The winner of this series enters the National League. One group of supporters seen at these matches and also the final League matches in the 1983 season when we were on top of the table were the Soccer Club's 'Hart' team. Thus, it was a surprise when just before the AGM in March 1984, the S.Africa/Rothmans issue was raised. In trying to accommodate both sides, we have since spent the rest of the year trying to steer a middle course between AUSA/Hart and the NZFA, frequently getting rapped on the knuckles by one side for not doing enough and by the other side in doing too much. I do regret expressing a personal opinion to the Dominion newspaper and learnt a lesson from this, namely, 'no comment'.

The second issue was a 'show night' at University Park Clubrooms which involved two strippers (female). Six weeks before the intended date it was checked with whom we thought were the powers that be, whether this was alright and we were given the go ahead. Therefore, again a surprise when at a few days notice we had to try at first to

transfer to another venue, and eventually cancel the function as no suitable venue was available. This was of course due to the fact that the type of show was against AUSA policy. (We did offer to get a male stripper as well.)

As for the article which appeared in Kia Ora, 4 September 1984, a number of items are incorrect.

1. Alex Cowan & Sons did not withdraw their sponsorship after all this blew up. Indeed they have put a considerable amount more money into the club since then and continue to pay the win/draw bonus.
2. I could quite equally say that the executive of AUSA took an arrogant attitude to the Soccer Club.
3. The kind heartedness and generosity concerning the loan was a vote of 5 to 3 in favour of the loan being granted with three abstentions. (All soccer club members)
4. We did not in the end have to uplift the loan thanks to the generosity of Alex Cowan and Sons Ltd.

I would like to add some information about the University Soccer Club. We run a total of 22 senior teams including 19 men's and three women's and overall, the student-staff-graduate/outsider ratio is 81/19, the cut off for affiliation to AUSA being 70/30. We obviously intended to remain in the National League and a number of outsiders were signed this season. In the current first team squad, there are 10 students-graduates and eight outsiders which includes four New Zealand Internationals. We can provide soccer from National League level down to social grade Open H and the club has only become so big due to the response from students wanting to play soccer. If you did not know this, whether it interests you or no, we were not aware of the AUSA policy about two contentious items discussed earlier, being basically a soccer club and apolitical.

If I have upset some people over the year, and I obviously have, then I apologise, but while everyone and his dog within AUSA and the University in general seemed pleased when we made National League status, the response since then has generally been negative. I personally will be resigning from the soccer club when the present situation is resolved at the end of the season.

Yours faithfully,
Gerry Gillard
President A.U.A.F.A.

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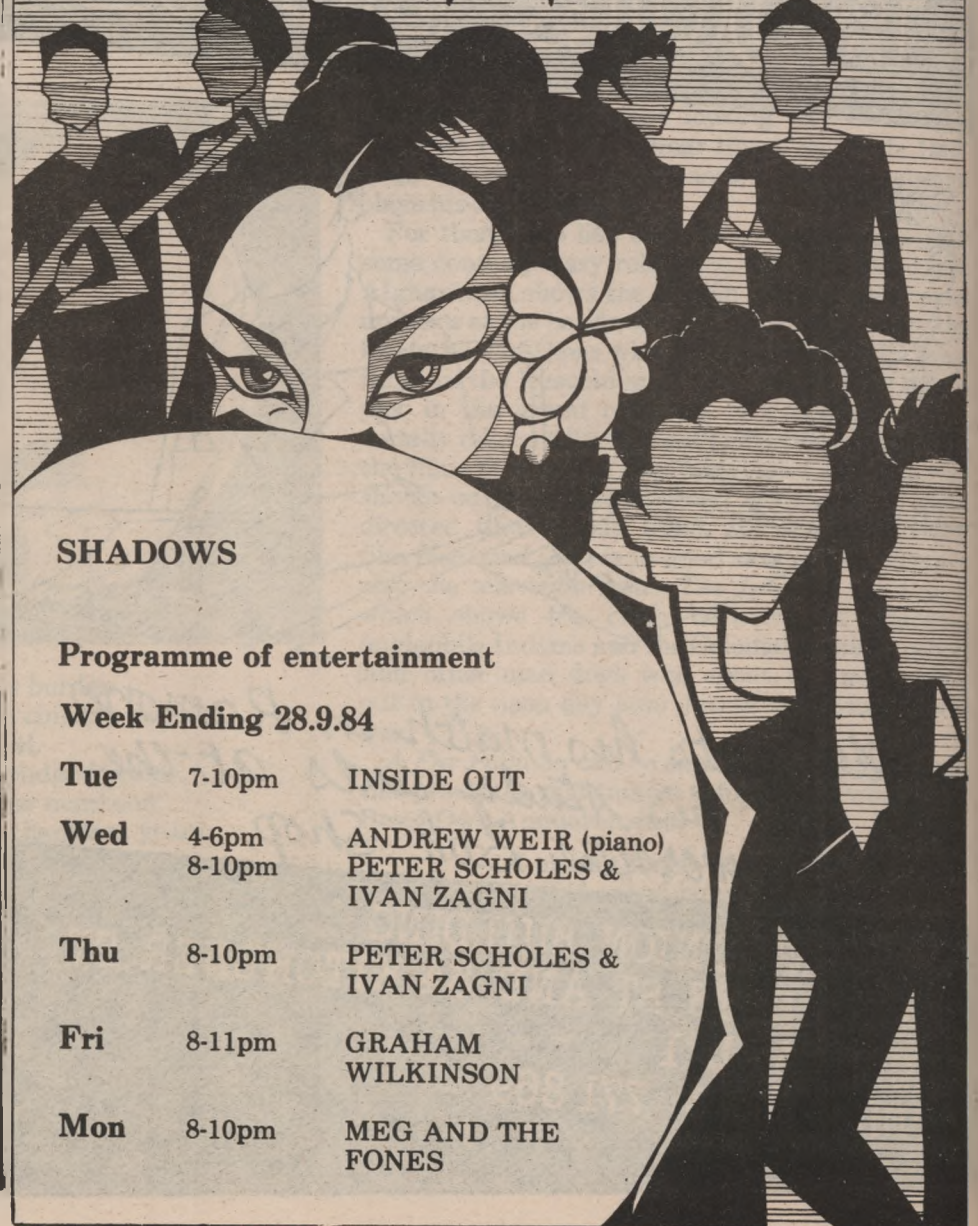
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SHADOWS



SHADOWS

Programme of entertainment

Week Ending 28.9.84

Tue	7-10pm	INSIDE OUT
Wed	4-6pm 8-10pm	ANDREW WEIR (piano) PETER SCHOLES & IVAN ZAGNI
Thu	8-10pm	PETER SCHOLES & IVAN ZAGNI
Fri	8-11pm	GRAHAM WILKINSON
Mon	8-10pm	MEG AND THE FONES

PANUI NOTICES



Clubs

FIJI CLUB ANNUAL BALL AND INDEPENDENCE DAY CELEBRATIONS

At Trillos, Saturday 29 Sept 8pm - 1am. Admission and food = \$13. Tickets sales Wed & Thurs 1-2pm in Quad. See Fiji Club Notice Board for further details.

GAY STUDENTS

Meetings Tue 1-2pm Rm 143, Fri 4-6pm Rm 144. All welcome - beat the exam blues and come along. See our notice-board for details of social events or ph Ganymede House 763-644.

EVANGELICAL UNION

Tues 25th Sept (today) Phil Parshall is our guest speaker this week on the engrossing topic of ... Missionaries. They do exist, yes in 1984, and they're going as strongly as ever. Come and find out what missionaries do, what their motivation for doing it is, and probably quite a lot more. Functions Lounge, 1pm.

Now, first the good news: You haven't missed out on the E.U. Dinner Dance which didn't happen on Friday the 21st. Now the extra-good news - the great event has been postponed for your benefit to Thursday the 27th. Tickets are \$9.50, a wide range of music will flatter your eardrums, and the aforesaid tickets are on sale at the above lunchtime meeting or see a friend in E.U. if you want to come.

Elections

Nominations for the 1985 Distribution Manager for *Kia Ora* have been re-opened. Nominations close on Friday 28th September.

Theatre

YOUNG PLAYWRIGHTS

New Zealand has been invited to send up to six young playwrights to a young people's theatre festival to be held in Sydney next August. The International festival Interplay marks international year of youth and will be attended by patrons Dorothy Hewitt, Stephen Sondheim and Edward Bond.

To qualify for selection young people between the ages of 11 and 20 need to submit a play to the New Zealand selection committee by November 8th together with the official entry form.

Those in touch with young people with writing ability are encouraged to draw their attention to the festival.

Details are available from Playmarket, Box 9767, Wellington.

KENNETH MAIDMENT THEATRE

Saturday 22 September 8pm

Saturday matinee 2pm

RIDE RIDE - Pilgrim Productions Inc. presents by popular demand a return Auckland season of this musical based on a story about John Wesley. 'This is a show right out of the usual groove of stage musicals in its subject, atmosphere and treatment. It deserves to play to full houses every night' - *Auckland Star*.

Tickets \$8, concessions \$6. Bookings at The Corner.

Cultural

Saturday 29 September 6pm

DANCE CENTRE '84. Students of Dance Centre Company on stage with 'Don Quixote', 'Thriller', 'Peter and the Wolf', classical and modern pieces performed by the Dance Centre. Tickets \$4 at the Box Office.

Music

KARLHEINZ COMPANY

NEW WORKS BY SCHOOL OF MUSIC STUDENTS

On September 21st at 6pm in the University Hall, Old Arts Building.

Seven new works by student composers will be premiered. The composers are Glenda Keam, Leonie Holmes, Ian Boswell, Warwick Blair, Eve de Castro-Robinson, Craig Utting and Dorothy Ker. Their pieces range from small orchestra, instrument and tape to a psalm setting specifically composed for the clocktower space next to the University Hall.

Wednesday 26 September 8pm

FOLK FLOCCINAUCITY CONCERT. Guests include Motat Barbershop Quartet, Martha Louise, Julian McKeen and Brendon Powers, John McGowan, The Old Reserve, Karen Gorter, Chagrin, Cath Newhook. Presented by the University Folk Club. Tickets \$6, students and members \$5. Door sales only.

Sunday 30 September 8pm

PHOENIX CONCERT BAND. The 45 piece-band concert is presented by the Phoenix Wind Ensemble. Tickets \$4, concessions \$2.

INDEPENDENT MUSICIANS' CLUB

Practice space available in Central City. \$4.00 per hour. P.A. supplied. Phone Jim - 679-567 after 7.30pm.

GAUDEAMUS CONCERT:

School of Music Staff and Guest Artists, Maidment Theatre 25th. September 5.30pm. There will be a one-hour concert on Tuesday featuring Suite for Piano, Violin and Clarinet - D. Milhaud, Heath Lees piano, Mary O'Brien violin, Peter Scholes clarinet. Songs by Mussorgsky and Debussy - Lynn Cantlon soprano. Sonata for Piano and Cello Op 19, A minor.

Tickets are available at the School of Music, Princes Street (tel 73799 ext 7408). At the door one hour prior to performance. Prices: \$5.00 general public, \$3.00/\$2.00 concessions.

MICHAEL HOUSTOUN PLAYS CHOPIN AND LISZT

In a special programme in the Celebrity Series, Michael Houston plays two romantic and brilliant works for the keyboard, Chopin's Piano Concerto No. 2 in F minor, and Liszt's Piano Concerto No. 2 in A Major. The programme will be presented in the Auckland Town Hall on Thursday evening October 4 under the baton of William Southgate. Mr Southgate opens the programme with the Overture to The Merry Wives of Windsor by Nicolai.

Tickets are available for the Town Hall concert at the Corner Booking Office, Nathan Homestead, Manurewa and Trappings 91 Karangahape Road, at \$10, \$9 and \$7, \$6 for Senior Citizens and Students.

Politics

WOMEN, PEACE AND JUSTICE SEMINAR

Sunday 23 September 9.30am to 4pm at W.E.A. Rooms, Princes St. Speakers-Workshops-Video. Cost: Unwaged \$2, Waged \$3.50, Overwaged \$5. All women welcome - bring food for a shared lunch. For further enquiries, contact Claire ph 279-8019.

ANTI-RACISM MOVEMENT

ARM is still meeting on Tuesdays at 1pm, but now in Rm 143 (behind the TV room).

This week we have a speaker from the Kanak Support Group to give us an update on recent happenings in New Caledonia. All welcome.

General

Do you take 03.101, 20.201 or 84.200? Haydn is in hospital with a seriously broken leg and is in need of lecture notes for these papers. If you can help him out by letting your lecture notes be xeroxed please contact Heather Brockett at Students' Assn (ph 30-789). Thanks.

STUDENT HEALTH

The Health Department Mobile Chest Xray Unit will be on the campus outside the Bank of New Zealand area on Wednesday 3 October from 9am - 12.30pm and from 1.30pm - 3.30pm. I recommend that those who are interested take advantage of this facility.

D.H. Finlayson, Director, Student Health Service.

FOURTH TERTIARY GRANTS PAYMENT

Payments will be available for collection from the Hall, Old Arts Building, on Wednesday 26 September and Thursday 27 September.

1985 DISTRIBUTION MANAGER

Applications are still open for the part time paid position of Distribution Manager for Craccum for next year.

Written applications, including details of the applicants relevant experience, should be handed to the Secretary AUSA by Friday 5th October. (Further information can be obtained from the Media Officer or Kia Ora).

AUSTRALIAN NEW ZEALAND STUDENT SERVICES ASSOCIATION

Applications are now open for the selection of one NZUSA delegate to the Australian New Zealand Student Services Association Triennial Conference. The ANZSSA is an organisation representing the staff and students involved with student health and welfare services.

The Conference is to be held at Hobart University in Tasmania 20-25 January 1985. The theme of the Conference is 'Living and Learning', including papers on tertiary education, counselling and healthy lifestyles.

Applicants should enclose a curriculum vitae and should display a reasonable understanding of the ANZSSA Student Welfare Services and NZUSA. The delegate will be expected to prepare and present four short papers to the conference in association with the relevant NZUSA officers.

All expenses (travel, accommodation and per deims) will be covered. Applications close on Friday October 5 1985.

Applications (or requests for further information) should be forwarded to:

ANZSSA Conference Selection Committee
NZUSA
P.O. Box 9047, Courtenay Place,
WELLINGTON

NZUSA/ASIAN STUDENTS ASSOCIATION

Applications are now open for the position of two NZUSA delegates to the Asian Students' Association General Conference. The Conference is to be held in Bangkok, Thailand, in conjunction with a workshop from December 21 1984 - January 2 1985.

The subject of the workshop is 'The Assessment and re-examination of the Asian student movement in meeting the realities and challenges of the '80 s'.

Applicants should enclose a curriculum vitae and should display a reasonable understanding of the Asian Students' Association, and of NZUSA.

The two delegates will be expected to disseminate information on their return to New Zealand, and will also be expected to prepare a report to NZUSA on both the workshop and the General Conference. All expenses (travel, accommodation and per deims) will be covered.

Applications close on Friday October 5 1984.

All applications (or requests for further information) should be forwarded to The President, NZUSA, address as given above, or ph: 85-6669.

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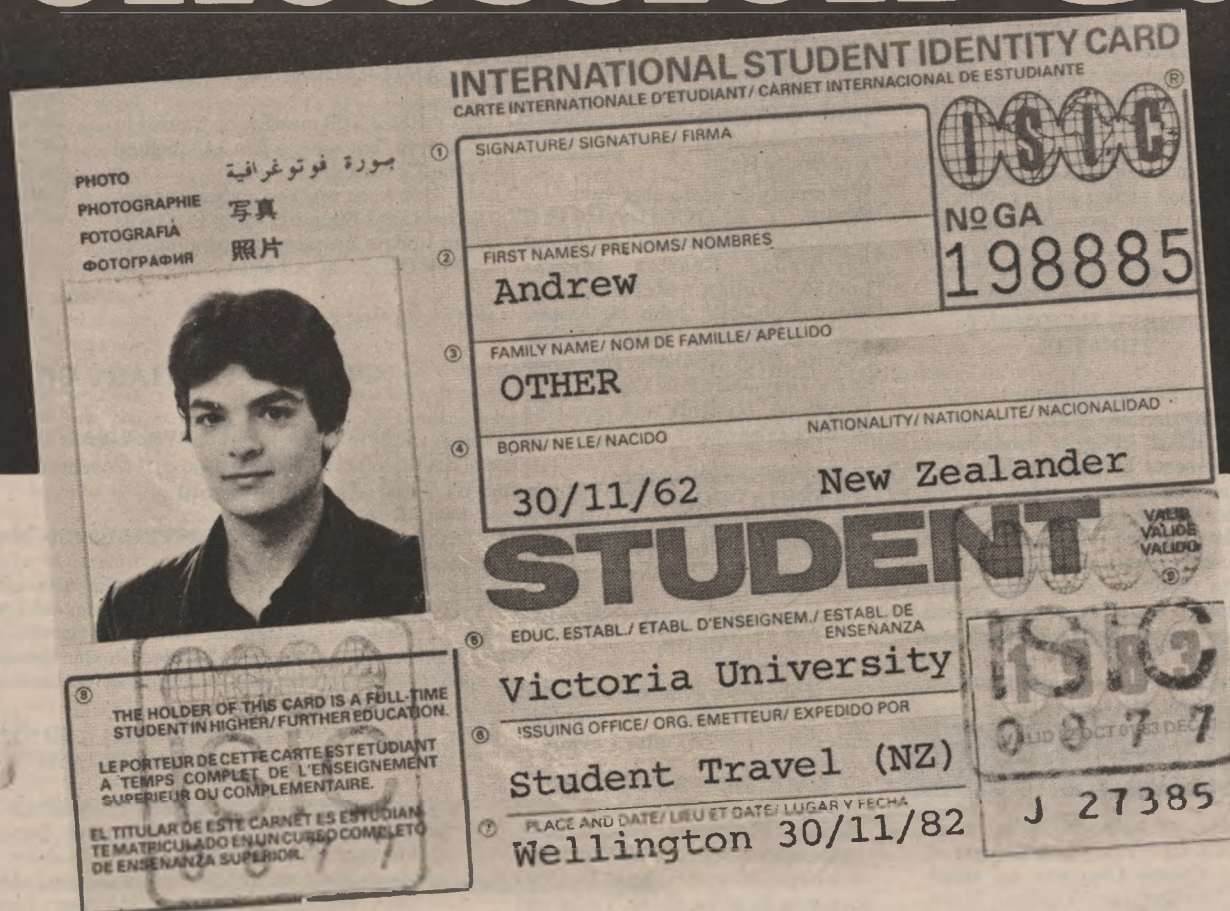
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N.B. Get all the details (applications, etc.) from the Students' Association office, STS sales office, or from any branch of The National Bank.

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