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Salient

VICTORIA UNIVERSITY STUDENTS' PAPER
Vol. 25, No. 9 Monday, July 9, 1962. Price 6d.

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Second time in history of V.U.W.S.A.

Exec. Evicted — Factions Clash at A.G.M.

CLASH OF OPINION AT A.G.M.

For the second time in the history of the V.U.W.S.A. the Executive has been given the boot.

This occurred at the Special General Meeting held on Friday, June 15 last, before a packed gathering in the Little Theatre.

The motion of "no-confidence" was greeted with wild acclamation by a majority of students, as were the other five motions tabled, all of which were successfully carried.

The issues involved, can be traced back to the S.G.M. of March 20 this year, when students directed the Executive to hold demonstrations in aid to the abolition of increased fees. A "no-confidence" motion was also in hand at this meeting, but was defeated — mainly by the actions of President Armour Mitchell, who, through swift talking and glib reasoning, swayed the audience against the motion.

Demonstration

Nothing loth, some students forged ahead with the idea, arranging for a demonstration to be held outside Parliament on opening day, June 7. The demonstration, it was thought, would help remind the public and the P.M. that students wanted action, not words and idle promises. Executive had other ideas. In disregard of the S.G.M. directive "it would" in the words of Mr Moriarty, "certainly not organise a demonstration, but if a demonstration was to be held by certain elements, then Executive members should intervene on a personal basis to make it constructive and orderly."

As it was, the demonstration was held—without Exec. approval—and failed to impress many people of the nature of the issues at hand. Wrath aroused, the demonstrating students called for an S.G.M. This was held on the night of Friday, June 15. At this meeting—which was attended by some 200 people—six motions were successfully carried, all of which related to censuring and directing the Exec.

The first four, were pushed through rapidly: Stone/Magnusson THAT the Executive of the Association shall be bound by the motions passed at this meeting unless a General Meeting of the Association directs otherwise.

Magnusson/Bromby THAT the Association demands that university fees shall be lowered and eventually abolished.

Blizard/Mutton THAT the Exec. is bound to approach the Government on the subject of fees until fees are lowered to or below the scale of 1960 fees.

Iorns/Davies THAT the Exec. immediately demand of N.Z.U.S.A. that N.Z.U.S.A. organise a nationwide petition asking for the lowering or abolition of university fees, the petition to be completed before the end of the university year, and failing action by N.Z.U.S.A. the Exec. of this Association shall

organise a petition in the electorates within the V.U.W. district, which petition shall be completed before the end of the university year.

Miss Jones

Then came a surprise. It was moved Dwyer, seconded Blizard.

THAT the Exec. demand of N.Z.U.S.A. the resignation of Miss Florence Jones from the National Executive. Miss Jones had cast herself into hot water earlier in the week by making statements in a weekly paper, to the effect that students were "satisfied with the new system".

It seemed that the meeting was not concerned with Miss Jones's views as being the official views of N.Z.U.S.A. (Miss Jones is Education Officer) and that a personal attack was quite in order. Thus, speakers harangued in good faith; felt satisfied when the motion was carried 87-65.—Editor.



PETER O'BRIEN, immediate past Vice-President of V.U.W.S.A. holds head in amazement at the antics of the A.G.M. O'Brien, and next to him, former President Armour Mitchell, opposed vigorously the idea of "official" demonstrations.

Kicked Out

Next on the cards was the motion, moved Magnusson, seconded Bromby:

THAT the Association has no confidence in the Exec. Mr Magnusson and others spoke at length on the "subversive activities" of the Executive, of its "impudence", labelling it a "powerful but corrupt elite". In the minds of Mr Magnusson, and a number of others, the only worthwhile place for an Exec. of this calibre was "in the gutter".

Some students did not agree. Mr Peter O'Brien, Vice-President of V.U.W.S.A. tried to voice his opinion, was howled from the stage. Vowed O'Brien, "it's the last time I speak before a student body". President Mitchell, on rising, was greeted with hisses and boos, and in one half-hour on the stage, managed to utter about 10 coherent sentences. A usually successful swayer of student sympathies, Mitchell could not fight against this vociferous throng. The motion was ultimately put, and carried (to the accompaniment of tremendous applause).

So for the first time in 14 years, the Exec. has been ousted. Whether tactics and strategy on the part of the Exec. could have saved the day, is open to conjecture. It appears doubtful, however; for in the minds of a majority of students, the Exec. had to go, come what may. The action on the part of students at the S.G.M. has been designated "mob-like". Perhaps this is a little too strong. Nevertheless, it must be said, the majority of students went along to the meeting with their minds made up. The majority could not have cared less about demonstrating, fees, directives or words; it was there to railroad the issues, it was there not to think but to threaten.—Editor.

Caretaker Exec.

Immediately following on from this, was the election of an interim Exec. to manage affairs until the A.G.M. (6 days hence). This was done; Mr Moriarty being declared President, Messrs Boshier, Dwyer, Bromby and Hawkins, part making the Committee.

The meeting of this Exec. on Monday, June 18, was farcical—a battle of procedural points and wrangles over standing orders. The report of the Provisional Exec., brought down to the A.G.M. (Thursday, June 21) made a couple of luke-warm recommendations, asking that the relationship of V.U.W.S.A. with N.Z.U.S.A. be investigated, and recommending to the incoming Exec. a "strict adherence to the resolutions of both the March and June S.G.M.'s."

Annual General Meeting

The A.G.M. of Thursday, June 21, swiftly developed into a sounding-ground for all sorts of diatribe and abuse; hurled from one side of the theatre to the other.

The minutes of the 63rd A.G.M., of the two earlier S.G.M.'s, the reception and adoption of the 64th Annual Report were quickly dealt with. Then came the Report of the Provisional Exec. Self-appointed spokesman William Dwyer rising to his feet, started accusing his fellow interim-Exec. members of being "traitors", "back-stabbers" and "more disgraceful (in their attitudes toward the S.G.M. resolutions) than the previous Exec." It appears that the interim Exec. wanted to incorporate into the report a motion to the effect that demonstrations be discontinued.

Something had to give. Once past the Report of the Provisional Exec. factions quickly developed; Dwyer and his men placed against the left-hand side of the Theatre, ex-Exec. members and supporters

(Continued on back page)



FINGER
OF
SUSPICION

MR WILLIAM DWYER, vocal student authority on Anarchy and the need for a free Education, points an accusing finger at the A.G.M. This picture shows Mr Dwyer haranguing the meeting. (An adjournment had to be called soon after this episode—Dwyer refusing the Chairman's order that he resume his seat.)

Salient

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EXTRAVAGANZA

Sir.—I read with interest the letters about Extrav. in your last issue. I am sorry if anyone was mishandled as a result of the show and offer my apologies to them.

I would like to make a few comments though. I notice that both writers mention a skit called "Life on the Waterfront." This leads me to wonder if either of your correspondents actually saw the show. If they did, they certainly didn't waste their money on a programme. My copy says—"Scene 3—Wellington Wharf." This just one scene in a full-length show, intended to further the plot line and was more concerned with the actions of the Hero and a certain politician than with Life on the waterfront. It certainly wasn't a skit.

LETTERS

I can understand why Mr St. John is reluctant to discuss the factual basis of his accusations, but I must say that I find his letter more reasoned than that of Mr Turner, who manages to compare the industrious wharfie with the idle student. I am afraid that the public only knows what it sees and as Mr Turner knows that all students are bone idle so the public knows that all wharfies are very industrious. This brings me to his next point. If Mr Turner would care to prepare for me the outline of a plot which is political, topical, has plenty of pace, is a dramatic unity is funny, runs very close to two and a half hours, and contains comments about the pressure groups in the country—on both sides of the House—about all the local and national happenings, and all the topical international happenings; then I will be as out of breath as this sentence. It can't be done without ruining the pace of the show. If you want to be funny as well your plot has to pick on one thing and stick to it. Mr Turner should try it sometime. He has every chance of doing better than me—if he tries. The attack on the standard of the cast strikes me as being very typical of the usual jealous sour grapes that are dished out at Extrav. each year, never by anyone who has had a hand in any of the hard work concerned with putting on the show.

I have no doubt that as Mr St. John says the unions are hypersensitive, but I can only answer in Mr Turner's words paraphrased slightly—"As soon as they, and your two correspondents, take themselves less seriously, they may be able to appreciate the workings of the world around them."—Yours etc.,

PAUL SPENDER.

APOLOGIES

Sir.—I would like to make quite clear to all students that my assertion, in the last issue of "Salient", implying that Mr Armour Mitchell was in some way connected with the "National Party hierarchy" has been proven false, and was the result of mere gossip, and perhaps a measure of wishful thinking.

In view of this I wish to unconditionally retract the assertion, and offer to Mr Mitchell my sincere apologies for any embarrassment that may have been caused.—Yours, etc.,

P. J. R. BLIZARD.

N.Z. AND DEFENCE

Sir.—I want to protest against the fallacy that we ought to do our share in Western defence. If the Americans are taking a disproportionate share now, this is only right and proper considering their highly profitable isolationism during large chunks of two world wars and the twenty years in between. If the U.S. had not black-guarded the League of Nations, if it had not wrecked the economies of Western Europe by demanding repayment of war loans in the twenties, and the abandonment of the silver standard, and so on, the second world war might not have occurred. No country has made a higher percentage of human sacrifice in two wars than N.Z. The U.S. is bound to do its share now.

I therefore regret the purchase of another £7 million frigate.—Yours, etc.,

J. C. ROSS.

THE S.G.M.

Sir.—I was present at the Special General Meeting of the Students' Association held on 15 June last and should like to express my views on the subject of fees more fully than I did that night. First, a word about the meeting itself. If that was an example of the way democracy works, then let us look more closely at our system of government. There were very few at the meeting whose views coincided with my own and various members of the majority were obviously going to make sure that the minority said as little as possible. The first two motions were of considerable importance being the ones upon which all the others hung and as soon as the proposer and seconder had spoken it was moved that the motion be put; nobody else had a chance to speak. This made the intentions of those of the majority very obvious; they did not want, or perhaps they were afraid, to hear any view contrary to their own. When anybody was given the floor to oppose the lowering or abolition of fees it was difficult for that person to speak without being shouted at and interrupted. Those present will remember Mr O'Brien's reaction to this.

It is a pity that a greater number of students opposed to the motions put forward were not at the meeting on Friday night. It would have been refreshing to listen to a speaker with something worthwhile and logical to say. For example we heard speakers on the one hand, talking of lowering and eventually abolishing fees, and on the other, of raising bursaries—ridiculous and quite illogical to say the least. In my opinion the fees as they are now are quite in keeping with the living standards of the 1960's. Before they were raised they were of the 1920 standard. It is obvious that if a student applies himself to his studies, and does not fail exams, then the new scale will be of no hardship to him. Any cases of real hardship are considered and, where appropriate, allowance is made. I agree that there are some cases where bursaries could be granted; an ideal would be to extend bursaries to cover all students doing a subject for the first time. So, leave the fees as they are and let the student who wastes his time pay for it, as I did by missing two units last year. All this has been said before but it bears repetition and anyone disagreeing, if he is honest with himself, must realise that his views are unrealistic.

I now turn to the problem raised by the wishes of only eight per cent. of the student population expressed at a S.G.M. earlier in the year regarding the demonstration. If our Executive had refused to hold a demonstration at any time then this quite obviously would have been unconstitutional. However, as Mr Mitchell explained, the time desired was quite inappropriate, having regard to the move to make representations to the University Grants Committee and also the obvious intentions of the Police if any demonstration took place at the opening of Parliament. I would commend the action of the Executive as being both reasonable and as being in the best interests of the student body.

In conclusion I must mention the meeting of the "Caretaker Executive" held on the Monday after the S.G.M. at which those present decided against holding a demonstration on exactly the same grounds as the original Executive: quite beside there being only three days between the meeting and the Annual General Meeting which was considered too short a period in which to organise a demonstration, it was decided that the time was not suitable as representations were being made to the Grants Committee. This surely was the main reason for Mr Mitchell and his Executive acting as they did.—Yours etc.,

PAUL von DADELSZEN

MITCH-ILL OVER GAGER

Sir.—The "scathing", "intense", and verbose attack on the then Executive by Owen Gager which was published in your last issue, greatly impresses me as an excellent example of sound logic. Logician Gager's remarks are best explained by means of a little story.—

"There once was a man who decided not to smoke—therefore he was a prude, a supercilious idiot, and an arrogant hypocrite." That this man might have preferred to avoid the risk of lung cancer, is of course overlooked, as this would upset the trend of Gagerian logic.

P.S. In anticipation of a reply from Mr Gager (which will no doubt be up to his usual standard) I should confirm that I am a smoker, so that our eminent logician will at least be correct in one of his premises.—Yours, etc.,

A. T. MITCHELL.

NOM-DE-PLUMES

Sir.—If Mr Higgs is keen to get into print under a nom-de-plume then may I suggest a solution. He has only to write an article that will not divulge his argument or identity and which will be inconspicuous among the other articles. I feel that this is well within his capabilities. In the words of an old adage, "If you can't beat 'em, join 'em."—Yours, etc.,

JOHN STEVENS.

WE PROTEST

Gentlemen.—As a member of the Wellington public, and a comparative stranger in New Zealand, may I say I am in complete agreement with the spirited protest Salient has made against the hanging of Herr Eichmann. Why? Because your protest is in accord with the basic teaching and demonstration of Jesus Christ.

The world in general, and Christendom in particular, dies because it has rejected the teaching of the Son of God. There have been a few, notably Tolstoy and Rappaport, who have stood fast for the principles of human behaviour advocated and demonstrated by Christ; but the majority warp and twist the words of the great Master and in so doing they deny themselves the spiritual benefits of His Kingdom.

When Christ suffered judicial murder His final prayer was typical of the Man. "Father, forgive them for they know not what they do." Why did they know not? Because the carnal mind makes no distinction between ideas and people. In hanging Herr Eichmann, the Jews believe they have nullified the ideas for which He stood. Their forefathers murdered Christ for exactly similar reasons. Yet history shows that ideas live on—apart from man; history shows that ideas exist to elevate or destroy—depending on the dictates of the individual free will.

You, Gentlemen, do a great service to humanity in bringing into focus the gross stupidity of taking life in the name of justice or political expediency. Few know that the Law of Cause and Effect will extract the last farthing from those whose actions are conditioned by thoughts of revenge. There are sound psychological reasons for this of which you are no doubt aware.

But let us not leave the matter by merely stating our agreement with the Sixth Commandment. We must be prepared to go further and investigate the background to individual and collective crime; to come to grips with reality; to equate cause with effect; to know that there is a way out of the world's present dilemma. Man got himself into his present unhappy mess by harbouring negative thoughts and emotions. He can easily return to sanity by reading and acting on the advice contained in such famous writings as "The Greatest Thing in the World" by Henry Drummond.—Yours, etc.,

D. M. WOODFORD.

Sir.—I protest. I protest the hysterical emotionalism of M.J.W. in Comment, June 18. I protest the immorality of his shallow thought and the illegality thereof.

I protest that "WE", in our official paper, should be splurged after the style of a more notorious newsheet, over the front page. I protest M.J.W.'s assumption that I and fellow students necessarily subscribe wholesale to his soul-searing elegy.

I protest his complete failure to consider the Eichmann case from Israel's point of view; to consider that 6 million Jews might have meant a great deal to their sons and daughters. I protest blithe answers of self set questions. He may point out, but does this mean that "we must point out" the truth of his conclusions.

His conclusions are based on popular thought and ideals to which we ourselves pay little more than lip service?

A rotten apple can ruin the lot. Eichmann paid for rottenness which no surgery could check. His death added to the fertility of the very race he tried to destroy. Is there not in this a hint of at least justice?—Yours, etc.,

S. E. CHADWICK.

Five others are of similar opinion to Mr Chadwick.—Editor.

CLARITY AT ALL COSTS

Sir.—In your issue of June 5 your record reviewer R. MacOnie tells us in his review of several new records of works by Stravinsky that a lot of guff is writ-

ten about this composer. It seems that Mr MacOnie has in part of his review added his little bit to the accumulation.

I refer to the passage: "brass chords pianissimo which are so deep that one strains down with one's whole body to accommodate them." Mr MacOnie may be fully aware of what he means by this but many of his readers must surely find it quite incomprehensible. Does it mean that he shortens and widens himself by some yoga-like process when he hears such sounds? I really don't know. Perhaps Mr MacOnie could enlighten us.

Whether or not the composer reviewed communicates adequately to his public, a reviewer of such a person's work must surely make communication to his readers a prime consideration. It is therefore unfortunate that an article extolling the clarity of music justly noted for this quality should itself fall short of this ideal, so drastically, even once. It mars a review which is interesting, to say the least, to one who is not an erudite musicologist.—Yours, etc.,

I. W. MARTIN.

NASH INTERVIEW

Sir.—The Prime Minister (Mr Holyoake) must have had a premonition when he refused an interview to your reporter (Salient, June 18).

Certainly the treatment of Mr Nash's interview was abominably bad journalism. If Salient reporters can do no better than this, they must expect to be refused interviews with busy men.

Personal opinion has no place in an unsigned newspaper article. If such an exceeding quantity of comment was considered essential to the article, the editor should have insisted on a "by-line" naming the reporter.

However, any journalism worthy of the name recognises that facts weigh higher than opinions and far higher than unattributed opinions.

If your reporter found Mr Nash's replies inadequate to his so carefully prepared list of graduated questions, his proper course was to list both questions and answers, leaving your readers to form their own opinions.

Good reporting provides the facts on which a sound judgment can be based, and leaves the reader to do the rest. Only the crudest newspaper writing attempts to provide ready-digested "instant opinion."

The Nash interview leaves me wondering whether the basic fault did not lie with the interviewer, rather than the interviewed. I wonder from its proverty whether your man failed to frame questions adequate to obtain an intelligent answer. His article transgressed the simplest and most basic rules of everyday journalism, and should certainly never have appeared in a paper written for a student community which has, presumably, a modicum of intelligence to merit his respect.—Yours, etc.,

J. C. BURGESS.

The article was, in fact, signed when it left our hands. Often, the by-line goes astray somewhere in the printing process—it is usually the by-line slug that is removed if an article is too tight and won't fit the page.

The reporter was sent to interview Mr Nash, to report and comment on the person: we were not after a statement.—Editor.

ANNUAL STAFF-STUDENT DEBATE

Subject: "That this house has no confidence in the Staff of this University."

7.30 p.m. FRIDAY, JULY 13

—:—

EASTERFIELD 006

(Supper provided)

news in brief

Logician Leaves

Dr D. G. Londey, an undergraduate at Melbourne University, later did post-graduate philosophy work there. From staff positions there he came to Victoria in 1957 as a lecturer.

His reasons for leaving are many and varied, as in any major decision, said Logician Londey. He illustrated some of these reasons by describing his next appointment.

Being a Senior Lecturer at the University of New England in New South Wales will give him a recognised specialist position. His specialisation is in the field of logic.

His new appointment will be in a smaller university but the more liberal staffing there has obviously been an attractive situation. The pressure of teaching will be much lower with more time for research and writing.

The perennial reason cropped up. He remarked that the salary was higher.

An interesting thing about the University of New England was the percentage of internal students in residence there. Eighty per cent. of full-time students were residential, said Dr Londey warmly. He had been a residential student himself for six years and outlined the advantages of this.

As a philosopher he saw the primary aspect of education was the developing and continuation of the Western intellectual tradition. He defended the attitude that education is an intellectual affair with intellectual virtues.

Part-time students missed out on the varied activities available to full-time students. But this was less important than the fact that part-timers had less energy to devote to their intellectual activity. They had attenuated courses and were not as immersed in intellectual life as full-timers could be. He was encouraged by the trend of more full-time students at Victoria.

The staff problem in New Zealand was the crux of many other problems. There was too much stress on lectures, as evidenced by their compulsory nature. The library could be better used by many students, said Dr Londey. He was pleased by a developing emphasis on tutorials.

Dr Londey emphasised that he was not "shaking the dust" of Victoria off his feet. But he had done much here in his specialist field. His six years at Vic. had apparently been very satisfactory.

FILM SOCIETY A.G.M.

The A.G.M. of the Vic. Film Society was scheduled to have been held on Thursday, June 28. This was the second time the Society has arranged for an A.G.M. this year—the first was postponed.

Two students (one a Committee member) constituted the meeting on Thursday night, which was timed to begin at 8 p.m. At approximately 8.20 p.m. another three persons had arrived—including the President, Mr Rosemergy and the Secretary, Mr Everard. A gathering of five students made up the entire attendance. No attempt was made at business, and films were immediately screened.

The Vic. Film Society, started in 1960 by Mr Everard, has enjoyed popular success over the past two years. Some of its past meetings have attracted hundreds of students. The June 28 meeting was the first time the Society has met this year, and, in the absence of a quorum, has necessitated a further A.G.M. attempt, probably, later in the year.

RHODES SCHOLARSHIPS

For some time past, certain members of the Central Selection Committee have expressed concern with the falling off in the quality and the number of candidates for these scholarships which still have a distinctive status and value, and which still rank as one of the leading awards open to University students.

The Central Selection Committee is convinced that many suitably qualified students do not apply for the Rhodes Scholarships. There may be a wide variety of reasons for this, but the Committee would not like to think that lack of publicity of the closing date is a major factor.

It is felt that very often a worthy student is reluctant to make application without considerable prompting from friends and advisers who know him best.

Although the qualities demanded of applicants may be somewhat intimidating to the more modest, those looked for by the Selection Committee are qualities with which the best type of New Zealand student is normally well endowed. The Trustees place particular emphasis upon the qualities of character in terms of Mr Rhodes' Will, but it is essential that every scholar have sufficient intellectual ability to derive advantage from a course at Oxford.

Applications close with your Registrar on July 15th.

FALSE NOTICE

Following the uproar of false notices prior to the demonstration (see last issue) came another. This time it claimed that Bill Dwyer was intending to move the disaffiliation of the religious clubs.

Mr Dwyer was found to have done nothing of the sort. The Exec. posted a notice explaining this but it was ripped down by the person who was trying to whip up feeling against Dwyer.

First Ph.D.

At its last meeting (June 25), the Council of Victoria University conferred its first Ph.D. under the new system.

The degree was given to Graham Michael Vaughan, a lecturer in the Psychology Dept. of Victoria. Dr Vaughan, whose field is in attitude research and group processes, has been at Vic. since 1958.

Victoria's last Ph.D., conferred under the old regulations of the University of New Zealand, was David Quartermain, formerly, also a member of our Psychology Dept. Mr Quartermain is now at Auckland University.

SALIENT extends its congratulations to Dr Vaughan and the Department.

CANDIDATES MEETING

A certain amount of sense and a great deal of nonsense was talked at an exec. election meeting. Those contesting the five remaining positions spoke.

A back-ground of dart-throwing, raucous laughter, and derisive hoots was provided by an audience of about a hundred and fifty.

From the pure electioneering and nonsense talked by most of the candidates, few matters of interest emerged. On fees, only two candidates were not opposed to increased fees. Capping and Public Relations provided some interest. The candidates for these two positions held widely divergent opinions. Ideas for Student hostels and a University-wide capping party were thrown in.

Few Scientists Voted

The number of science students who voted in Exec. elections were small. This was due, said one of them, to the fact that no notices were posted in the science block. Further, no voting booth was positioned there.

Many students never knew that the election was on. The situation was different with the Presidential elections. Publicity for that campaign reached all eyes because of the initiative of the candidates. One student said that, on this occasion, all the candidates were lacking in inspiration and initiative.

SALIENT investigated the complaint. It found that no notices were posted on many notice boards. Most other notices were typed, thus attracting little attention. Further, there were few notices announcing the A.G.M. As a result of this, only 90 people attended the A.G.M.

R.J.B.

THE HOUSE

Students who bring their own lunch to eat in the Dining Room are reminded that sandwich papers, apple cores etc. should not be left in the Dining Room.

Rubbish bins are distributed round the Dining Room and any rubbish should be placed in the bins and not in the ash trays.

Students will appreciate that the tables are being used more than once during the lunch hour. Students and staff members who are paying for a meal in the Dining Room are entitled to sit down to a clean and tidy table.

A number of students have been placing match sticks in the salt and pepper pots, and emptying the salt and pepper over the tables.

Students are asked to co-operate in keeping the Dining Room clean and tidy.

LOST—

A member of the University Council mislaid a gown at the Capping Ceremony. Any student who found a gown after the Capping Ceremony, or ended up with the wrong gown, please contact I. H. Boyd, Managing Secretary, Student Union.

PLUNKET MEDAL ORATORY

There was little agreement among the audience as it awaited the judges' decision. The Concert Chamber buzzed with conflicting opinions.

At last Mrs Z. R. M. Graham stood up to deliver the adjudication.

"I am very happy to announce," she said in the sudden quiet, "that the winner of the 1962 Plunket Medal is Mr T. A. Roberts."

Mrs Graham then announced that Mr D. Bristow had been placed second, and Mr B. W. Middleton third.

The comments of the adjudicators were summarised by Mrs Graham. Mr Roberts, whose subject had been "Whose God is Their Bellies", had the power of holding the audience during a long pause, she said. Mr Bristow ("The Maori and Today") had a fine stage presence, but had weakened his delivery by adding poorly integrated material near the end. Mr Middleton's speech, though emotionally striking, was handicapped by a tense voice. Mr Middleton's subject was "Dag Hammerskoeld".

Mrs Graham spoke of her own reaction to the contest. She had been glad to find that the young people of today cared so deeply

about things, she said. "Let not young souls be smothered out before they do quaint deeds . . ." she quoted from somewhere.

The judges offered advice to future contestants on their subject matter and presentation.

Speakers who stood too far forward suffered from poor lighting, commented Mrs Graham. She felt that some speakers had chosen their subjects unwisely. Would-be medallists were advised to "choose a big subject, and one that inspires you", and to "keep beginnings and endings short".

The Prime Minister, the Rt. Hon. K. J. Holyoake, presented the medal to Mr Roberts after a short appreciation of the contest, which he said was of a high standard. He mentioned the close competition between the three place-getters and said he had been unable to separate them.

WEIR HOUSE NOTES

With the amount of heavy artillery that has been brought to bear over the Maori Education Fund, it's surprising that no-one has thought of asking Vic's Maori students what they think.

"With one or two exceptions," a Maori student at Weir told me, "all the Maoris at Vic. are against the idea of the M.E.F."

At Weir the discussion is made more interesting by the Maoris in the House. The M.E.F., in their opinion is "premature." "only scratching the surface" and "frankly, of no benefit at all." One student felt that the money, little as it was, would end up by only going to Maoris with a family name. The students to worry about were the ordinary ones who were neither exceptionally bright nor of the Maori aristocracy.

Another said that any mass-movement such as this had to begin at the top and there were just not enough leaders with University educations. The trouble was, he asserted, that when one or two people such as Peter Buck and Apirana Ngata were the only Maoris whom people considered able to meet Europeans on their own grounds, this distorted the picture. "The intellectual leadership, if you can call it that," he said, "must be divided among more Varsity graduates." The first step, he thought, was the one between secondary school and Varsity.

Maori students also commented on the existence of "native" schools in the backblocks, and the real hurdle that this was to Maoris when they finally mingled in "European" city society. "I didn't even learn to speak English until I was nine" one told me. But opinion is definitely divided on how much of Maori culture should be preserved, although everybody agrees that the commercialising of it in the Rotorua manner was not a good thing.

SPORT

The forces of Weir hurled themselves at the combined might of Helen Lowry in battle at basketball and rugby. Weir emerged victorious in three out of four basketball games, but the rampaging forwards of the Lowry fifteen held us to a 21-all draw in the rugby, despite some willing rucking from Weir: at one stage all fifteen Weirmen were involved with one hapless girl in the ruck. Well, they called it a ruck.

In brief:

Supper extras provided at the House Dance by three talented Maoris with a natural bent for close harmony. Wallace Wihongi, Nui McIntosh and Api Maynard earned loud applause for their tasteful, smooth presentation of popular folk-songs.

Seen on the House notice-board: A picture of a disconsolate hedgehog climbing off a hairbrush. Caption: "Love's Labour's Lost."

India Under Britain

Dr Gupta fulfilled anticipations when he attacked the subject of the "connection with Britain" as an issue in Indian Nationalist Politics, 1885 to 1947. Dr Gupta put forward an argument which obtained considerable agreement from the meeting.

However, the leader of discussion; Dr T. Beaglehole, made the point that the argument was "on an ideological plane." The factors underlying it were complex. This, he emphasized, did not detract from the value of the argument.

The argument maintained that the development of Indian nationalist politics was based on "the struggle of various socio-economic groups; amongst themselves, against British groups with vested interests in India, and against British rule."

"The attitude of the nationalists . . . a shifting attitude . . . towards the Empire was conditioned by the sectional interests represented by the leadership from time to time."

Dr Gupta elaborated by matching changes in the demands of the nationalist movement with the entry of new socio-economic groups into political life. Thus, demands for administrative collaboration, representative government, self government, and for complete independence match the ascendancies of early career-minded groups, rising industrialists, the largely Hindu lower middle classes and finally the peasants, workers and other illiterate elements under the leadership of Ghandi and Nehru.

British policy and action, as the other element in the process, was seen by Dr Gupta to have one aspect of continuity: to "maintain British paramountcy in India." In the first phase, the British were successful in this policy of counter poise of natives against natives.

"Their ability to recognise and concede the claims of new groups as they arose in Indian politics" allowed the British to declare that they were liberal. This, claimed Gupta, was demonstrated in British support of moderates against extremists.

Britain also supported Muslim professional groups against the Hindus.

Dr Gupta thus contradicted an earlier supposition of J. C. Beaglehole that the British in India had formalised objects that caused them to be permanently behind in their adaptations to the developing situation.

As the nationalist movement developed it included more elements with new demands. These demands were so diverse that the aims of the nationalist movement widened.

When the demand in India for independence increased and support for the imperialist policy decreased in Britain, the stream of British paramountcy ran dry.

Dr Gupta concluded with a point about historical method. He justified his efforts by saying that there were plenty of microscopic and detailed studies available in many historical fields. These detailed studies need to be linked into general themes.

W.A.

LOST

In a light tan brief case with a zip compartment on the back, were the invaluable notes of an English Honours student. This was removed from the racks in the Hunter building on Friday, June 8. He would be extremely grateful if the notes at least found their way back to him.

M. HATTAWAY,
26 Ponsonby Road, Karori.

Phone: 76-421

MENTAL HEALTH

Problems of Student Counselling

It is generally agreed by authorities, all Universities should have a Health Service, incorporating student counselling facilities. Just what is being done in this University as regards such facilities? Are you, John Student, aware that the incidence of mental illness amongst students is higher than that of the non-student population?

Important questions such as these need answering; they need solutions. To give some indication to students and others, where the problem lies, what the problem is, and what is being done about the matter; SALIENT is incorporating in this issue, a special "Counselling Supplement."

Below, we print the text of a recent discussion, in which some relevant questions were put to a panel. Those taking part were: Mrs Kalfas, Miss Keren Clark, Vice-President, V.U.W.S.A., Professor Beaglehole, Mr I. Boyd, Managing Secretary, Student Union, Mr W. Landreth, Physical Education Officer, and Mr John Murray, Chaplain to the V.U.W.S.A. The chairman was Murray White.

The term "counselling" is a much-abused, little-understood concept. Could the panel give an indication of what it thinks the term denotes. Could counselling be related to academic and social, as well as personality problems?

Beaglehole: I tend to think of counselling as a technical profession, concerning students suffering from personality disorders. I would restrict myself to the term "counselling" with reference to personality problems.

Kalfas: I agree, though I perhaps should include accommodation and examination anxiety as being of direct importance.

Clark: I should think a lot of the problems arise directly from anxiety over finance, accommodation and the like. Therefore any counselling system should have a wide appreciation of these problems. I would like to link the psychological and the academic sides together.

Murray: I think that this type of definition which Professor Beaglehole gives, is perhaps too restricted. In a lot of these problems, we do not know where they lead to: problems are never very simple. Counselling may be of various levels, dealing with say, accommodation on the one hand, personality disorders on the other.

Landreth: The use of the term "counselling" can become difficult, if we try to relate this definition to too many areas. In a professional sense, counselling is used to concern only the technical aspect—personality problems.

Boyd: We can tackle this problem from the first causes and a lot of these things in terms of guidance. There is therefore no difficulty in deciding what counselling is. It is really a question of setting up an adequate service to cover everything.

We seem to be in agreement about what counselling is. I should next like to ask the panel: does it think counselling has any value; does it succeed in its aims at helping disturbed and troubled students?

Beaglehole: As far as accommodation and finance worries are concerned, I wouldn't know.

Boyd: In particular cases we can solve financial problems; I must disagree with Professor Beaglehole. Nevertheless, an advisory service would be of great value.

Beaglehole: I think that no one has the right to tell anyone what to do. All we can do in the field of guidance is to say: here is the information, but the ultimate decision is yours. In that respect a guidance service would be really a sort of information bureau.

However, professional counselling comes in with a large proportion of students in this University, who are suffering from personality disorders, from unhappiness which cannot be overcome by students themselves, nor by friends or guidance officers.

There are a number of these

students and others in this University who are suffering from suicidal tendencies. It is most rare for a person who has suicidal tendencies to be able to have much help from non-professional advisers.

Boyd: I would estimate 5% need professional help. But nevertheless, there are many others outside this percentage who come into the class of those needing professional assistance.

Murray: We can't report really, in terms of numbers.

Beaglehole: Our terms of reference of discussion so far have been the agreement that there is need for professional guidance. But this does not exclude guidance for social difficulties, financial difficulties.

Murray: I think social difficulties interrelate.

Beaglehole: I agree.

Clark: There is a need for co-operation between the two sorts of professional advisers.

Boyd: Many people know there is a need for counselling. The difficulty is, however, to link up this professional counselling with other spheres in the University. Our problem is to see where this Counselling Service fits into the University and where the State Service takes over.

Some teachers whose jobs do not directly involve helping students with their personal problems, offer advice and counselling. I should like to ask: do you think counselling is a separate professional skill, or do you think it can be incorporated successfully with normal academic duties?

Boyd: I myself have had people approach me for help. If we can have an idea of the exact number concerned (from other members of the staff) we shall have an idea of where we stand.

Beaglehole: I do not think we can link up the two (academic duties with counselling). We need separate facilities. The real question which has been asked is: what is going to be done by lecturers. It is a mistake to join the two duties together, for often the duties of the teacher and those of the counsellor come into conflict. For example: a pass could be of therapeutic value. On the other hand, the teacher has a duty to keep up standards.

Clark: I still think that in some cases, the teacher can do the work of both.

Boyd: I agree with Professor Beaglehole. Going to a teacher as a member of the staff, could mean there is not so much of the confidential nature of the counsellor.

Murray: I too, agree with Beaglehole. The job of counselling and the job of teaching should be separate functions.

Kalfas: There is a certain aspect that members of the staff can best

handle. For example: examination anxiety. The teachers have a certain duty to explain to the first year students and to make them understand how they should handle their work. If however, there is a definite personality problem, the staff would definitely be incompetent to deal with it. There are slight cases which the teaching staff should handle.

Landreth: I was thinking that this counselling should in no way conflict with the student-staff teaching relationship. I do not think that teachers should abdicate their responsibility, as pointed out by Mrs Kalfas. What has always worried me is: how are we going to bring the students who are in need of counselling to the Service?

Beaglehole: I think that there is no real difficulty. The word would be passed around very rapidly.

Boyd: Some of them are in need of this kind of counselling, but others would rather seek their friend's.

Beaglehole: The situation here however, may be different from Mr Boyd's idea of the Halls of Residence.

Clark: Many students are not aware that they have problems on their hands.

Beaglehole: If I may say so, that is irrelevant. We are concerned only with students who know they have problems. Those who do not know will go on and on until they get quite miserable, so miserable, they do know they have a problem.

Boyd: The preventive approach is better.

Beaglehole: However, I think that if a person does not think he needs help, we cannot help him anyway. But the student population will gradually learn that there is this type of help available.

Boyd: We can have the situation where we can get people who do not know that they need help to go and get help. That was what I meant, when I referred to the staff-counselling relationship.

Murray: The idea would be a gradual one. People can get gradually more and more prepared to seek help.

Boyd: The type of contact I have had with students, concerned those who are quite prepared to seek help, and yet cannot be persuaded to get it.

Murray: Having established contacts, I am slowly building up further contacts with people who need help; mind you, this is my first year at Victoria.

Kalfas: I prefer the idea of prevention. My own feeling is that young women, and to a smaller extent, young men, have no idea of what to do with their time. I really think that some of these personality difficulties, stem from the troubles caused by folk setting up their own flats. In a proper Halls of Residence, which is what I should like to establish here, we could give

these students time to learn how to manage their own affairs.

Clark: The people I have come across are those who are living away from home.

Landreth: It would stop the migration of students to the South Island—in order that they could break away from their homes.

At Harvard University, which is fairly typical of the larger Western American Universities, the Health Service for students employs psychiatrists, clinical psychologists, as well as medical specialists. What form do you think a counsellor should assume—medical specialist, psychologist or what? This is, as far as Victoria is concerned.

Beaglehole: It is impractical to have something along the lines of Harvard. We do need a trained psychologist, and in appropriate cases, we can refer students to the medical profession.

Boyd: I think that a Service set up should be connected closely with a medical service. We would have the medical service working hand in hand with the counsellor.

Beaglehole: Hand in hand, yes. Only to the extent that we tell the person he needs a medical check-up first, to

see if he has any organic or physical defects.

Finally, I should like to have the opinion of the panel about what is being done, in this University, to install a counselling service.

Beaglehole: All we can tell the students is that a Committee is working hard at it.

Clark: As far as the Student Executive interest in this matter is concerned, I'm afraid we have had our hands full, in shifting into the new building.

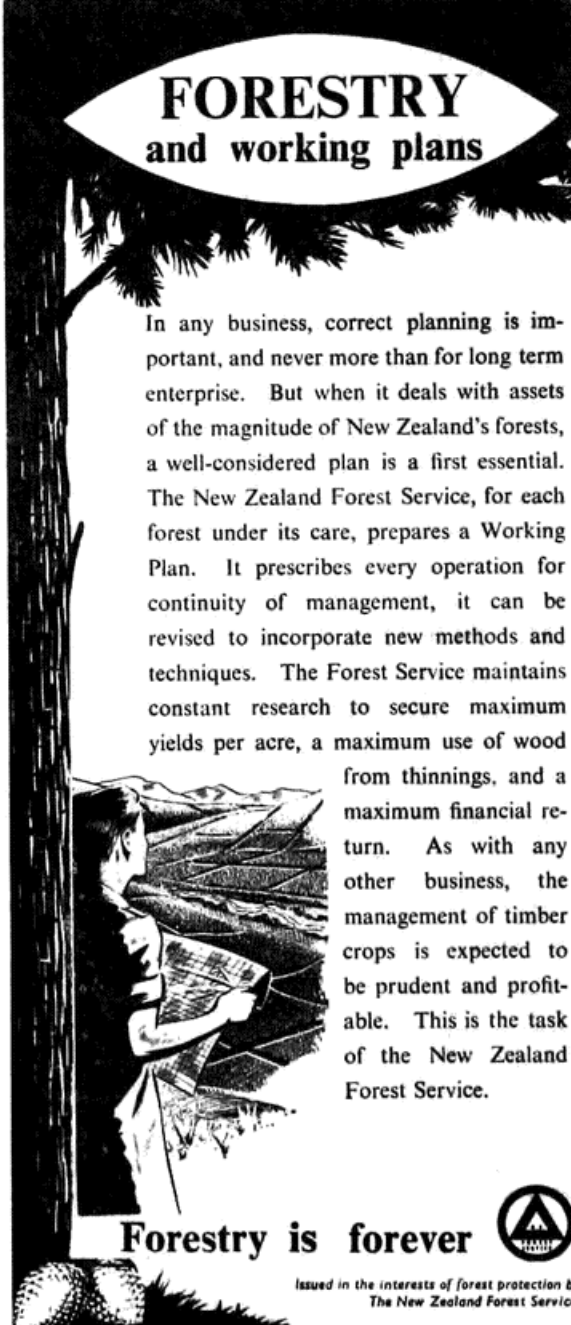
Beaglehole: I see.

Boyd: The Student Union has definitely kept everyone occupied at the expense of having neglected the mental health issue.

Landreth: For the last ten years there have been three separate Committees. It has been a live issue. As long as I have been here (11 years), this question has remained with us. We can further say that members of the staff are aware that there is need for such facilities. The question of counselling has always been linked with that of other aspects of student welfare. Experience has been that the terms of reference (of the Committees) have always included student facilities, guidance and counselling. The history of the Student Health Service goes back many years, but it was never estab-

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OF STUDENTS

POSITIVE ASPECTS OF HEALTH

by W. Ironside, M.D., D.P.M., Professor of Psychological
Medicine, Otago University

lished. I suspect that somewhere along the line the counselling has become stuck.

Beaglehole:

We have, perhaps, been trying to move forward in too many fronts at once. Possibly there are too many diverse terms of reference. Unfortunately it is always hard to say where we should begin. We will only get something if we concentrate on a limited aspect of any particular issue, then we can branch off. Perhaps it is purely a question of strategy and tactics.

Boyd:

We are narrowing the field down in respect of what Professor Beaglehole mentioned. For instance, we now have an accommodation service.

The student with sound mental health has many advantages. Partly deliberately and consciously, and partly by intuitive responses to his environment he achieves his goals, accepts challenges or creates them for himself when necessary. He enjoys newly acquired skills and their applications. His learning capacities are stimulated, their efficiency finely honed.

Examinations and other tests of progress are experienced as stresses provoking a mild degree of anxiety, an emotional reaction that mobilises positive effort but is tolerable and transient. Along with and outside his intellectual endeavours he is a gregarious creature seeking and obtaining satisfying friendships to which he gives fully of himself. He has comfortable relationships with the opposite sex. If married his responsibilities give him added stimulus to achievement. He is idiosyncratic, a distinct individual. His feelings cause him discomfort at times but he knows why and can cope with the causes.

Many students approach this level of personality function which reflects a sound psyche. But it is surprising how many do not. Epidemiological studies into the prevalence of psychological ailments and illnesses among students disclose that 15% to 20% have emotional problems of one sort or another that lower capacity, inhibit potentiality, interfere with learning. A proportion of this group are indeed quite seriously ill. Some of them know they are sick. Others are aware they are frustrated and discontented but tend to regard the causes as existing outside themselves. There are some who see themselves as failures, suffer guilt and shame over lack of achievement. They are caught in a fix for each unsuccessful effort to do better adds to their sense of inadequacy.

My impression is that the number of students who know they are psychologically unwell is increasing. I do not mean that there is an overall increase in unhealthy psyches. Rather, it would seem to be the result of an increasing awareness and understanding in the student populace as a whole of what is good and what is poor mental health. Despite the spreading appreciation of the indications of psychological disfunction I believe that there is still a marked hesitation to seek appropriate advice and therapy. In this respect students at many universities in the U.S.A. differ quite strikingly from their N.Z. counterparts. They delay much less in asking for treatment and they want it fast. It is not only that early treatment is a matter of common sense and self-protection. It is a matter of economy. Struggling with psychological symptoms is painful, takes energy, and interferes with constructive effort. Indeed mental illnesses are by far and away the most frequent cause of long absence from classes amongst university students.

Thus it would seem worthwhile doing everything possible to alleviate symptoms and to prevent them from sabotaging the whole purpose of being a student.

It is only for a relatively small proportion of students with symptoms that specialist psychiatric treatment is necessary. Because the patient is young and his illness is likely to be in an early stage of development, the chances are heavily in his favour that he is a good therapeutic bet. For those who are suffering minor, episodic symptoms of anxiety, emotional discomfort, interference with intellectual and social functions it is probable that counselling rather than psychiatric treatment will not only suffice for symptomatic relief but will also play a role in preventing more serious disablements.

It is for these reasons that all over the world university student health services are becoming increasingly psychologically and psychiatrically conscious. To foster mental health is to foster the stu-

dent's growth, maturity, success in learning. To prevent psychiatric illness is a community service. By seeking help from the university health service, the student creates a challenge which ultimately must be met. So, it is a two way process. The evidence suggests that its development has far to go before it reaches a satisfactory equilibrium.

COMMENT

Why does a College need a Psychiatrist?

It is generally appreciated amongst the staff and senior students of the University, that a proportion of the student population is inevitably, emotionally unwell. Putting it more succinctly, a University Health Service physician says: "In the average college population, roughly one out of ten students will encounter emotional disturbance serious enough to give him symptoms or to disturb the efficiency of his life."* This may appear an extremely high figure to some people — it becomes rather frightening, when one realises that at Victoria alone there may be, at a conservative estimate, some 400 such students. Frightening that is, not in the sense that these students happen to be rubbing shoulders with us, but in terms of, the care being taken to see that these folk overcome their difficulties. For to this problem, we must realise, the University is doing very little.

Naturally estimates vary, as does the nature of the University social setting. A university composed wholly of residential students and one in which half the students are part-time, could be expected to have two differing standards of social tensions and morale. Similarly, a Western American University could be markedly different from a New Zealand University in terms of the above. What may be seen as common to all universities is the incidence of emotionally disturbed students. Students are as susceptible to the laws of nature as is every man in the street. Thus the university students' neuroses are basically like anyone else's; as are his psychoses, depressions and suicides.

What distinguishes the student from the non-student are the precipitating causes of such disorders, which are often "the special circumstances of the university environment." It is thus thought that any attempt at combating students' emotional problems should be made within the confines of the university itself. A Health Service associated with the university could properly deal with such problems, offer the facilities and therapeutic treatment needed. The problem "must be tackled on the campus."

American universities, have for some years now, been employing staff to cope with the unbalanced student. The Health Service of Harvard, for instance, employs psychiatrists, clinical psychologists and others, as well as medical specialists to help solve the difficulties of students—which include annually, many hundreds of referrals, as well as twenty or thirty students who "develop emotional disturbances of such an intense and alarming nature that prompt, definite action by a psychiatrist on their behalf is essential to prevent grave, perhaps calamitous, situations or even death."

It would not be out of order to equate the problems of Harvard students with Victoria students. Victoria has its emotionally unbalanced students; its students suffering from psychosis and depression, its suicides and its apathetics. All universities have them. What may be difficult to understand, is the fact that there exists at no University in this country, any sort of Health Service, to which students may be referred (in the counselling sense). There are of course, the odd psychologist and faculty members willing to offer advice; but nowhere is there any trained personnel, whose exclusive job it is, to counsel disturbed students. And we have something like 18,000 students in New Zealand.

As it is, disturbed students have a wide but unqualified choice of help. They can "snap out of it"; seek the advice of their friends, or of a faculty member; go to an outside specialist. None of these choices is adequate. What is needed is a separate Health Service incorporating medical specialists, psychiatrists and psychologists. It is a matter of supreme importance, that whereas amongst our student population we have every year, potential suicides and psychotics, there is no way of keeping track of such persons, or of helping them. It is the vital need of any university, and one which Victoria must immediately acquire—a Health Service to help the emotionally disturbed student.

—M.J.W.

* Blaine, Graham B., Jr. and McArthur, Charles C. *Emotional Problems of the Student* (New York: Appleton-Century-Crofts, 1961)



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JOHN J. GRAY, Photographer, Shell House The Terrace, wishes to advise that the advertisement on Page 6 is intended to be taken seriously.

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Round the Galleries

Recent exhibitions at the Centre Gallery included an open show and an Abstract Showing. In the group show the standard was generally similar to that of previous such showings, a large proportion of the exhibitors being newcomers.

With the exception of W. J. Macklin, whose semi-abstract manner has both strength and thought, there was little overt talent shown. Elva Bett had two quite successful canvases, "Rising Cathedral" and "The Scarred Road," but they lacked that assuredness of touch which Macklin can achieve in his "Bridge with Two Houses."

F. J. Cudby had two small, neat, and effective in their way, oil studies; Gordon Esam exhibited two Modigliani-like studies; and a "Sjingri with Performing Yooi" was hung, being the work of a painter with the equally improbable name of Lynette Vondruska. I liked the colour sense of Nancy Moore, but this painter has only a one-sided talent.

GALLERY

The Abstract showing was of much the same standard as the group show; perhaps, in some respects, technically more pleasing. Roy Cowan's ceramic Action Painting showed considerable skill and qualities of design, though the effect on me was not the same as I got from the artists' Academy effort. Kate Coolahan's "Slip" was quite a pleasing canvas: unfortunately I had no time to see much more.

A word on Galleries. The recent Academy showing has had record attendances and sales this year, and this reflects both public interest and pleasure with what was seen. Certainly much inferior work was bought, but as long as one does not fall into the easy trap of regarding such minor and amateur-work as good art, I see no reason to condemn such sales: if some of the public get pleasure from such work, why should we complain? What one does try to aim at is to point out the wheat from the chaff, to educate people who, because of insufficient means, are unable to afford the price demanded by good work.

Yet, this is no vindication for hanging the rubbish which finds its way to the walls each year, inviting the serious consideration of all present, and deluding some thereby.

The Centre Gallery, Lambton Quay, has a full programme ahead for the rest of this year. Subject to change the following exhibitions are to be seen:—



SARA—Peter McIntyre

Courtesy Evening Post

June 25-July 6—Paintings and sculpture by Don Driver and Barry Brown, two young New Plymouth artists. Experimentalisms may be the keynote.

July 9-July 20 — "Subtopia", a community arts service touring exhibition prepared in Britain by the Royal Institute of British Architects, dealing with the erosion of countryside by semi-urban sprawl.

July 23-August 3—Susan Skerman: fabric painting and design. This should be interesting.

August 6-August 17—An exhibition by Melvin Day of Wellington, abstract painting.

August 20-31—The Eastern Bays Group.

COMING EXHIBITIONS

New Zealand Academy of Fine Arts exhibition of sculpture, pottery and graphic arts—August 4-26.

British Council Exhibition: "Recent British Sculpture" open August 23 or thereabouts. This show promises to be of considerable significance as an exhibition of the type of work being done by sculptors in England today. It also promises some considerable controversy, as would be expected from

the avant-garde type of work to be shown.

The Willeston Galleries, Victoria Street, are in the process of undergoing extensive alterations, and should play in the future an even larger part in the Wellington arts world.

PETER MCINTYRE

The accompanying reproduction of a pastel study SARA, by Peter McIntyre has a delicacy and an assuredness of touch which make it both a highly successful and appealing work. There is none of the usual McIntyre "slickness" here, none of that disquieting "easy confidence" which mars so much of McIntyre's work. The handling of the child's head—and particularly the hair—is a really fine piece of work indeed and shows, as I have always maintained, that McIntyre has not tapped half the talent he possesses. Here we have an insight into the type of work the artist is capable of: it is, in effect, a preliminary sketch, I hope, for better work in the future.

Footnote: I hope next issue to catch up on recent and current one-man showings and to add a note on N.Z.B.C. "Arts Review".

—G.L.E.



View from the Left

A new definition of reactionary: "One who opposes Bill Dwyer."

Steve O'Regan recommends a look under Walsh, F. P., in "Who's Who in New Zealand," to those who followed the interesting dispute between Mr Walsh and lawyer Dunn in the recent slander case in the Supreme Court. A third point of view is always so refreshing!

I am pleased that Mr Holyoake finds it reassuring that the recent U.S. tests have been followed by no increase in radioactive fallout yet...

As you may know I had the dubious honour of being "elected" to the provisional executive at the Special General Meeting. The provisional executive held only one meeting, fortunately. Don't think my ulcers could have stood another. Felt like Alice in Wonderland! Managed to vote against and with both the "reactionaries" and the "revolutionaries" and thus, I hope, ensuring my political and economic future.

POLITICAL BLINKERS

During the waterfront dispute in 1951 some of the Wellington leaders of the Progressive Youth League went to Auckland for a conference with the national leaders of that "N.Z. working class youth organisation." There they found the office and clubrooms closed and all the Aucklanders no longer living at their previous addresses. Eventually they were tracked down and thereupon they roundly abused

the Wellington leaders for their lack of security precautions. Apparently the Wellingtonians had failed to realise that a revolutionary situation existed in N.Z. Whilst the Wellington members of the P.Y.L. were raising money for the wharries and their rallies the Auckland P.Y.L. had gone into hiding to ensure it would be around to lead the revolution that was about to erupt at any moment.

This outburst of nostalgic reminiscences has been provoked by Bill Dwyer's statement that a revolutionary situation exists at this University at the moment. You know there is nothing like an ideology to blind one from reality. (Which will do for my Thought For the Week).

DO TROIKAS EVER WORK?

The settlement in Laos has been received with general rejoicing but anyone naive enough to consider the solution workable is in for a rude shock. The attempt to harness together the three contending power groups must inevitably fail. For any of them to sincerely attempt to make the coalition work will mean a renunciation of its own claim to power. Neither the extreme Right or the extreme Left have yet demonstrated a sincere desire for anything less than absolute power. Thus Souvanna Phouma is left with the unenviable task of attempting to make the coalition work, whilst retaining enough power to control the political aspirations of the two extreme groups.—VAL MAXWELL.

NEW ARTS GROUP

At the inaugural meeting of the Contemporary Arts Group approximately 120 enthusiasts attended. A mass of ideas, both practical and impractical, resulted. The Contemporary Arts Group does not exist for the sole benefit of students. This was hammered.

It appeared that in forming this group the University is providing a haven for the frustrated, unwanted, but not necessarily unknown writers and artists of the Capital City. Convener O'Leary stressed that participants from both outside and inside the University were necessary for the success of the Group. The meeting faltered for a time while at least one citizen, a prominent personage in Wellington drama circles, and several students were reassured on this point.

Collars got warm again when suggestions for a short term programme were requested. It became evident that the meeting was split into two broad factions. One headed by the tenderfoot student who wished to use the Group as a prop for his first stumblings along the road of art; the other by the more experienced performer who had no qualms about of- along the road of art; the other After prolonged argument, honours were about even.

It was decided to hold weekly workshops on all aspects of art under the guidance of Tim Elliot, Peter Varley, and Peter Bland. They signified their own, as well as other artists' willingness to act in this capacity.

MORE DISCUSSION

Once again the meeting was bogged down by long discussion on what the more positive programme of the Group should be. Encouraged by the more practical people present "to get on with it," it was decided to hold another meeting in three weeks time at which Eric Schwimmer would lecture on the Rumanian playwright, Ionesco.

A festival of New Zealand poetry is planned for the near future. Poets themselves are to be invited to read their own works. Other arts will be catered for at this festival: a jazz backing for some poems, and an exhibition of paintings has been mooted. A one act play by Albert Wendt will be put on before the August break, with a possibility that it be entered in the drama section of the '62 Arts Festival.

An interim committee was formed to deal with the drafting of a constitution. The meeting was eventually adjourned, and informal discussion followed.

M. BEHRENS.

PROF. SOMERSET RETIRES

Associate-Professor Somerset will retire at the end of this year. His retirement will not mean losing contact with the University. He will continue living in Wellington, at 32 Kelburn Parade.

ILLNESS

Born in New Zealand, Professor Somerset began teaching in 1912 as a pupil teacher in Canterbury. Unfortunately, five years later he suffered an attack of Spondylitis which has left him crippled. This illness forced him to leave teaching for seven years.

Returning to teaching in 1923, he became secondary assistant at Oxford District High in Canterbury. About the same time he graduated from Canterbury University. He developed an interest in the place of education in the community. The school should be a source of education for more than the children. Accordingly he and his wife, whom he married in 1930, pioneered a system of Adult Education, with night classes that taught poetry, literature, drama and world affairs.

Later, a Carnegie travelling scholarship enabled him to study overseas community education. He visited the U.S., Canada, Britain and Denmark. On his return he became Director of the Fielding community centre, the first in New Zealand. Once again his wife gave support. He looks back with pride on the system which promoted the community's education through the High School.

His last appointment was Victoria, to which he came as Senior Lecturer in 1948. In 1958 he was made Associate-Professor.

TEACHING BASIC

Professor Somerset himself had this to say: "The most important function of the university is still its teaching function. I have been learning about teaching for a very long time, but still know very



little. With the rapid growth of knowledge, more effective methods of communicating to children, students and the public are badly needed."

"I've always found teaching an exciting and challenging occupation. I only wish I were just beginning my career—not ending it."

THIEVES AT WORK

Thieves are at work in the foyer of the Hunter Building. On two occasions, satchels and bags have been broken into. Wallets and purses have been extracted, stripped of money and concession tickets from train, tram, and cable car. On both these reported occasions, the wallets were abandoned in other parts of the building, once in a lecture room, and once in a telephone booth.

The thieves have not been content with these however.

SALIENT honesty boxes are broken into with disturbing regularity. It is unpleasant to realise that the honesty boxes of the Dominion and the Evening Post, in Wellington's busy streets, have lower incidence of theft, than those of the student newspaper, whose sales are restricted to those of the 3700 students, who regularly pass through Vic. corridors.

TWO IMPORTANT DATES

INTERNATIONAL VARIETY CONCERT

FRIDAY, AUGUST 3, at 8 p.m.

(Memorial Theatre)

A really good evening's entertainment guaranteed. Items from many countries will be provided.. Two features of the evening will be a Parade of the Contestants of Miss Victoria 1962 Contest and Indian Play written and presented by a Vic Student.

Admission: 3/- Tickets will be on sale from July 25 at the Students' Association Executive Office and at the D.I.C.

MISS VICTORIA 1962 CONTEST AND CABARET EVENING

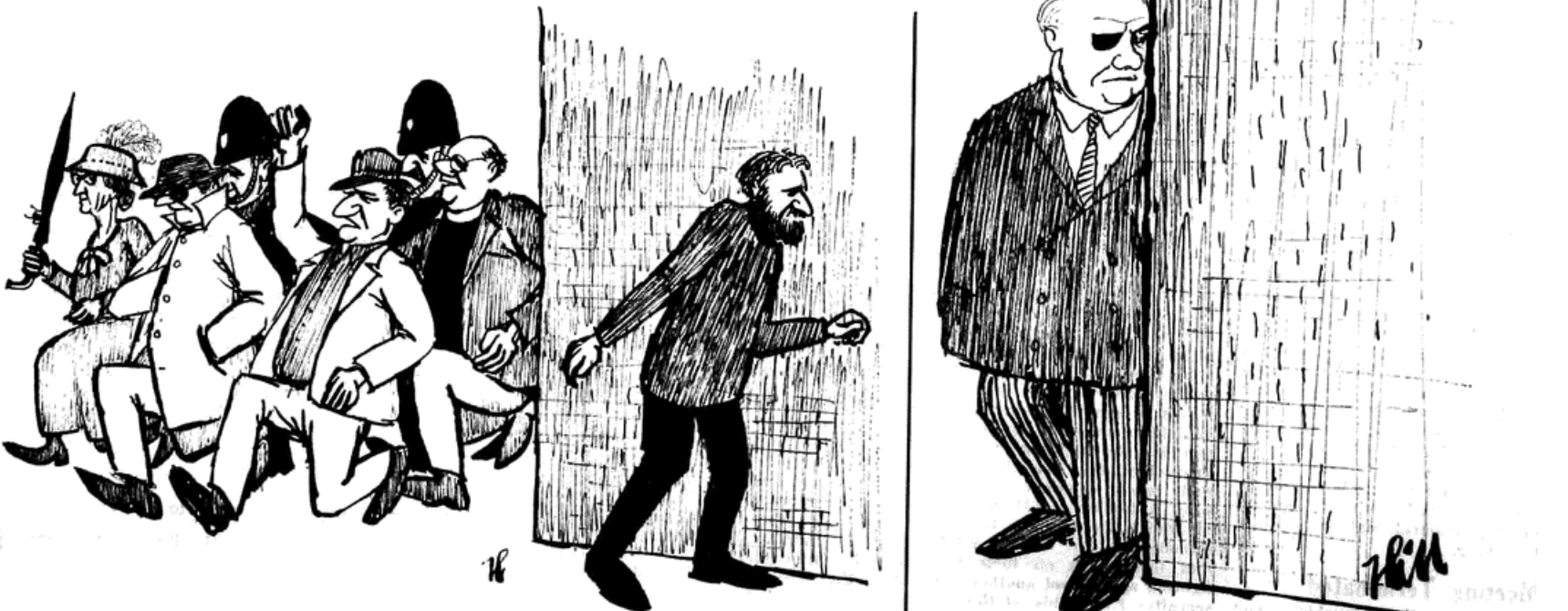
SATURDAY, AUGUST 4

(Memorial Theatre)

Tickets will be available at the Students' Association Executive Office: 10/- double; 5/- single.

The Contest will commence at 8 p.m.. Tickets will entitle you to both the Contest and the Cabaret.. Clubs and individuals interested in sponsoring any contestants should immediately hand in their names (of the entrants and sponsors) at the Student Association Executive Office, c/o Salient.

(This space contributed by Salient)



Salient States the Case

Lecturing Standards

For the first time in a very long while, SALIENT has drawn attention to the staff of the University in its teaching capacity. There has been considerable comment about this among both students and staff. SALIENT now wishes to clarify the position. Readers are invited to comment.

It is not uncommon for people to become restive when a newspaper takes an up issue. Space is devoted on a merit basis. It is the function of a newspaper to reflect opinion in the community it serves. For this reason uncontroversial topics remain outside its columns. SALIENT is sincerely concerned to improve this University. If reports on lecturing standards will improve it, then SALIENT will devote space to such reports.

The Exclusive Brethren was not newsworthy until there were accusations that they were breaking up families. Thus, lecturing was accepted until students found it was not adequate. When lecturing becomes inadequate it becomes an issue important to students. SALIENT has reflected this discontent.

The results have been some ominous rumblings. We are tempted to draw a parallel between this and the famous case of Isis, the magazine of the University of Oxford. It ran a series of criticisms of individual lectures like a theatre column, and found itself in hot water. So far nobody has been sent down, but perhaps some constructive criticism might be in order to redress the balance.

Factual Basis

SALIENT'S comment was based on fact. Letters associated with it were not. This puts us on dangerous ground for several reasons. In the first place, very few facts have been put forward. Secondly, no attempt was made to get the opinions of members of the staff before the comment was published. In the third place the criticism has been largely destructive.

Some of the lecturing in Stage I is not all it could be. Few people would deny this. In particular, students have objected to badly organised presentation, rambling dissertations that stray further and further from the point, and little effort to be original or controversial.

It is neither necessary nor proper

to make sweeping generalizations; some of the lectures — not to be read as some of the lecturers — are inferior. A lot of them are up to standard, and some of them are stimulating.

At the risk of trying to kick out a pebble and uncovering a boulder, it might be said that this question of standards in lecturing is relevant to the whole system of teaching in this University.

Black Mark

It cannot and must not be implied that the sins are entirely on the side of the lecturers. This is a black mark on our education system as a whole. It is obvious that many students just aren't prepared for University teaching, nor for the intelligent use of their minds.

A lecturer does not dare risk being controversial when he knows that his words are being taken down holus-bolus by the benches of mindless jotters with which he is now faced. And of course it is pretty difficult to be amusing or original about ketones or conics.

But putting all that aside, there is no excuse for lectures which deal with intrinsically interesting subjects and are delivered by well-qualified people to be dull, dry and severely academic. It is no excuse to say that lecturers are primarily post-graduate students not qualified to teach.

If they cannot lecture, they should not be lecturing. And this leads to the obvious conclusion that far too much emphasis is being placed on lecturing as a method of communicating ideas. Especially so with ideas which are quite readily obtainable from textbooks.

Why assume automatically that this is the way it has to be? It is definitely not the way it is or ever has been in many overseas universities. Let's not swing to the other end of the scale and advocate the abolishment of lectures, because they are in their way, an intrinsic part of learning.

But why not restrict the amount of lecturing? And why not, assum-

ing as has been suggested that most lecturers are primarily post-graduate students, let them lecture on some new line of thought in their specialties?

The public system forces the lecturer to make his lecture interesting and timely. He knows that he will be faced not only by undergraduates but also by his fellow-graduates. The recent lecture at Cambridge on Snow by Dr Leavis admirably illustrates this.

Tutorials

More important, is not the meeting of minds so essential in the humanities, much more easily accomplished by the tutorial system? Smaller tutorials could be run on a much more personal basis. More work could be presented by the tutor so that tutor and undergraduate are working together.

In short, the level of the don could be raised to the position it holds in overseas universities.

It encourages much more discrimination in the student's approach to his studies. He is less likely to digest lectures like old water-biscuits and regurgitate them wholesale to his tutors. It might possibly give the tutor some fresher outlooks as he is exposed to the ideas of those coming on.

The objections are obvious. Money, money and money. Money for staff to increase the staff/student ratio; money for hostel accommodations so that students can communicate on this personal basis more easily; money for more post-graduate facilities. All that is of course in the lap of the government. This excuses, but does not answer the assertion that the system could and should be improved.

These comments are an attempt to clarify a sincerely-held position. Newspapers are often accused of making cheap propaganda. But in an issue which is so vital to the interests of both staff and students, sensationalism and irresponsible comment must have no part.

Chess

A great upsurge of interest in chess playing on the part of American teenagers has been a major development of recent years in the field of sports and recreation in the United States.

It is an enthusiasm that had its beginnings some 20 years ago, the older chess experts say. But they admit that they cannot put their finger on precisely what influences were responsible for its beginning and thereafter for its steady growth in popularity.

However that may be, there is no question but that chess in America today is dominated by youth. The explosive growth in its popularity among high school and college students has never before been equalled.

To cite but one of many comparable events, some 1,400 boys and girls gather each summer in the midwestern city of Milwaukee to compete in a tournament that is now in its twenty-third year. And all across America during the winter months youthful experts are playing and defeating their graying elders in a thousand club matches and national, local and regional tournaments, including contests for the U.S. Championship, the U.S. Amateur Championship, the U.S. Junior Championship, and the U.S. Speed Championship.

EXEC. EVICTED—Cont. from front page

arranged against the right-hand side. Criticism and invectives were being freely exchanged, and upon the motion:

THAT the Exec. shall, and is bound to, organise orderly demonstrations on the fees issue which are to be held until fees are lowered to or below the 1960 scale of fees being put, chaos broke out. After much discussion, the motion was put and carried, 89-45.

Mr Tony Pointon then got in a motion to the effect: THAT this Association has confidence in the evicted Exec.

"Traitors, Reactionaries, Fascists!"

For Dwyer this was too much. Jumping up, once again, he accused the Chairman of "abusing his position" (in not accepting procedural points), saying that Moriarty "did not appreciate the essential Right of the individual". Shouting and cavorting, Dwyer started to label the "gathered throng" as a pack of "reactionaries" and "fascists". Moriarty had to adjourn the meeting when it became obvious Dwyer was not going to resume his seat, nor was he going to shut-up, until procedural matters went to his liking.

Meeting Terminated

On resumption, squabbles and bickering broke out, yet again; and

before long, the meeting was once more adjourned. A second break could not quell the fist-threatening students however, and after the second resumption the 64th A.G.M. had to be terminated through the Exec. Officers walking off stage.

It is interesting to see that whereas the S.G.M. drew much more of an anti-Exec. gathering which could successfully railroad the motions; the A.G.M. found a more balanced situation. The students were not swayed by invectives and abuse as they were on Friday night. The A.G.M. developed, in every way, into a personal harangue, between Dwyer and the rest, between left and right and between the left themselves. In actual fact, certain members nearly came to blows. It is hard to envisage, after the A.G.M. shambles, that the demonstrators — liberals — fees issue boys will be in any sort of fighting shape in the next six months. In fighting amongst themselves, they have disrupted their whole cohesion and pressure. A further S.G.M. however (to finish the business left unattended at the A.G.M.) might find them back on their feet, fighting against yet another conservative Exec. This, at the moment, appears improbable.—Ed.

EXECUTIVE ELECTIONS 1962

As a result of the poll held to elect the members of the Executive Committee for 1962, I hereby declare the following to be elected:

MEN'S VICE PRESIDENT:

W. J. Perham (661)
(R. Magnusson 242)

WOMEN'S VICE PRESIDENT:

Miss K. Clark, unop.

SECRETARY:

R. J. Pitchforth, unop.

TREASURER:

A. M. Harris, unop.

CAPPING CONTROLLER:

L. H. Cornford (468)
(M. Rowlands 353)

CULTURAL AFFAIRS REP.:

C. J. O'Leary, unop.

CHAIRMAN HOUSE COMMITTEE:

A. Afeaki (535)
(R. Magnusson 162)
(P. McKinley 193)

PUBLICATIONS OFFICER:

D. A. Preston (514)
(M. A. Stone 413)

PUBLIC RELATIONS OFFICER:

P. J. R. Blizard (466)
(D. R. J. Baird 411)

SOCIAL CONTROLLER:

G. G. McKay, unop.

SPORTS REPRESENTATIVE:

B. L. Pomeroy, unop.

WOMEN'S REPRESENTATIVE:

Miss C. Benefield, unop.

The total number of votes cast was 949.

G. E. THOMAS, Returning Officer.

TO ALL STUDENTS

The response to a recent advert. in Salient for books was most gratifying. All those students who made contributions are thanked, this time not in anticipation.

HOWEVER WE STILL NEED MORE BOOKS

Would any student who has books suitable for ages 6 to 13, and who has no further use for such, please leave them with the Psychology Dept. Librarian.

ALL CONTRIBUTIONS ARE DESTINED FOR THE LEVIN HOSPITAL FOR THE MENTALLY RETARDED.
P. J. R. BLIZARD

BLUES AWARDS

SALIENT congratulates the following persons who have been awarded Blues for Summer, 1962 (subject to eligibility):—

ATHLETICS:

Mrs J. Beauchamp
J. Pope
C. Murray

ROWING:

J. W. Turnbull
P. G. Crichton
G. W. Smith

WATER POLO:

A. P. Griffiths
P. H. Hatch
M. B. Sladden
P. G. Perkinson

SWIMMING:

P. H. Hatch
C. R. Thomson
Miss K. Macallem
Miss H. L. Randerson
M. B. Sladden
B. B. Bibby

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