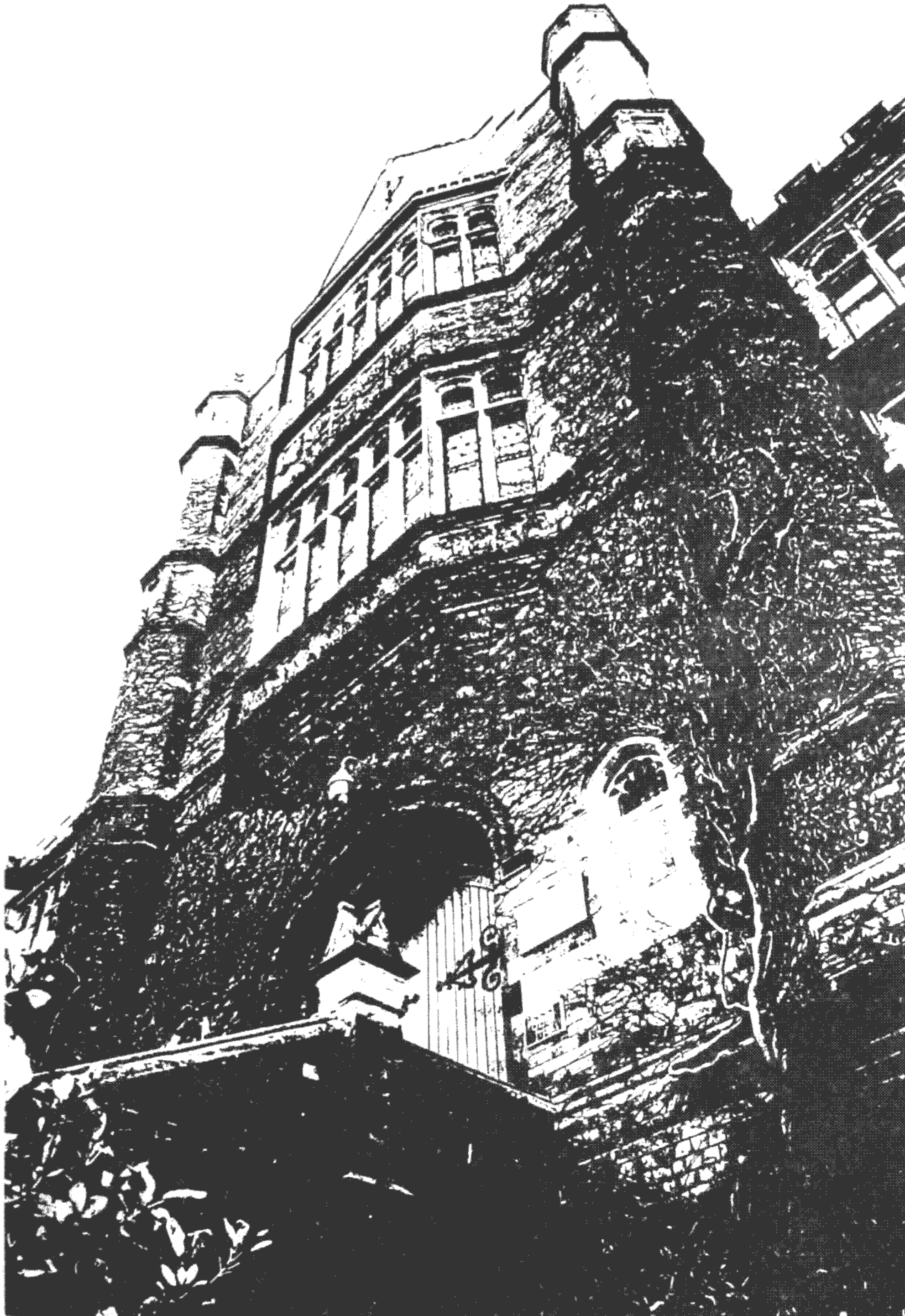


SALIENT

Victoria University Student Newspaper

Volume 37, No 22, September 4, 1974

HUNTER MUST BE SAVED!



The Editor
Salient
Dear Sir

I am horrified at how unquestioningly the great majority of students are resigned to the proposed demise of the Hunter Block. Demolition is accepted as the only practical proposition, but it would appear from reports that no precise cost fore-cast as to strengthening the building has been made. All the paragraphs relating to this question are hyperbolic and vague — strengthening would be "too costly" or "completely prohibitive". It is with great hope and interest that the Historic Places Trust's investigation into cost of strengthening is awaited.

I find it hard to accept that strengthening would be vastly more expensive than the cost of demolition, the building of a replacement plus the immeasurable inconveniences of the long interim period. However, Hunter has a value far above purely utilitarian scales, for it is the only building of tradition and beauty on the campus and it dominates and enhances Wellington City which can little afford to allow yet another aspect of its special character to disappear.

It is enigmatic that Hunter is considered "a serious earthquake risk" yet evacuation is to be slowly progressive over a period of three years. Surely if there was real danger, evacuation would be immediate. There is no reason to imagine that earthquakes will obligingly wait for three-years before occurring.

The ambitions of empire-builders are to be suspected in drastic plans for university expansion. Think of the opportunities in replacing a gracious, spacious three floor building, with a ten floor modern warren of windowless cubes!

No one should accept such definite sounding statements as "Hunter has to go" or "the entire Hunter block would have to be pulled down" (from the Post 28/8/74) because formally no absolute decision has been made. Apparently "the steps that are to be taken will be determined by University Council's newly established Site and Building Utilisation and Development Committee and before there can be any fair determination, the alternative of strengthening will have to be considered objectively and in detail.

Initiative must come from the students and surely the physics and law faculties situated in Hunter, who have had the benefits of this unique building are especially equipped to aid any attempt to preserve Hunter, for the whole problem relates to "seismic resistance" and section 301A Municipal Corporation Act, 1968 Amendment.

If students are not stirred by the threat to their only building with character, obviously Rankine Brown and the other sterile monstrosities making up Victoria University have already crushed any aesthetic sensitivity their occupants ever had. The outlook for the quality of students produced in a university without Hunter is even bleaker.

J.B. , Law/Arts student

John Whetren:
From the outside it looks all right. It's worth the money to fix it.



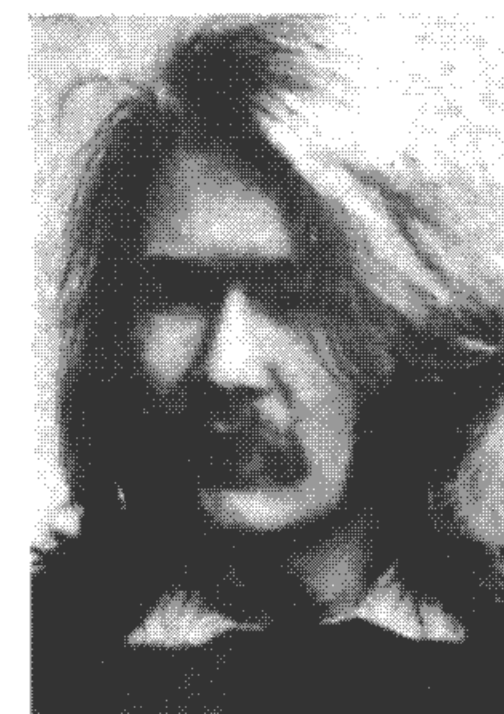
Judy Tizard:
It's disgusting. It's the only decent building here.

J. Singh:
It depends on the earthquake risk and because it is on a fault line then the safety of students it involved. But I wouldn't like to see it go.

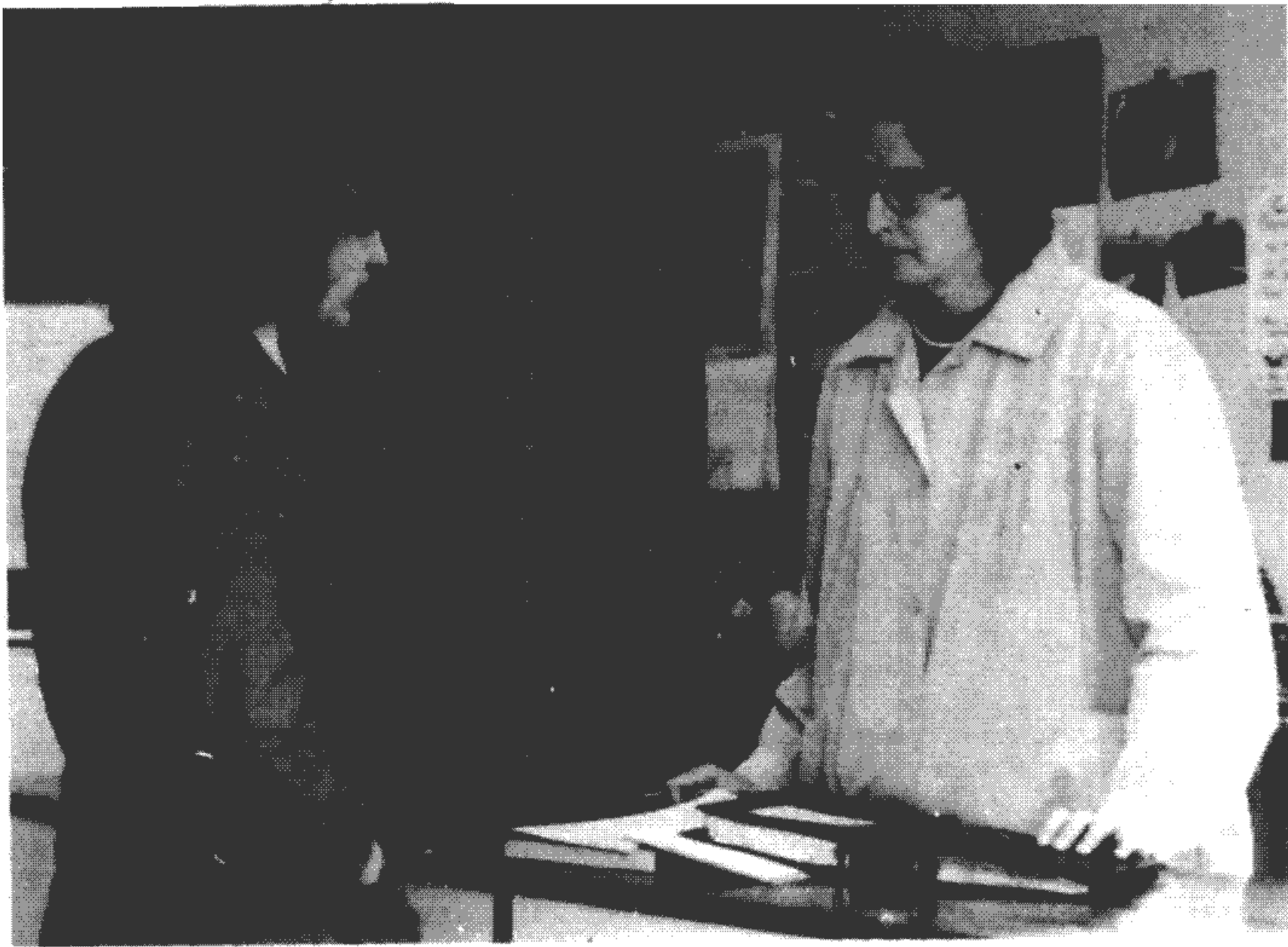


Adrienne Murray:
It's a pity and I wish something could save it. It's the only building here with any character and it's sad to see it go.

Robert Love:
It's very regrettable, but seems necessary. Too much money is needed to save it.



Stephanie Napier:
I didn't know and I think it's terrible.



The tenant asks for the return of his bond before leaflets are handed out.

TPA tale of a reasonable lady

Many of the calls Tenants' Protection Association receives are complaints about flat-letting firms and real estate agents. One such offender is Key's Real Estate TPA has a long list of complaints against this firm and its manager, Mrs Pollock.

The latest incident concerned the non-return of bond money. Before picketing Keys last Friday, TPA members tried to reason with Mrs Pollock and find out her side of the story. They were immediately ordered out of the office amid cries of "Call the Police!" The tenant himself later asked for the return of his bond, and he too was ordered out. A picket accordingly took place outside the office and a leaflet was handed out, which read:—

"In mid-year 1973 Lawrence Hutchins leased a flat at 10 Fairview Crescent through Keys Real Estate. For the minimal services that Keys provided the tenant was as usual obliged to pay an agents fee of \$22 plus a further bond of \$22.

"Things went on all right until Mr Hutchins decided he wanted to leave the flat. He gave the gracious and well-mannered Mrs Pollock of Keys a weeks notice, as required in the tenancy agreement. This notice was given on Thursday, August 22, and was to have taken effect on Thursday, August 29.

"On Sunday 25th, Mr Hutchins started to move out of the flat. Mrs Pollock then demanded that he take the key into her on Tuesday, two days before he was due to leave. The tenant explained that he hadn't finishing cleaning up, but Mrs Pollock, ever generous and polite to all her clients, in-

sisted on the key being returned. Mr Hutchins tried to be helpful to this gem of a lady, so he complied with her wishes and gave back the key.

"On Thursday 29th he returned to Keys to receive his bond back but found that Mrs Pollock was strangely unwilling to give it back. Mrs Pollock told him that the place still had to be cleaned up a little. Mr Hutchins reminded this fair lady that as she had insisted on the early return of the key, he had been prevented from removing the rubbish bags. However he was quite willing to go up immediately and do that. Mrs Pollock said that as he was no longer the keyholder, if he wanted to do that he would have to be charged. Mr Hutchins thought this was unreasonable and came to see the Tenants' Protection Association.

"Mrs Pollock's manners are well known to TPA workers and it was no surprise to the person who rang her up to have the telephone hung up in his ear. The tenant then rang Mrs Pollock to have the matter cleared up — this sweet mother of reason hung up on him too after a brief screaming feat. The stage is now that Mr Hutchins is down \$22 and it seems unlikely that Keys and their frontpiece Mrs Pollock are going to comply with the tenant's wishes and the law.

"This type of case occurs far too often and tenants must take strong action against landlords and land agents



Mrs Pollock refuses to listen, so TPA pickets the office.



MAORI LANGUAGE WEEK

begins Sunday September 8 with an Interdenominational Service — Karakia at the Ngati Poneke Hall, opposite the Railway Station, 11.30 am- 12.30 At 12.30 — 1.30 Kai will be available followed at 1.30 by a forum till 4pm on Maori Theology. All welcome Nau mai, Haere mai!

Watch the noticeboards and the papers and listen to the radio for further activities.

AKONA TE REO MAORI !!!!!!!!!!!!!!!

WMSA AGM & ELECTION

Notice is hereby given that the annual general meeting and the election of office-bearers for the 1974-75 year will be held on September 14, 1974 at 2pm in room E006.

K.K. Chong
Secretary WMSA

Salient Notes

Probably the most important job in the Salient office is the onerous task of making tea. This week the regular staff were spared the trials of burnt fingers and hopping from one leg to the other waiting for the zip to boil by Colin (Florence) Fealer, ministering angel of the New Zealand left. Graeme Simpson, Audrey Young, Margot Bourke and Mark Derby had milk and no sugar while Allison Mackay, Claire Smith, Lynn Peck, John Ryall and Karen O'Neill sat under the light table stirring. The silence was abruptly shattered by the tea-pot lid flying off and John Henderson poked his head out "Did you ever see such a thing as a drawing of a muchness", "REALLY, now you ask me" said David Tripe very much confused, "I don't think...". "Then you shouldn't talk" said Richard Siegert. This piece of rudeness was more than Derek Fikkers could bear. He got up in great disgust and walked off, taking Stephen Hall and David Rutherford with him. John Henderson fell asleep instantly and no-one else took the least notice; the last time he saw them they were trying to put John back into the tea pot. "Why do they keep writing these inane staff notes?" asked Christine Haggart of Anthony Ward. "I suspect it is so Roger Steele can get a mention as editor, and Keith Stewart can take the credit for the pictures". "No," said David Waghorn "they exist to give Les Slater something to do." "But I didn't do it....." said Les.

ADVERTISING MANAGER: Chris MacKay (home phone 664-698).
PUBLISHED BY Victoria University of Wellington Students Association, Private Bag, Wellington.
PRINTED BY Wanganui Newspapers Ltd, Drews Lane, Wanganui.
The SALIENT OFFICE is on the Middle Floor, University Union Building, phone 70-319. The address is P.O. Box 1347.

What Jack Marshall Didn't Tell You About China

Hear Vic Students recently returned from the People's Republic of China.

Thursday, September 5.
12 noon - 2 p.m.
Smoking Room and Lounge.

The New Zealand Conservation Handbook

only
\$1.50

at the
UNIVERSITY BOOK CENTRE



Jack speaks his mind

"Gentleman" Jack Marshall lived up to his nickname when he spoke "his mind" in the Union Hall last Wednesday. His manner was polite, and he attentively listened to questions put to him. But the content of his speech showed what a conservative politician he is.

Most of Marshall's speech was about his six day visit to China three months ago. He began by conceding that his visit had been too short for him to be an expert, and he proceeded to give a conventional, rather facile interpretation of Chinese society.

China, to Marshall, is a society of massive uniformity, everyone conforming to the party line. This he saw at the most superficial level of everyone wearing identical clothing — except for the Chinese government minister he met whose clothes, while of the same cut as any peasants, were of "finer material"

According to Jack, there is great uniformity of expression (though not necessarily of thought) in China: "What Mao thinks today, 800 million Chinese will think tomorrow". This is the result of "thought control", through complete control by the state of all communication outlets — press, radio, posters and meetings organised by the local party cadre. Marshall claimed that no opposition view is allowed to be expressed through any of these.

He described his visit to a commune of 40 thousand acres, "a large farm", with a population of 50 thousand people scattered in villages throughout. Everyone was employed, well fed and clothed. But no one can change their jobs or leave the region without the cadre's permission. This is the way, Marshall said, the state controls the people — by



being the sole source of food and shelter.

He admitted that the result of communist government in China is a rising standard of living, with adequate housing and food. Health and education services provide the minimum requirements necessary. However he compared the Chinese standard of living with that in Indonesia — a country under a different system of government, which he believes is not completely democratic but has the potential to be.

This evoked a justifiably angry reaction from the audience. Asked to define 'standard of living', Marshall said the Chinese were materially secure but less free. In Indonesia, there was poverty, but more freedom.

A speaker from the floor quoted Amnesty figures of 600,000 prisoners in Indonesia jails — was this freedom?

Marshall did not deny the existence of political prisoners in Indonesia, but said there is greater personal freedom. For example there are four political parties in a Parliament which has the power of debating.

When asked if he had spoken to any political prisoners or anti-government people, Marshall replied that he had met members of the political parties. Although Suharto and the members of his government make and carry out the laws, at least the rights of the Parliament are guaranteed. Marshall apparently could not see that the right to debate (but not to take action) is a very limited, shallow freedom. Especially when those likely to provide real opposition in such debates are beyond the political pale, in Suharto's jails.

When Marshall was asked if he would prefer freedom to going hungry, he chose freedom — an indication of how many times he has been starving.

Anne Gilbert, who visited China last year, asked about his version of the campaign against Confucius. This campaign indicated the existence of debate in China, which Marshall had denied by his phrase "uniformity of expression". Anne pointed out that Confucius represented a slave philosophy. Jack retorted that this is the "communist line" and in China, no-one defended Confucius. A recent visitor to China interjected that he had seen open debate with both sides represented, on a street-corner. And he understood the language.

Peter Wilson asked how the Chinese leaders in Peking controlled 800 million people — by a system of pulleys and levers? The debate and struggle still continuing in China today is about class. Peter asked if Marshall thought NZ was a class society.

Before addressing himself to the question Marshall said how wonderful it was that people could advocate such things. Then he patronisingly said that in ten years Wilson will have forgotten these things and settled down.

Class in NZ only existed in the imaginations of a minority, Marshall continued. NZ is a country of equality of opportunity.

Although statistics show that only 5% of children from unskilled or semiskilled backgrounds (while comprising 40% of the population) will reach university, Marshall still talks about equality of opportunity. There are no class divisions in NZ, he said. Apparently oblivious to the contradiction, he later stated that the National Party was working to end class division in NZ.

When asked about the role of trade unions here, Jack replied that there should be fair wages and adequate rewards for skill and qualifications. Diane Hooper angrily asked why women don't get a fair wage for work in the home. Again patronising, Marshall replied that women enjoy their housework and "you will too when you get married and settle down".

The conclusions Marshall gave about China, that the "human spirit" would always prevail, and because of this, the Chinese people deprived of their "freedoms" would overthrow those responsible, were also examined by the audience.

Marshall was asked if he had met anyone in China who objected to the restrictions on travel. The questioner, another recent visitor to China, said that his overwhelming impression had been that the people, contrary to the tenseness associated with suppressed people were happy — obviously enjoying life.

Marshall agreed that the people are better off than before. But said they won't continue to allow their "freedom" to be suppressed.

Yet he was still speaking in abstraction. When asked to define these "freedoms" he cited freedom of speech, of assembly, from fear. Marshall apparently ignored the growing encroachment upon these rights in NZ. As several speakers from the floor pointed out, as well, in NZ "freedom of choice" allows people to be alcoholic, be subject to unscrupulous advertising, and allows monopolies to force the small businessmen out. In our present status — obsessed society it also allows people the freedom to be rich by exploiting the poor.

Peter Wilson, also described the arming of China's population into local militias — something that Thieu, or Park or Suharto or Tun Razak (whose regimes NZ assists) would fear to do.

How, then, can Marshall assert that the Chinese people are manipulated by their leaders from the top, when Mao Tsetung insists that the people be given the weapons that could be employed to overthrow the government?

Marshall's attitude to communism was further illustrated when a question was asked about NZ's entry into Vietnam, under a National Government. Marshall believes that the various estimates of the percentage of the Vietnamese people who supported communism (80-95%) are irrelevant. Basically the reason for entry was the necessity "to halt the advance of Communism in South East Asia". If it hadn't been stopped in Vietnam, he continued, Indonesia would be communist today. This dramatic statement might provoke worried glances at the Lions or Rotary meeting but in the Union Hall it just brought laughter.

Marshall appears unable to conceive of democracy other than the two party system which merely gives people the choice of which group of representatives of the ruling class will misrule them. But confronted with questions from the floor, which exposed serious contradictions in what he said cracks appeared in the veneer of Marshall's interpretation of reality. Students attending the forum could see the way in which people such as Marshall misrepresent not only society in socialist countries but also in New Zealand.

POLITICAL THEORY OR PLAYTIME?

During the final week of last term 59 stage one Political Science students staged a minor rebellion during their lecture — a lecture which ironically dealt with "Political Obligation". Those present comprised less than 20% of the total numbers enrolled in Pols 101-104, as the majority of students no longer bother to come to lectures.

A quietly spoken student interrupted the lecture and announced that he was utterly confused. The lecturer, Dr Reinken, immediately ceased his discourse and the student went on to say that for two terms he had suffered through lectures which were largely incomprehensible. "From the beginning of every lecture I am left floundering, as the class is subjected to a barrage of highpowered philosophical ramblings. That's why I want to ask anyone here today who is also confused, to indicate the way he feels". At once, over 50 hands shot up, and as the lecturer raised his eyebrows in surprise other voices took up the cry. Criticism was made of the course content, reading lists, staff availability, and one person even declared, "I've nothing against Americans but many of us have US tutors who apologise for not knowing much about the New Zealand political scene. In my tutorial, for instance, we got in-depth treatment of Watergate but only a trite, superficial study of the NZ Government and its function."

When the impromptu meeting ended at 6.15pm, (what other Political Science lecture has even kept students engrossed for that length of time!!) those present resolved to air their grievances with other staff members as early as possible in the third term. Thus, on

Tuesday August 27 almost 90 people attended a formal meeting to witness "Political Theory in Action"

Dr Reinken immediately inquired if any member of the press was present and since I wasn't sure that I qualified, I refrained from answering. When no one replied, Dr Reinken said that it was important to establish whether Salient reporters were at the meeting, since everyone must feel free to speak openly. At this, I indicated by presence but said that if I was not allowed to attend the meeting, (even though I am enrolled in the course) I would state as much in Salient. Fortunately, no objections were made.

Students then put questions which were answered by different staff members. Student: Can I ask Dr Reinken why the lectures he gives, and which we find confusing, are largely irrelevant to the material we study in tutorials.

Reinken: Lectures are the time when I play, and tutorials are the time for you to play. After all, the study of Political Theory is largely a leisure-time activity.

Student: In yesterday's lecture we were meant to have a recent terms test explained to us. But after 50 minutes it still wasn't very clear. I find Dr Reinken's delivery brilliant but I just don't understand what he says! Another student: Perhaps I could add the name of Professor Brookes to the list of poor lecturers. The content of his lectures earlier this year, was irrelevant to our study of NZ and US Governments.

Irene Webley: I am a tutor in the Political Science Department and not a lecturer —



thankfully! I'd like to comment that surely we should discuss the structure of the Political Science course, rather than whose style of delivery is not found appealing.

Chris Wainwright: I am also on the staff, and let me say that there is no point in passing motions at this meeting, since there's nothing all you can do to solve your problems merely by passing resolutions. However, I'm prepared to speak to Dr Levine who is taking the next part of this course, so see if we can integrate the content of the lectures, tutorials and assignments.

Student: Many of us want to know just how our work will be finally assessed and a grade given. Surely when so many here today find much to concern them in this year's course, a three hour examination serves no beneficial purpose. Moreover, few of us have any faith in our ability to progress any further with Political Science at the 200 and 300 levels, since our grounding in the subject has been so

inadequate.

Dr Robinson: I can assure you that beyond stage one, Political Science courses are very interesting and well-taught. At stage two students have something behind them and they have fitted better into the university system. Ask around, and you will find something in our department well worth taking. Student: I am concerned that no one seems to know just how stage one political science is marked. By the end of the year we will have written eight scripts — five essays, two term tests and one mid-year examination. Are they to be considered, or are they just toilet-paper to be flushed away?

Reinken: We work by a formula whereby quizzes and essays done by a student can be accorded different merit. Moreover, the last script written during the final examination is almost always better than previous work done by the student. Maybe it's a result of the spring air.

Student: I am sick of hearing academic rationalisations uttered at this meeting. Students are going to fail, and why should they, when they've suttered through a lousy, poorly presented course. That was obvious last term, and yet today we haven't received any firm assurances. We must seek solutions to the very real problems facing this class, and we will wait until we are given the answers.

However, the meeting then adjourned with several staff members agreeing to investigate all the issues mentioned by aggrieved students. They were willing to meet again with the political science class, and everyone present decided to meet on Tuesday, September 3. A report of this meeting will be in the next Salient.

—Cath Bergin

ASSESSMENT ASSESSED

Part Two

Last week "Salient" looked at the experience of in-term assessment at Victoria University. We pointed out a number of criticisms of this method of assessment, which have been compiled in a report by NZUSA's Education Department on the basis of faculty and welfare services reports.

These reports suggest that, since the introduction of in-term assessment and its widespread use at Victoria:

- ✧ A number of students are experiencing difficulty with their workloads, which suggests that workloads have increased;
- ✧ Pressure on students has been spread throughout the academic year and has probably increased;
- ✧ Pressure on students is uneven as a result of poor co-ordination within departments and between departments;
- ✧ Students tend to neglect unassessed work in favour of assessed work, thus tempting staff to make every piece of work subject to assessment;
- ✧ Courses have become fragmented (this is also a result of the introduction of the credit system);
- ✧ Students have less time to spend on extra-curricular activities.

This week "Salient" looks at proposals for reforming the present system of in-term assessment, and ways in which students can start working for change.

"Double Chance" Assessment

In an effort to overcome some of the problems which have resulted from the introduction of in-term assessment the staff and students of the French sector of the Romance Languages Department last year came up with a proposal to give students a "second chance". Their idea of "double chance" assessment was to give students a mark out of 100 for their performance in course work and then to give them the opportunity to improve on this mark by sitting an end of year examination. Students presenting themselves for both types of assessment would be given the higher of the two marks obtained as their final result. An important element in this proposal was that students would be told their mark for their year's work before the final exam.

The advantages of this method of assessment would be to give students two chances to score well and to give more equal opportunity to those who prefer course work assessment and those who prefer final exams. But its disadvantages are that it would present students with a most difficult, if not unfair decision, at the end of the year: whether to settle for the mark obtained during the year or to challenge the judgement of their lecturers by sitting a final exam. Furthermore it would not remove many of the disadvantages of in-term assessment that were outlined in last week's article.

Although the French sector's proposal was only a limited attempt at reform, it did offer students a much better deal than the established method of in-term assessment. It was also a proposal that was jointly worked out by staff and students at all levels of the French sector's courses. However the proposal has not been implemented in its original form. The Professorial Board subsequently altered it to make the finals exam compulsory. But the student's final grade is determined by his highest mark in course work or finals, and a student can score as low as 40% in either mark and still pass.

Group Assessment

A more controversial proposal to

alter the established methods of in-term assessment is group assessment. This method would introduce a qualitative difference to other forms of assessment in that students would be assessed collectively on the basis of a group report. Therefore this method provides students with the opportunity to learn in co-operation with each other rather than in competition.

But it was precisely because group assessment would fail to distinguish the individual differences between students and eliminate competition that it was curtailed by the Chairman of the Department of Sociology and Social work, Professor Robb, when it was proposed by some sociology students in 1973.

Professor Robb outlined his objections to this method in a memorandum of August 21, 1973 to the university's Academic Committee. He claimed that under this method of assessment "not only is the individual student's contribution not identifiable but as any group is virtually certain to contain at least one person who is determined to get a pass mark and will therefore make certain that an adequate piece of work is returned, under this system it is extremely unlikely that any student will fail. At the other end of the scale a



brilliant student will have his qualities recognised in his mark only if he so dominates his group that the work is effectively his and all his fellow members share the results of his brilliance."

Professor Robb went on to argue further: "...it seems to me that the whole tenor of university legislation and tradition gives rise to an expectation on the part of all concerned that the award of a degree represents a public statement that so far as can be ascertained, the particular individual has achieved certain standards, completed certain pieces of work etc. If the group assessment method is used then it seems to me that such assurance cannot be given and the award of a degree or of credits towards a degree takes on a completely new meaning."

Just imagine. A method of assessment which would make it extremely unlikely that any student would fail! A system that could subordinate individual decisions to collective decisions and would encourage people to work in co-operation rather than in competition. What a nightmare it would be if such a system were ever introduced!

But Professor Robb was not expressing an oddball view. Far from it. In fact his arguments to the Academic Committee pinpointed the primary purpose of assessment in universities as they are presently structured.

As NZUSA's Education Department argues in its report on assessment, the primary purpose of assessment at New Zealand universities is to stratify students and to select the "brightest" students to do those jobs which are supposedly most intellectually demanding to our society.

Because jobs in our society are stratified — from Supreme Court Judge

or company managing director to dustman or 'unskilled' worker on an assembly line — the road to the top is a competitive one. One of the main functions of the education system is to select the "bright" students and to weed out the "failures". Therefore education at university is a competitive business.

As long as the primary purpose of assessment is to stratify students every method of assessment will create pressure on them, and impede the development of forms of evaluation of students which serve the student by pointing out his weakness and helping him to overcome them and to achieve full understanding of whatever he is studying.

Since all methods of assessment primarily serve the purpose of stratifying students, there is no method of assessment which will provide students with a genuine opportunity to develop their own abilities free from the pressure of competition — the constant need to get a "good mark".

But that does not mean that all methods of assessment are the same. In the short term, students should press for methods of assessment which will enable them to spend as much time as possible outside the classroom, learning from contacts with others and from the experience gained by extra-curricular activity at the university and by activity in the community in general.

In its report on different forms of assessment NZUSA's Education Department recommends "double chance" assessment, group assessment and "Take Home" exams as the forms of assessment which are least onerous for students. ("Take Home" examinations are a system of exams which free the student from the restrictions of supervision, narrow time limits and sitting unseen papers).

But the report emphasises that whatever methods are used, students must have the right to decide for themselves what form of assessment they want to be applied in the courses they are studying. This means they must be given this opportunity before their courses begin on the basis of full information about the content of the course, the amount of work required, the dates on which this work is due, and a timetable of courses offered by each faculty.

The opportunity for students to choose the method of assessment to be applied in their courses could only be carried out successfully if students were given full information about the different types of assessment, the advantages and disadvantages of each type, and time to discuss different forms of assessment with other students.

As we reported last week the recent Conference of New Zealand Universities passed a resolution requesting the universities to promote discussion and research on the use of assessment and moderation procedures in the universities and the secondary school system.

Students can take a cue from this decision. If the universities are keen on discussion about assessment, let's not be backward in helping them promote it. ★Ask your lecturer to have a class discussion about methods of assessment. Ask him or her how they're finding in-term assessment — is it getting them down too?

★Call on the head of your department or faculty and ask him or her what the department/faculty is doing to examine its methods of assessment and whether they're interested in hearing student opinion.

★Phone the Vice-Chancellor Danny Taylor on 46-040 and ask him if the university is going to publish its reports and research on assessment so that staff/students discussion can proceed on the basis of full information.

★Report your findings and your opinions to "Salient". We'd like to know just how keen the university is to promote discussion on assessment.

The Knitting Needle Bill

A serious attack on women's rights was launched in Parliament last Friday when the politicians gave overwhelming support to Gerald Wall's private member's bill to restrict abortions to public hospitals.

If, during the further two readings of this bill (which will probably take place next week), it is passed into law, the low-cost Auckland abortion clinic will be forced to close and women wanting abortions will have no alternative, if they cannot afford the trip to Australia, but to put themselves at the mercy of the overcrowded public health service.

The record of public hospitals accepting abortion cases is abysmal. Furthermore, because of the state of the hospital service, women are likely to be kept waiting so long that the relative safety of early abortions will be denied them. The effect of the bill will be to severely restrict the availability of abortion, and thus to create conditions favouring back-street abortionists which have not existed over recent years as interpretation of the abortion laws has become more liberal.

The bill is an effort to comply with the demands of the Society of the Protection of the Unborn Child to turn back the clock.

On Saturday, an ad hoc Committee to Oppose the Hospital Amendment Bill was formed at a meeting held in Wellington.

The committee aims to involve all those in the community who see the bill as a retrograde step (whether or not they are in favour of changing the abortion laws) in a united effort to show the politicians the extent of public outrage against the bill. Already, indications are that opposition is widespread, including members of the medical profession and others who feel that at least some attempt should have been made to consult their views on the matter.

The committee has called a public protest meeting, which will be held in the Concert Chamber in the Town Hall on Friday evening at 8pm. Among the many speakers will be Dr Rex Hunton, director of the Auckland Medical Aid Trust which set up the Remuera clinic.

Dr Wall, MP for Porirua, is known for his personal opposition to abortion, but he carefully avoided mention of this in explaining his reasons for introducing the bill during a "Nationwide" interview. Instead, he claimed to be motivated by consideration for women's health, because of the lack of back-up facilities in private institutions. The insipid interviewer failed to make the obvious point: that if this lack was of any significance all operations in private hospitals must be equally as risky as abortion, if not more so, and such institutions as maternity homes would logically need to be closed too.

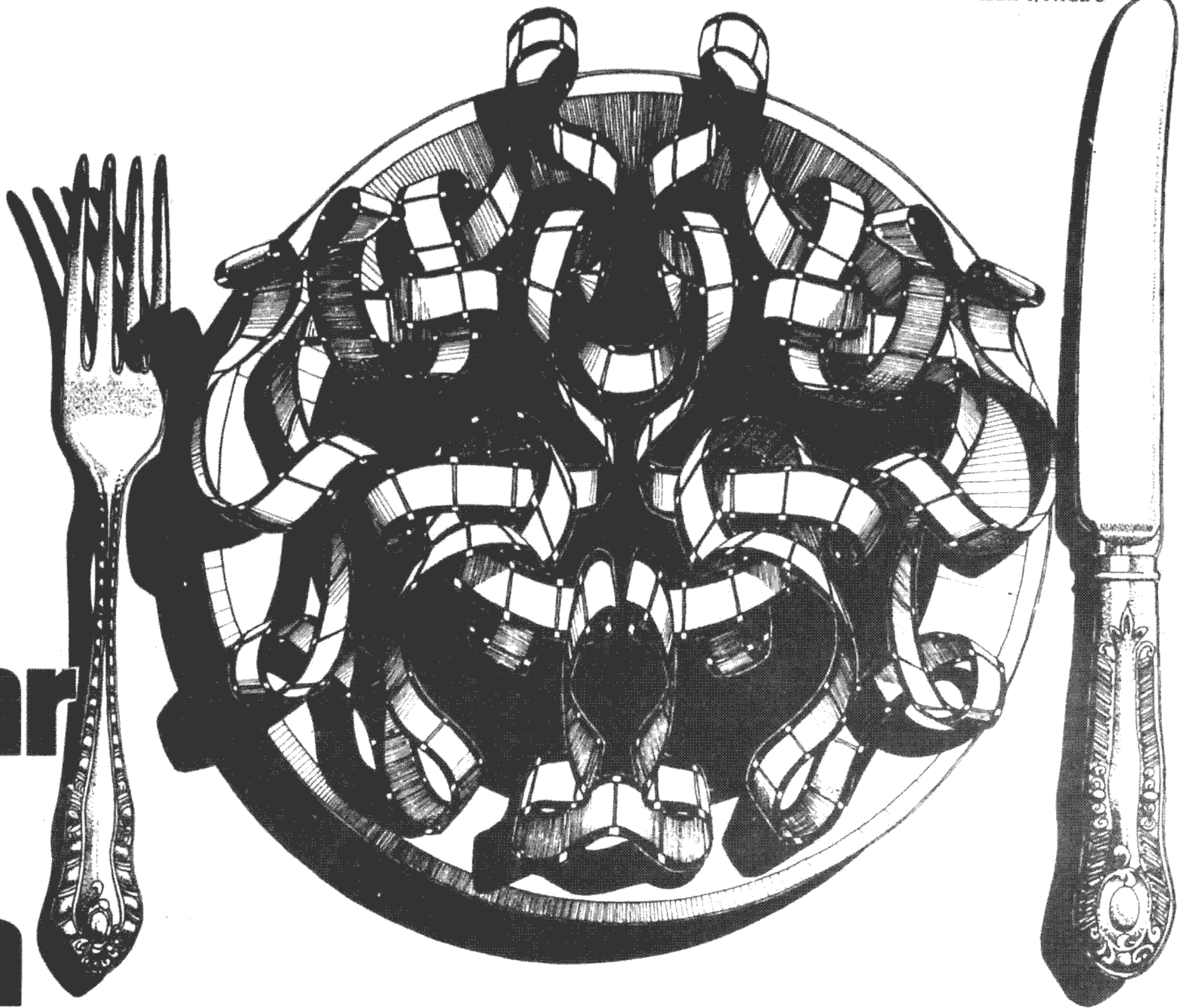
However, it seems that in parliament such logic is not appreciated. Only three MPs — Finlay, Tizard and Batchelor — spoke against the bill. Ms Batchelor made a much-needed blow for women's rights by saying that although she thought abortion was wrong, someone had to speak up for the thousands of women who did not agree.

There is no time to lose. The only thing that will prevent this bill taking effect is a massive and immediate indication of public reaction against it.

Make sure you get to Friday's meeting. And please bring a donation to help pay for the hall.

—Kay Goodger

seminar with film



A film seminar is being held at Victoria University from Wednesday, Sept. 4 to Saturday, Sept. 7. Organised by the New Zealand Students' Arts Council in conjunction with the Sydney Filmmaker's Co-op, the seminar is intended to encourage the use of film as a political medium. The films will not comprise the whole activity of the seminar but will be part of a programme of political education, with lectures, seminars and workshops. The films will begin each day at 8pm in the Memorial Theatre.

Day 1

The subject for the first day (Sept. 4) is Political Documentary. The films to be shown are Bruce Petty's "Australian History", R. Whittaker's "China — the Red Sons", and "Millhouse" by Emile De Antonio.

The second of these, "China — the Red Sons", is a 50 minute documentary shot inside China during the Cultural Revolution which features interviews with Chinese students and people, in the streets.

The timing of its showing is opportune. Recently an NZUSA delegation returned from a visit to China. On Thursday, five members of this delegation will speak at the forum in the lounge and smoking room, from 12—2pm, and will provide an updated account of events in China.

"Millhouse" by Emile De Antonio, is a pre-Watergate film, described as "a devastating portrait of the President, a savagely comic indictment of Nixon".

Nixon's political career, before his election

to the Presidency is depicted and lampooned.

In a review of the film in "The Australian", in July 1973, Mike Harris concluded: "The quality is patchy because of the age of much of the material. Nonetheless, Millhouse is an important historical appraisal — admittedly a biased one — of this important man. His own public relations budget is estimated at 50 times the budget of this film. Who said a mouse can't rape an elephant?"

Day 2

"Experimental and Expanded Cinema" is the title of the second day of the seminar, and the films include —

"Four Possible Variations — a documentary of cracker absurdity". Dave McCullough (four minutes).

"Bolero" — Albie Tomas (14 minutes).

An experiment in visual perception, with music providing the structure of the film.

"Motion Analysis — Mood Evolution" —

David Lourie (30 minutes). This film emphasises the essential role of movies, in recording aspects of life in a complex society.

"Dark" — Paul Winkler (18 minutes).

About the "coming out" of the Australian aborigines — from "dream time" to "action time".

"Halfcast" — Steve Knapman (14 minutes).

"Futurist Europa" — Pier Farri (17 minutes). Evoking the first avant-garde film movement in history: futurism.

"Teleological Telecast from SpaceShip Earth" — Michael Glasheen (20 minutes).

This is an interview with Buckminster Fuller,

with images derived from his theory of the universe.

Day 3

Two anthropology films will be shown on the third day (Sept 6).

The first is called "Pikizjaa" by Les McLaren and Steve Macmillan (27 minutes). It was filmed at Iombi village, population 400, in the southern highlands of Papua-New Guinea. The first half of the film documents a preparatory possum feast. The second half shows normal village life of the Iombi people. Commentary has been minimised to a few explanatory comments by a young boy.

The second film is "Tidikawa and Friends" by Jef and Su Doring (82 minutes). This unique documentary provides the only existing record of the Bedamini, living in the remote isolation of Great Papuan Plateau rainforest. The film portrays vivid, dramatic events in these peoples lives, but, more importantly, perhaps it recreates the tempo and tenor of daily life.

A follow-up seminar will take place in the lounge and smoking room on Monday, Sept. 9 from 12-2pm. Prof Pouwer and other Anthropology staff are conducting the seminar. It will centre around Papua-New Guinea.

Day 4

Seminars on the feminist films will be held on Saturday at 8pm in the theatre. There is going to be a seminar from 12—2pm in the lounge and smoking room conducted by the university feminists.

The films to be shown are:

"The Stripper" — Siew Ha Beh (three minutes). Expresses a feminist view of strippers.

"Home" — Women's Film Group (17 minutes). Documentary with re-enactment as two women who spent their childhood in the "homes" of the child welfare system reveal what happens to young women in these prisons.

Deprived of all rights to education, freedom, or love, the girls who then rebel are sent through a system of increasingly punitive goals, ultimately emerging with only one prospect for survival — prostitution. This film is part of a campaign to abolish the "homes".

"Still Life" — Jeni Thornley.

"Film for Discussion" — Martha Kay, (24 minutes). A dramatic documentary in which the group which made the film went through some of the situations and attitudes which have effected us.

"Gretel" — Gillian Armstrong.

"Reflections" — Bev Clarke (four minutes).

A visual poem on a stream and sunlight.

"Women in a House" — Sue Ford (15 minutes).

"Leonie's Film" — "Leonie Crennan (10 minutes). A deeply felt personal film about a strained relationship.

"Take 5" — Carole Kostarzloh Dagmar.

"The Breadmaker" — Rosalind Gillespie (10 minutes). A women film-maker's sense of humour connects the simple pleasures of food, sex and shape.

Men's fantasies?

"Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with the absolute truth" — Simone de Beauvoir.

Like everything else in our society, the movie industry is controlled by white middle-class males. The people who finance this industry determine what we see and how we see it — the movies at the cinemas are no more than their fantasies about the way the world is, and should be. This power clique creates for us a one-sided view of the world and passes it off as total reality. For instance, the 'black' movie Shaft presents us with the white-culture hero with a black mask. Here, as usual,

the realities of the sub-culture are denied. What this kind of propaganda does is to convince the oppressed that there is no other way of looking at reality, makes them doubt their own perceptions, makes them accept the values system of their oppressor.

In this as in many other aspects of the culture the role of the critic is crucial. A critical elite composed of the same white middle class males who control the film industry decide what is good, bad, real movie — all on the basis of a set of biased cultural assumptions.

We have had plenty of movies about male courage, violence, strength, hard-headedness; where do we ever see women

who have these qualities? Who decides that these qualities are to be admired above gentleness, warmth, fragility, vulnerability? In movies as everywhere, not only are human qualities strictly sex-types, but it is made quite clear which sex has the more admirable ones. Male characters who do not dominate are portrayed as losing, and strong women are shown as bitches (e.g. Scarlett O'Hara).

I hope to see in these feminist movies or in any good political movies, 'the concrete analysis of concrete conditions', and the myths about women exploded. I would like to see a recognition of the fact that in male-dominated society the unhappy, disturbed woman is not a freak but its natural product. I would like to see what movies usually ignore: the daily-life activity of women as it really is.

However, the oppressed need more than the realisation of their oppression. More

than any other oppressed group women lack positive role-models. I would like a feminist movie to show women not just as victims but also as rebels. A counter-culture movie can show us that change is possible; can challenge the stale metaphysics of the film industry telling us that human nature operates according to immutable laws. As long as male-dominated class society exists, the film industry will only let us see the unreal Hollywood fantasies it would like us to believe in. But, as change accelerates, counter-cultural art such as these movies can help us not only to be aware of what is actually happening now, but also of what can happen, of what changes can take place, to give us a vision of life in which 'the potentialities of things have opened in and through the conditions of reality'.

—Debbie Jones



TASK FORCE

An exercise in oppression

On the night of June 15, 1974, six separate incidents involving violence occurred in Auckland. Four of these incidents took place in the inner city and involved Maoris or non-Maori Polynesians. Suddenly all the prejudices and racist fears of the European community came into the open and demands were made for more police with more powers to deal with this menace. The Labour politicians hesitated briefly, but hysterical newspaper editorials and frantic outbursts from the National MPs of Auckland (representing the conservative white suburbs) made up the Government's mind and the Prime Minister gave the go ahead for the police to form a Task Force to patrol the inner city.

In their eagerness to 'clamp down on Polynesian violence' the white politicians and police chiefs conveniently forgot the other violent incidents which occurred on the night of June 15. One was a combination of fights and assaults on the North Shore and the other a brawl in New Lynn, both of which involved only Europeans. Yet no Task Force was set up to patrol these suburbs, or to arrest the drunken people in and around their pubs and taverns. All that the Task Force was interested in were a few inner city pubs and taxi ranks patronised almost exclusively by Maoris and other Polynesians.

This wasn't the first time the Labour parliamentarians responded to the law-and-order-cry — in November 1973 an earlier Task Force was set up as a result of hysteria in the press about 'inner city street violence'. One notable victim of that Task Force was an innocent 14 year-old Rarotongan schoolboy who was arrested while simply standing on a street corner. He was locked up in Mt Eden Prison and then a Boys Home for a total of four weeks, and had to go through four court appearances over a 2½ month period before he was acquitted of a single idle and disorderly charge. Already it was clear, as Nga Tamatoa had predicted, that the Task Force was concentrating its attention selectively on Maoris and other Polynesians.

The present Task Force was set up within a fortnight of June 15, again with the aim of 'cleaning up the streets'. It is now clear that in its operations to date, during which time at least 80% of all arrests have been of Maoris and other Polynesians, 'cleaning up the streets' has been interpreted by the police as cleaning Maoris and other Polynesians off the streets and into the cells, innocent or not.

ACORD members monitored the Auckland Magistrates Court every Saturday morning for the first six weeks the Task Force was operating. We were able, therefore, to gather data about one sample of the Task Force's victims, those arrested on Friday nights.

These included more than a quarter of the total of 403 people arrested by the Task Force during that period. The six-week monitoring period also covered three weeks before the new national Duty Solicitor Scheme started in Auckland and three weeks after. The aim of this scheme is to provide legal help and legal aid to all defendants in the magistrates courts and childrens courts, and we were interested to see how effective its early operations were.

Who was arrested?

As Inspector Dallow, commander of the Task Force has admitted, *over 80% of all Task Force arrests are of Maoris or non-Maori Polynesians.* Of course, this is not surprising since the Task Force spends the major part of its time in and around those inner city pubs which are patronised largely by Maoris and other Polynesians. But the figure of 80% is an overall one. We have analysed the arrest figures for each successive week that the Task Force has been on the streets.

The proportion of Maoris and other Polynesians became progressively greater each week. It is inconceivable that this racial group has suddenly become much more prone to drunkenness, obscene language and offensive behaviour. The only conclusion to be drawn therefore, is that the Task Force is to an ever-increasing extent selectively arresting Maoris and other Polynesians. What were the "offences"?

In the first six weeks of the Task Force's operation twice as many arrests were for drunkenness as for any other offence. Eighty five percent of all arrests in this period were for trivial offences (Police Offences Act). The totals were as follows:

Drunkenness	38%
Offensive behaviour	18%
Obscene language	17%
Disorderly behaviour	6%
Obstruction/Resisting arrest	6%
Miscellaneous	15%

Of all those who were arrested for drunkenness on Friday nights, 76% were Maoris or other Polynesians. Of all those who were arrested for obscene language and offensive behaviour, 75% were Maoris or other Polynesians. To see just how selective the Task Force really is in its arrests, we have compared the Task Force arrest figures with those for regular police arrests in Auckland. (Based

on latest available 'Justice Statistics — 1971').

	Regular police	Task Force
% of Maoris/Polynesians among all those arrested for drunkenness	22%	76%
% Maoris/Polynesians among all those arrested for offensive behaviour and obscene language	32%	75%

It can be seen that the Task Force has *more than tripled* the arrests of Maoris and other Polynesians for drunkenness, and has *more than doubled* the figure for offensive behaviour and obscene language. This is on top of regular police arrest figures which themselves are so high as to indicate bias.

What sort of "justice" was handed out?

Many and probably a majority of the 403 people arrested by the Task Force during its first six weeks were first offenders and were arrested on charges laid under the Police Offences Act. These people were all bailable as of right and on the night they were arrested the police could have released them on bail on their own recognisance, without a surety. In fact, the police very rarely did this. Almost all those arrested by the Task Force on Friday evenings were held in the police cells until their appearance in court next day (12 or so hours later).

In the case of those arrested for drunkenness, only 16% were released on bail, a majority of whom were Pakehas. This failure to bail those arrested for drunkenness is especially unjust. A first offence for drunkenness is not punishable by imprisonment yet most of those arrested for this 'offence' are in fact deprived of their liberty for some time. This situation is worst for Pacific Islanders whose knowledge of English is not good. Because interpreters are usually not present in court on Saturday mornings (nor always on other days) these defendants can be kept locked up for hours if not days longer just waiting while the court takes its time over getting interpreters.

But do those who are first arrested unnecessarily and then denied bail unfairly get any sort of 'justice' when they finally appear before the magistrate? ACORD monitors have sat and watched 172 hearings and the answer can only be 'no'. Some case histories illustrate why.

Case Histories

Drunkenness:

Of the minority of Pakehas arrested for drunkenness most were alcoholics who were unemployed and referred for medical treatment. On the other hand, the Maoris and other Polynesians charged with this "offence" were in most cases young, employed and first offenders.

● A Samoan was brought into the dock and charged with drunkenness. He had been in New Zealand a very short time and understood no English at all. When this became obvious, the magistrate explained the charge to the man — in English — and very kindly entered a Not Guilty plea on his behalf. The man just stood in the



dock shuffling nervously and smiling vaguely. Although it is claimed that defended hearings do not take place on Saturday mornings, this one went ahead without any hesitation. The defendant had no lawyer (the duty solicitor scheme had not started at this time). The police called a constable to give evidence against the man, which he did — in English. The magistrate then explained to the man — in English — that he could now cross examine the police witness. The man still stood there, saying and comprehending nothing. The magistrate then saw that there was no defence, found the charge proved and convicted and fined the man. The man left the dock having understood nothing (except perhaps, that justice is only available in Auckland to those who are white and speak English).

Obscene Language:

● A young non-Maori Polynesian was arrested during a "routine patrol visit to a taxi rank". His offence was to say "piss off" to the police. He was held over night in the cells and pleaded Not Guilty the next day and was remanded.

● A young Samoan was standing in a crowded bar and was being pestered by a pakeha for a loan of some money. After a while the Samoan got annoyed and told the Pakeha to "fuck off". He was immediately arrested by a constable who happened to be nearby, and was convicted and fined.

● On a "routine visit to the Ponsonby Club Hotel" the Task Force arrested five people for using obscene language. There were four Polynesian men and one European woman. One of the Polynesian men was asked a question by police, which he answered. He was asked the same question again by the police and gave the same answer. They asked a third time, and again were given the same answer. On the fourth time the man's patience was exhausted and he swore at the police officer. He was immediately arrested. In court the police did not deny this harassment, but the man was still convicted and fined \$40. For this man, and for the three other men and the woman who was arrested for obscene language at the same time, the police said in evidence that "there were some women present".

Offensive Behaviour:

● Two well-dressed Pakehas, aged about 30, appeared in court charged with offensive behaviour (urinating in a public place). They had both been bailed the night before by the police. One pleaded guilty and the other asked for a remand without plea. Both were remanded and the magistrate very generously granted suppression of name to both *without even being asked to*.

● Numerous Maoris and other Polynesians were also arrested for urinating in public. None of them were bailed by the police none of them had their names suppressed.

Assault:

● There were very few cases of assault heard during our survey. One which will become another statistic of 'street violence' was this:

● A seventeen year-old Maori girl was arrested by police for lightly kicking her boyfriend in the bottom as he was getting into a taxi. She was arrested and charged with assault. The next day she was convicted and fined.

● We have for some time been highly critical of the lack of interpreters in the courts, and our experience in the past weeks when very many non-Maori Polynesians have been appearing confirms this view. But one magistrate had a novel approach to the problem. He didn't bother to ensure that competent, paid, interpreters were present in his court, he did it another way:

● A Samoan was convicted and fined \$5 for drunkenness. The next defendant was also a Samoan, but one who couldn't speak or understand English. The magistrate then called back the first Samoan and had him sworn in as an interpreter, after which his \$5 fine was deleted for his services to the court.

● Another magistrate tackled the problem a different way. A Samoan defendant was charged with drunkenness. He could not understand English and as before, no interpreter was present. This magistrate, not bothering about the need for interpreters to be impartial, invited a Samoan police constable to act as interpreter, which he willingly did.

These cases are typical of dozens. In many cases non-Maori Polynesian defendants were remanded with reporting clauses explained to them in English by the Magistrate. They were all liable to arrest if they did not report precisely as instructed, yet no-one bothered to



This report has been compiled by members of the Auckland Committee on Racism and Discrimination (ACORD) and was written by R. A. Galbreath and O.R.W. Sutherland. P.O. Box 47155, Ponsonby

ascertain whether or not they understood what those instructions were. *We found that obvious difficulties in understanding English, and therefore the conduct of the hearing, were apparent in at least half of the Task Force arrest cases.*

Duty solicitors

The long-awaited government supported national Duty Solicitor Scheme came into operation in the Auckland Magistrates Court three weeks after ACORD members started monitoring Saturday morning sittings of the court. We were able, therefore, to compile 'before' and 'after' figures. Of the 172 cases we observed, 86 were heard before the scheme started and 86 after. Only 6(7%) of the first group had anyone to speak for them in court. Of the second group, however, 41(48%) did, and the duty solicitors accounted for 33 of these. Nevertheless, it is clear that duty solicitors cannot do much for Task Force victims. Most of them are technically guilty of whatever trivial 'offence' they have been arrested for. But because none of the duty solicitors speak any Polynesian language, and they have no interpreters available to them, they are often unable to communicate with a defendant and cannot with any accuracy advise on plea anyway. In fact, 67% of all defendants pleaded Guilty before the duty solicitor scheme got under way, and 62% after — not a significant difference. Not Guilty pleas did not change significantly either, but there was a significant increase of remands without plea (13% to 22%). Such a remand allows the

defendant time to obtain legal aid, and may well lead to a Not Guilty plea later.

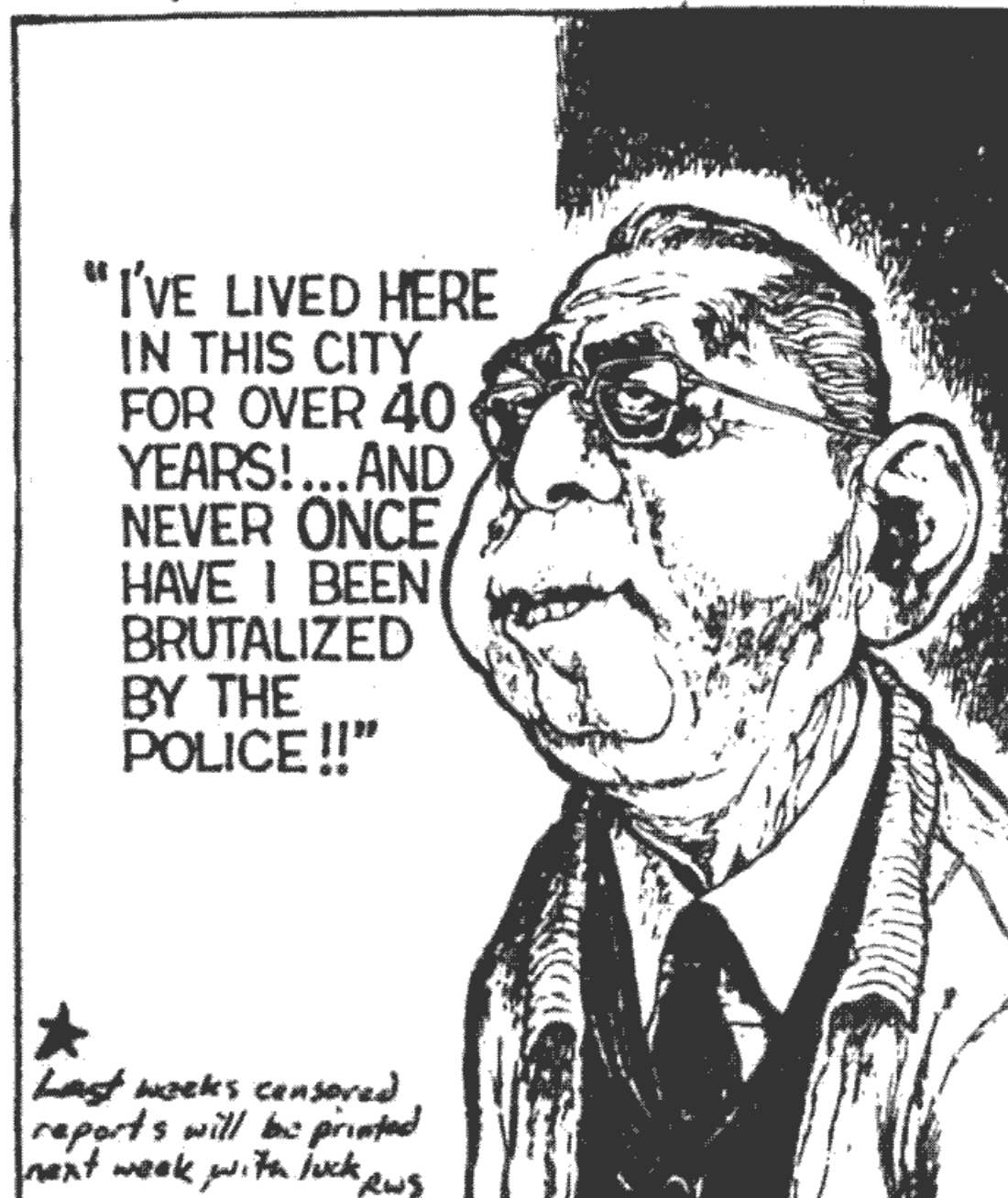
We welcome the fact that duty solicitors are not just sitting in an office outside the court but are helping defendants in court during their hearings and in some cases pleading in mitigation of penalty. But duty solicitors cannot undo or prevent the injustices which are perpetrated by the Task Force and the magistrates. Only the removal of the Task Force from the streets and radical changes in the judicial process can do that.

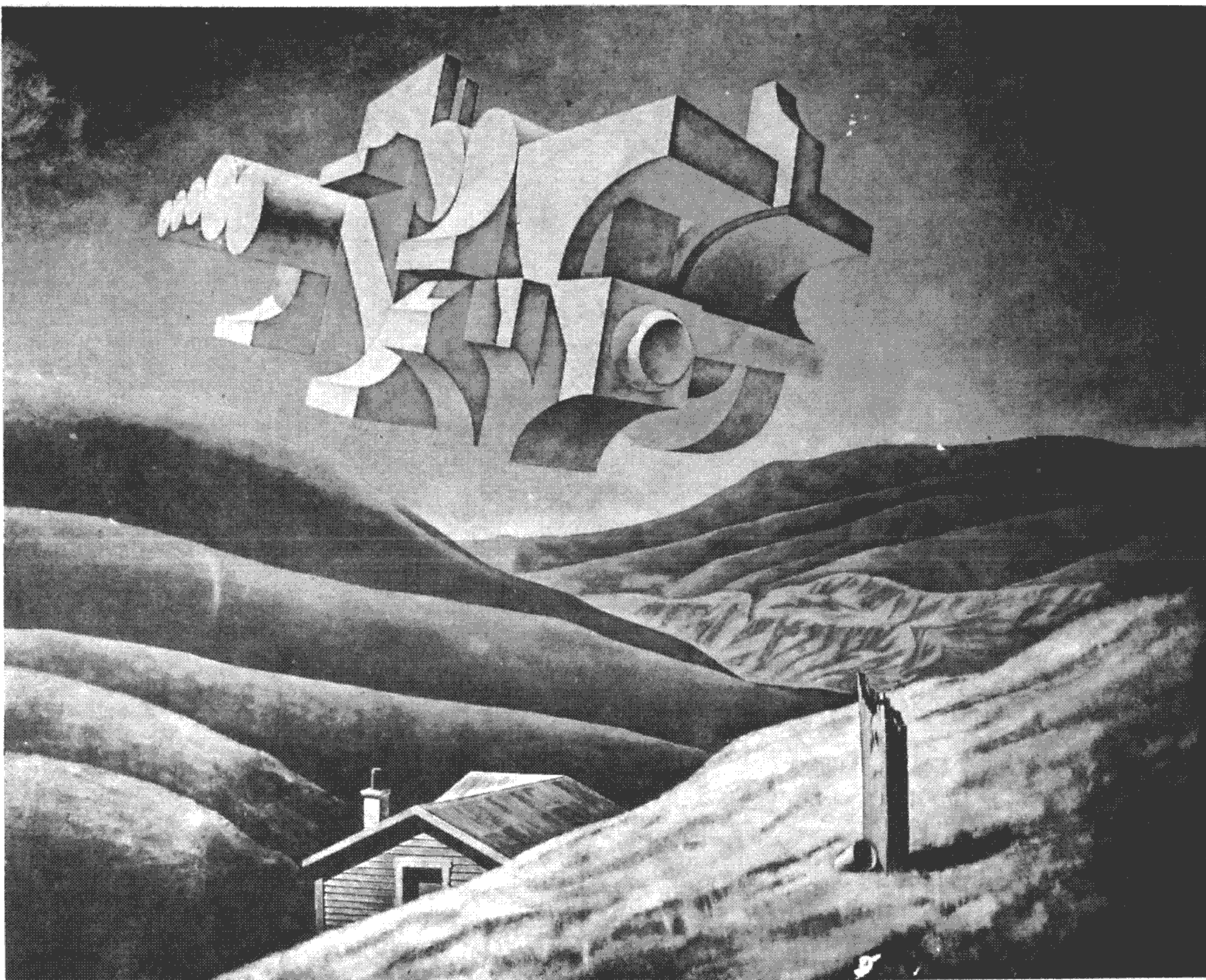
Conclusion

The Task Force is racist and is being used by racist politicians as an instrument of oppression against Maoris and other Polynesians. No other conclusion is possible from the evidence we have gathered, taken in conjunction with statements made publicly by the National MPs of Auckland, in particular those made by the Leader of the Opposition, Mr Muldoon. As Mr Muldoon's calls identifying Maoris and other Polynesians as the 'problem' have been made with increasing stridency over the period of our survey, so too has the arrest rate of this racial minority group shot up to over 80% of all Task Force arrests. Yet, it is inconceivable that Maoris and non-Maori Polynesians have suddenly become so much more prone to drunkenness, or obscene language or 'offensive behaviour' over this brief six-week period. *The arrest situation can therefore only have resulted from a deliberate effort on the part of the Task Force to selectively arrest Maoris and other Polynesians, thereby satisfying the demands of those whose prejudice and bigotry leads them to overlook all pakeha crime and pretend that drinking, obscene language and violence is the prerogative of Maoris and other Polynesians.*

The Task Force came into being as a result of a hysterical reaction to a small number of cases of street fighting involving Maoris and other Polynesians. To justify its existence, and prove that it was 'cleaning up the streets', the Task Force had to come up with big arrest figures for Maoris and other Polynesians in a short space of time. It did so in the easiest possible way by picking on those who transgressed archaic drunkenness and obscenity laws. This, then, provided the 'proof' that Maoris and other Polynesians were indeed the 'problem' and so 'justified' concentrating even more attention on them which, of course, led to more and more arrests. The vicious circle became an even more vicious spiral.

There can be no doubt, no equivocation over our conclusion: in arresting hundreds of Maoris and other Polynesians on trivial charges the Task Force is not preventing violence, rather it is itself perpetrating violence. The oppression of a racial minority group by police is now a reality in Auckland. The Task Force must, therefore, be disbanded immediately.





Brent Wong

IT'S TIME! TO NATIONALISE ALL LAND

ECONOPOLIS OR HUMANOPOLIS? Towns', Colin Buchanan, puts it.

A question for New Zealand's cities and rural areas in the light of the world-wide movement for public ownership of land.

New Zealand is continuing to lose control of its land and can do nothing about it.

The decision of the Chief Justice last week against the Minister of Finance but in favour of the American/Japanese interests which own 2591 acres near Lake Te Anau, proves this without a doubt.

Mr Rowling had previously refused to allow the Mitsubishi Rayon Corporation to take part in the expansion of the American owned Te Anau tourist resort. But the Chief Justice, Sir Richard Wild, ruled that even though the government wanted the land to revert to NZ ownership under present legislation there was no way to bring this about. The resort promoters could continue with their development of a golf course in that area. Once again New Zealand land laws appear in need of a major overhaul.

As shown by the court battle waged by the overseas resort developers, land is purely a commodity of commerce. If they are on to a good thing they stick with it no matter what the wishes of the host nation.

Authors writing about land economics, such as Reisman and Lampard, declare that land use is primarily determined by commercial factors. And as a consequence the painful experience of over a century has "...made it abundantly clear that market forces, left to their own devices, fail utterly to produce a humane environment." That's how the British author of the famous work 'Traffic in the

In New Zealand the facts of the purely commercial basis for land use are now painfully apparent.

The facts are:

- Urban over-crowding in old and sub-standard housing;
- Local bodies and government finding themselves prohibited in providing social facilities;
- Speculation over land likely to be developed with consequent destruction of urban planning;
- Speculators who hold land - so inactivity can cause trouble as much as selling at inflated prices;
- Rural land often being bought speculatively by urban developers and so is lost to agriculture;
- Agglomeration practices in the farming sector as well as in industry;
- The average couple's ability to obtain a home being greatly reduced by speculators.

On top of these factors which lead to inequitable situations throughout New Zealand, we have Maori dissatisfaction over the alienation and abuse of their land, as well as the concern at foreign ownership of our land and resources.

As to a remedy for these disorders affecting many people, if not all, in NZ, the best is the public ownership of land. No doubt, with this suggestion many people will automatically throw up their hands in horror. However, we have now had some months to consider the idea of land nationalization most recently put forward by Government MP for Wanganui, Russell Marshall. Immediately after his statement there was a flurry of statements condemning this proposal.

The Opposition MP Mr McCready labelled Mr Marshall 'the commissar of collective farming in

New Zealand."

Mr Minogue, Mayor of Hamilton, suggested that having public ownership of land was like "using a sledge-hammer to crack a nut"

Mr Muldoon tied Russell Marshall's suggestion to the dragon he has been blindly fighting for several months - the superannuation scheme. With the money gained from the scheme, he said, land could be bought up on a massive scale.

As could be expected the newspapers kept debate on land nationalisation to a minimum. The Listener published a couple of articles on the topic (for and against), and the Sunday Times ran one article, but a good one. And so the issue lies dormant here in NZ.

On the international scene however, the public ownership of land is a matter either of lively discussion or actual practice.

In 1973 the American Institute of Architects called for national

commitment to 'a major land acquisition policy to guard development in or around urban centre'. Land, they said, had to be treated as public rather than private, particularly land which lies in the path of urban growth or is for the benefit of the community. This is radical stuff coming from Americans. However, they have witnessed American urban renewal programmes undertaken by major private corporations. These have made a packet by clearing slums, banishing the poor to low-grade housing in outer areas while reselling the urban land to rich city sophisticates.

In Sweden public ownership of land is a matter of practice. Land has come to be regarded as a community resource and not as a vehicle for private gain. There has been large scale acquisition of land, well in advance of need. The State now owns all housing land. It has put a ceiling on house size irrespective of the householders'

status. The municipalities hold discretionary powers as to land use. So overall community interests dominate rather than narrow economic considerations of private interests. In Sweden, whole communities can be created out of say, two hundred households made up of students, families, single people, commune dwellers and pensioners. With this control over land use the bungalow box and urban sprawl and inner city jungle - so profitable to the developer - gives way to a humane city environment where deep community and individual needs are met.

In Germany, whole-ranging legislation has come down over the last two years specifically aimed at the land-dealer/speculator.

The Federal Government in Bonn, which has a Town Planning Minister (a suitable addition to NZ cabinet ranks?) justifies its stern legislation when it says that if a "utilization conflict" should arise when a piece of land is up for sale, the supermarket usually makes the running against the children's playground and the office building against the cafe. The centres of the towns, Bonn says, are in danger of losing all their inhabitants, while scenically attractive areas are being built on. On top of the shortage of reasonably priced housing in built-up areas one finds deliberate destruction of housing by landlords who can make more money by renting business premises. All of which occurs in NZ as well.

The German property law reformers, for support, refer back even to Pope Paul's encyclical "Populorum Progressio", which states: "The right of property must never be used to the detriment of the general good."

The Town Planning Minister in Bonn, Hans Vogel, states: "Passive capitulation to the unco-ordinated and mostly profit-oriented individual interests of a large variety of investors ends in chaotic urban structures in inhospitable towns."

Mr Walding, Minister of the Environment, last month in a public address, also called for radical changes in the planning and designing for cities if people wanted to retain a stable, happy environment around them. He did not mention public ownership of land. But in his address he attacked what public land ownership would overcome - uncontrolled industrialisation, "daytime desert suburbs" and "the night-time deserted city centres".

The Minister said: "What we need to do now is to have firmer control on the rate and direction of city growth". He continued: "We can learn to grow with grace instead of scrambling relentlessly over each other in pursuit of profits. We can grow without sprawling in chaos to the outskirts of the cities. The price of neglect here will be ultimate disaster."

New Zealand land laws very



"AND if we can keep the mortgage rate at 11 per cent. son, one day all this will be yours!" — Rigby's view

definitely are in need of a major examination and overhaul.

A Wellington City Councillor, Dr W.A. McKean, who recently returned after five months overseas said what most interested him overseas was the change in land acquisition laws in Britain.

Dr McKean, senior lecturer in law at Victoria University, said Britain had now adopted the Swedish system regarding land acquisition. The local council bought up land at the present time at existing use-value for future development. This, he said, was in contrast to the NZ system where if land which was, for example, rural and was wanted by the council as industrial A, would have to be paid for at the industrial A price.

In Britain the community benefited by the system and not the land-owner. The council was then, if it chose, able to sell or lease the land to its citizens for housing at a lower price.

Already one candidate for the Wellington City Council has called for the land in the central business area to be acquired and administered by the City Council to prevent the "unco-ordinated scramble inherent in private or corporate ownership of land". The demand was also made for the acquisition of land presently zoned rural but bordering residential areas, as a safeguard of the community against speculators.

Dr McKean, as a member of the council's Town Planning Committee, feels the committee cannot act properly without a master plan.

"If the council could have more control over land and what to do with it, we could make the city more attractive," he said. "The key is control of land by social ownership".

With social ownership greater public participation would be possible. No more schemes dreamed up in the isolation of the boardroom of speculating land developers or insurance companies. The public could be involved in schemes from the very beginning. In this way the average citizen can make a case for what he/she feels should be the character of our urban development.

When it comes to small scale property owners we can learn from the German land reforms. Those plans propose that property holders should be accorded a "utilization right" by the community. The property holder could modify this property. However, the community would retain the "right of disposal", the decision as to how the property should be used. There would then be no need to wage war to make land developers stay out of suburban villages.

Town Planning Minister Vogel in Bonn has made another statement most apt for the NZ situation:

"The redrafting of the law on property ownership will become a touchstone of our society's readiness and capacity for reform."

Russell Marshall is attempting to make New Zealanders ready for the land reform so drastically needed.

One of his supporters is the Bank of New Zealand's chief economist Mr L.C. Bayliss. Mr Bayliss says that there is a basic conflict between land ownership and the community's needs. Public ownership of land was necessary to achieve a significant improvement in the quality of life.

Another supporter is also a Labour MP, Dr Rodgers. He, however, is not convinced that full public ownership was the answer to land misuse and speculation. Dr Rodgers wants to see an investigation into the present land ownership system. So we refer again to the international scene.

Australia recently conducted a Federal Commission of Inquiry into land tenures. The Chairman, Mr Justice Else-Mitchell, came to the conclusion ('The Australian' July 20, 1974, p. 5) that: "Unrestricted landownership is incompatible with the public interest in Australia's complex society."

The view of the commission was that a national land policy was needed rather than new controls. Existing controls had failed to prevent the middle-men (speculators) reaping huge windfall profits and dealing in land as though it were a lottery.

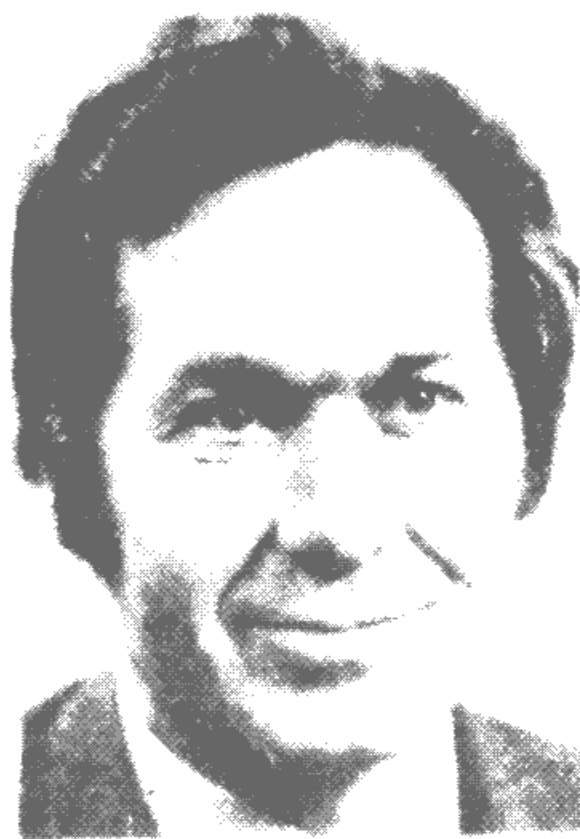
Present controls provided opportunities for developers to get favourable planning decisions from local authorities. The controls also failed to protect environment and preserve historical buildings. From the time some planning officer defines a zone, or marks a colour on a draft scheme map — no matter how provisional — an incentive for speculation is created.

The commission wanted a system where the use value of the land was significant, not its potential for development. So the Public Authority should acquire land development rights to avoid premature development; windfall profits going to land dealers through rezoning; compensating out of public funds those who suffered from development; inflated land prices and high service cost, as profits would go into local government or public revenue. Land prices would fall as a consequence of these moves.

The most significant conclusion of the commission is that leasehold tenures should be introduced along with the local body development rights.

Around the world there is the definite but responsible move away from the private property rights which have produced such ugliness and distress in the structures and landscape of most cities and nations.

NZ is very tardy and the government culpably negligent therefore, in delaying to implement land reform or at least initiate a thorough examination of the present land ownership system.



The scheme Russell Marshall wants NZ to study entails freeholders becoming leaseholders overnight with all titles vested in the Crown. Compensation could but need not, be given, rather a 99 year lease would be held, rent free. After the rent-free lease expired the land would be available for a new lease, at a market rental.

The government could end the lease with reasonable notice if the

use or user of the government needed the land for development. The government already has this right under the Public Works Act. This right to end the lease if the use or user of the land changes would ensure that no one made a fortune from a decision of a local planning authority. This would also eliminate the possibility of corruption.

At the end of the 99 year period the state would own and manage the land on annual or longer leasehold.

Actual control of the land would be by either a new body such as a "public land management authority" or the local body reorganised to cope with the extra work. A further possibility is for control to be with a regional planning authority.

How would nationalisation affect thousands of ordinary suburban homeowners?

The only visible change would be that the land owner would no longer have a piece of paper saying that he/she owned the land. He/she would still own the house on that land, of course. The piece of paper now held would be a lease, stipulating no rent payments for 99 years. At the end of that period the leaseholder takes up a new lease but at the market rent.

Already many homes in NZ are built on leasehold land. In Auckland the Anglican Church owns thousands of acres and leases them out to home-owners. In Wellington the Hospital Board leases out hundreds of sections.

When a leaseholder wanted to move he/she would sell the house and buy a new one in another area just as he/she does now. The land management authority would approve the change in

leaseholder as long as there was not going to be a change in the use of land — from residential to commercial, from rural to residential, etc.

The benefit to town planning under this scheme would obviously be substantial.

Also Maori land rights would be safeguarded by special arrangements in the scheme. Maoris would then need not fear alienation of their land or change of use because strict control over it would be possible.

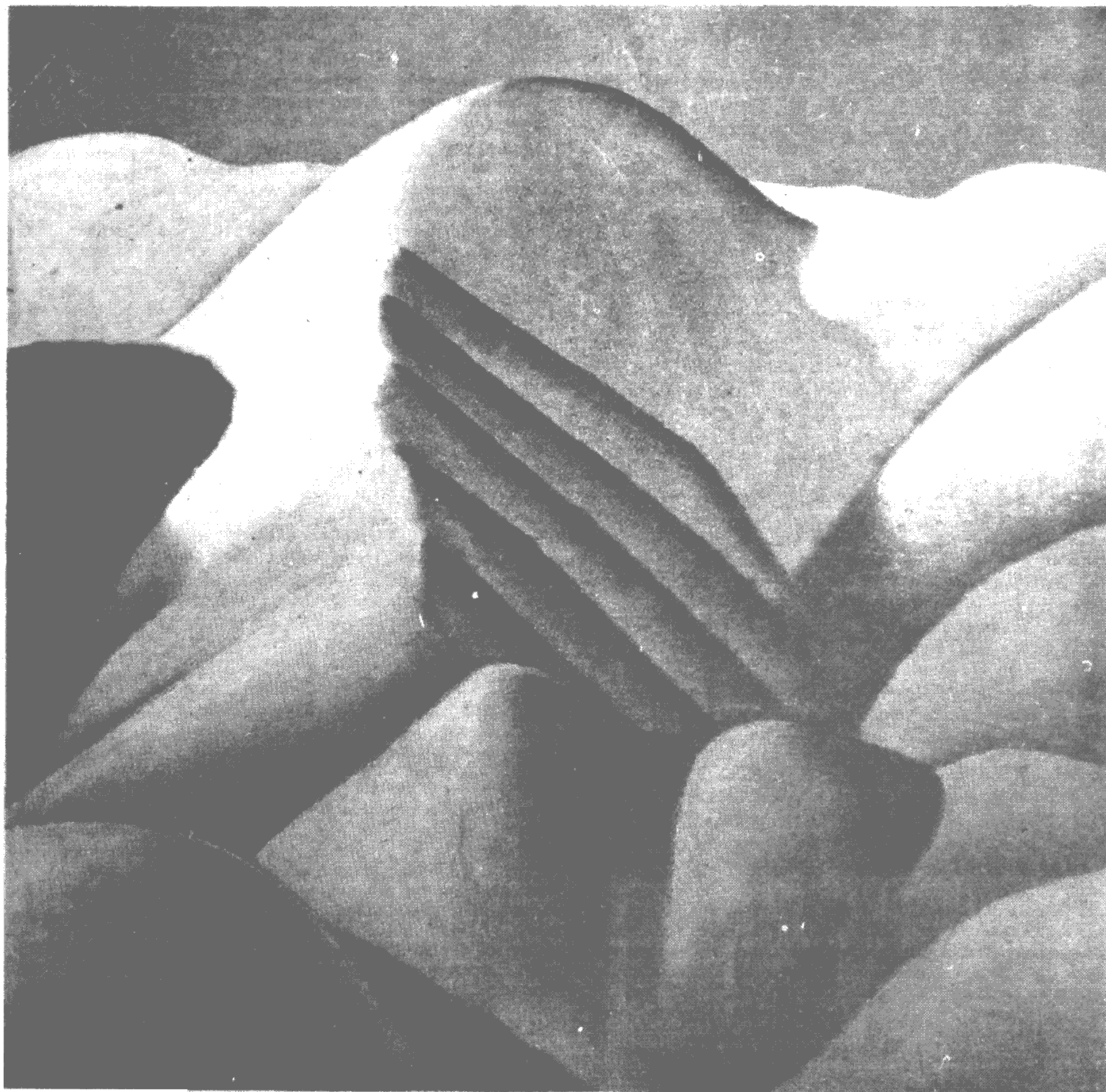
The argument that farmers would not work their farms energetically under a scheme of public ownership of the land is unrealistic. For the farmer his income will still be determined by his production so his pace will not slacken. Managers and farmers already leasing land are seen to farm just as efficiently as their neighbours who own farms.

New Zealand's acceptance of a system of public ownership of land would enable land use to be more closely regulated and more clearly defined. This is the essential beauty of the scheme.

With the public ownership of land Mr Rowling could safeguard the 2000 acres near Lake Te Anau from misuse by foreign interests and New Zealanders would be aided since the whole squalid business of land profiteering could be wiped out. The humanity vacuum of our cities would also be eased through the ending of the urban-profit scramble.

Moreover, the emotional link that Maoris have with their land could be carried over into the world of the Pakeha. Everyone would then have an abiding concern for "our land".

by Brendan Smith





Academics live it up . . .

Every so often, in between junkets to overseas conferences, the Universities of New Zealand get together. This year the New Zealand Universities Conference was held in Auckland. Four student representatives were invited to discuss matters of little importance with the Vice Chancellors, Chancellors, Pro-Chancellors and academic heavies of New Zealand.

The Conference got underway with a dynamic speech from that sometime Minister of Education, Mr P.A. Amos. In 15 minutes he promised the world then qualified his promises in ten different ways. Phil's speech was a non event and thus suited the tone of the Conference.

The first topic of discussion at the Conference was the 'Selection and Admission of Students'. Topics discussed were entrance qualifications, exclusion of students, and extra-mural students. The major point of significance of the day's proceedings, besides the evening's cocktail party, was a motion passed calling for only one certificate to be granted in the sixth form and for that certificate to be entirely internally assessed by the school with suitable moderation procedures between schools. The Conference felt that moderation procedures, that ensured there was not variation in standards of those passing in the sixth form from school to school, were necessary or else students would have to be tested by employers or the universities to make sure they had the ability to succeed. In the universities this would mean that students would effectively be tested for entry in the first year if there were no moderation procedures adopted.

This small note of interest should not allow our report to detract from the main point of the day's proceedings, the cocktail party put on by Auckland's Association of University Teachers.

The second day of the Conference dealt with 'Co-operation between New Zealand Universities', and 'Graduate Employment'. One particular motion dealing with co-operation called for NZUSA and AUT to act as occasional forums for the exchange of ideas and information. The NZUSA representatives pointed out that the universities held all the information, and if that information was remotely useful it was confidential. This means that Students' Association's representatives on University Committees can not pass on any information they receive in private some delegates found this 'disturbing' but none of the heavies commented in public.

Although the topic of discussion was Co-operation

between New Zealand Universities, Professor Brosnahan, an observer from the University of the South Pacific, spoke on ways that New Zealand could aid the USP. There is considerable debate in the USP between the expatriate New Zealand senior staff who control the university, and the students and staff association over what forms New Zealand aid should take. In view of this debate NZUSA had written to the Conference organiser asking him to invite representatives of the USP Staff Association. The request was turned down on the grounds that the topic of discussion was New Zealand Universities and that who attended was an internal affair of each university. As Brosnahan himself had raised the subject of the USP, NZUSA delegates decided to raise it again on the final day.

The final paper was on difficulties that graduates face in finding employment. The paper concluded that, apart from a slight over supply of science graduates, there was no over supply of graduates for the job market. According to this paper, there are considerable areas of employment where graduates could be employed that still have yet to be penetrated by those with degrees. If the economy slides into the chaos of a depression next year, the irrelevance of this paper will be fully appreciated.

After the days proceedings at the Conference concluded, the real point of the Conference was again reached, a cocktail party for delegates and their wives, and a buffet dinner. Copious bottles of wine, spirits and beer were consumed. Delegates and their wives ploughed through scallops in wine sauce, curried prawns, oysters in the shell, steak, and many other delights. Although NZUSA delegates left early, we have it on good authority that the feasting and drinking on the backs of the New Zealand taxpayer continued into the early hours of the morning.

The final day of the Conference saw some rather seedy looking delegates assemble to discuss various motions five of them put by NZUSA. The first of NZUSA's motions recommended that the practice of excluding first year students who had failed all their units be ended. Canterbury's Vice Chancellor, Neville Phillips spoke against the motion saying that it was not the place of this Conference to tell the universities to do anything. NZUSA delegates pointed out to Neville that the Conference had in 1969 recommended the introduction of this practice, and Canterbury had been one of the universities that followed the Conference request. The motion was put: Ayes, 4 (NZUSA representatives), Noes, the rest.

The second motion called for investigation into the use of assessment and moderation procedures in universities and secondary schools. NZUSA pointed out in speaking to this motion that pass rates fluctuated wildly from year to year in the same subject, and from university to university in the same subject. If there were no moderation procedures in the university, then why were they needed in secondary schools? No-one doubts that a degree represents a common minimum level of achievement.

Neville Phillips (whom some have called Nasty Nev) tried to amend the motion so that it asked the Universities to do nothing. However, after the UGC had opposed the amendment it was put and lost, and the NZUSA motion carried.

The matter of confidentiality was also raised again in a motion calling for the universities to review the amount of information they hold confidential. After NZUSA had spoken to the motion, there were no further speakers and the motion was put. Such was the unexpected volume of support received from the floor for the motion that D.W. Bain from Lincoln ruled the motion carried without asking for the Noes. A few grunts of displeasure from the heavies table saw Bain recognise his mistake and the motion re-put, and lost.

NZUSA's final motions called for the Vice Chancellor's Committee to enable the other view of New Zealand aid to the USP to be directly heard in New Zealand. The Chairman, D.W. Bain, ruled our motions were out of order as the topic of discussion was New Zealand co-operation. In spite of protests that Brosnahan had raised

the subject and not been ruled out of order, D.W. Bain confirmed his ruling.

The Conference closed on that note. D.W. Bain was overheard to mutter to Mr D. (call me Dave) Pullar, "We got away with it" as delegates left the Conference chambers.

With the conference over, delegates could then proceed to the main point of the three days once again. Lunch. There were curried prawns, scallops in wine sauce, a good drop of stout, and as much grog as you could put away before you left.



. . . and forget USP

The speech they tried to suppress

As the accompanying report on the New Zealand Universities Conference points out the NZUSA representatives were prevented from moving two resolutions about co-operation between New Zealand universities and the University of the South Pacific.

The following statement is the speech NZUSA President Jim Crichton was going to make when moving these resolutions. The very moderate tone of Crichton's speech shows that NZUSA was simply trying to remind New Zealand university administrators of their commitments to the South Pacific people. But regrettably it seems that our university bosses are unwilling even to discuss the situation at the USP, let alone take any position on it.

Mr Chairman.

On behalf of NZUSA I would like to move that:

1) The New Zealand Vice Chancellor's Committee request a statement on the situation at the University of the South Pacific from the University of the South Pacific Staff Association, and circulate this statement to the staff and students of the New Zealand universities.

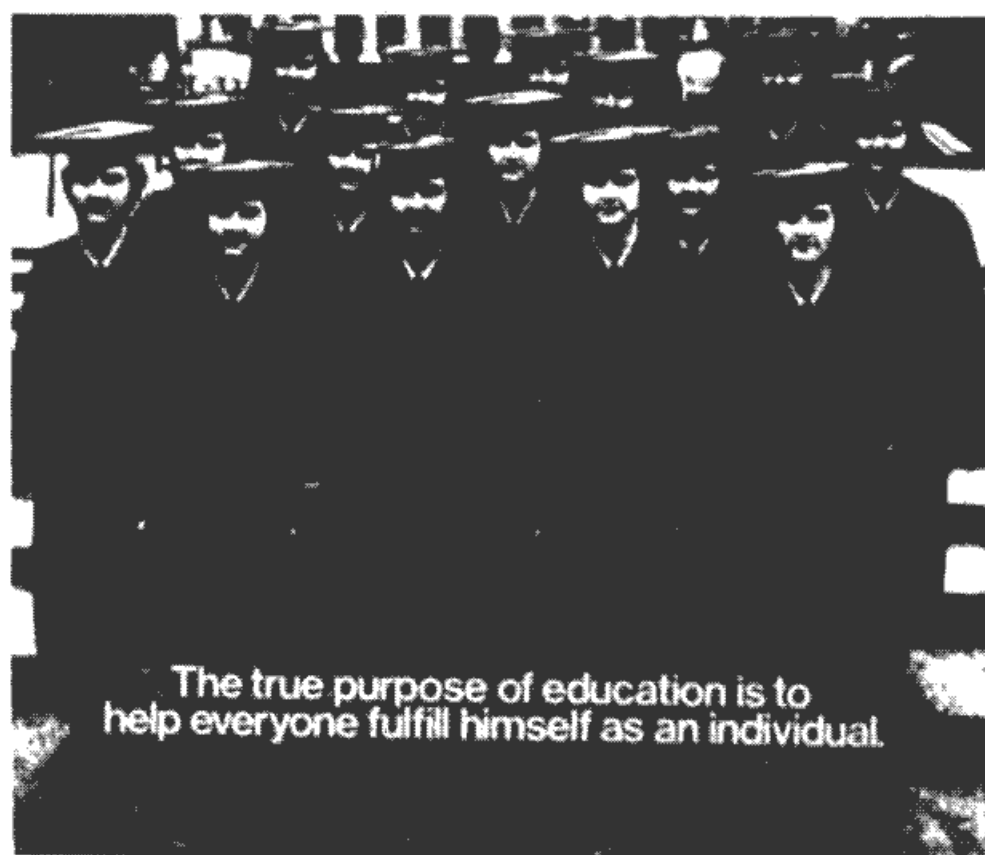
2) The New Zealand Vice Chancellors' Committee invite representatives of the University of the South Pacific Staff Association and Students' Association to New Zealand for discussions about the situation at the University of the South Pacific with the Minister of Education, Island Affairs and Foreign Affairs, Education Department officials, and staff and students of New Zealand universities, so that the point of view of the South Pacific people can be directly heard in New Zealand.

Yesterday Professor Brosnahan, the Deputy Vice Chancellor of the University of the South Pacific, spoke during the discussion on topic 2 of the Conference agenda — Co-operation between the Universities — on four areas in which New Zealand universities and the University of the South Pacific could co-operate.

I listened with interest to what Professor Brosnahan had to say about co-operation between New Zealand and the South Pacific at the university level, because NZUSA has always supported the development of such co-operation and, in a small way, we have tried to assist in the development of co-operation.

But one thing we believe very strongly, Mr Chairman, is that co-operation between New Zealand universities and the University of the South Pacific countries — the people whom the University of the South Pacific is supposed to benefit — the opportunity to express their views about the situation at the university of the South Pacific and how the New Zealand universities — administrators, staff and students — can assist them in developing the University of the South Pacific in the way they want it to be developed. We believe that this is the only basis on which fruitful co-operation between the New Zealand universities and the University of the South Pacific can usefully be extended.

NZUSA does not believe that Professor Brosnahan can claim to speak on behalf of the people of the



The true purpose of education is to help everyone fulfill himself as an individual.

Dealing with workloads

by John Ryall

How much effect has in-course assessment had on student workloads? Do essays that count towards finals get priority over essays that have no percentage attached to them? Has in-course assessment meant that the final three-hour exam has been replaced by two three-hour exams and four 2000-word assignments?

Having stirred up discussion with its interim report on workload limits, the Workloads Committee of the Faculties of Arts and Languages and Literature has produced a report on methods of assessment.

The committee has started from a belief (after discussion of various reports on the subject) that methods of assessment are intricately related to course workloads: "In many cases, especially four and six-credit courses, adopting a substantial amount of in-course assessment has not involved reducing the number or duration of final exams but simply adding a lot of other work to the category of finally-assessed material — in some cases every piece of work done by students."

Unfortunately, students in the past have not paid much attention to increases in assessed material, regarding it as a necessary evil of in-course assessment and unless they were repeating a particular course didn't know the number of pieces of work demanded in the past anyway. However the Faculties' Workloads Committee feels otherwise. It has suggested that the faculties consider placing limits on the amount of material which may be used to determine the final grade and within that on the proportion which may be required for final assessment purposes during the lecturing year. It has recommended that:—

1) The amount of work on which the final grade for a 12-credit course is determined (other courses in direct proportion to credit rating) be limited to no more than — 100 level: 2 3-hour exams or an equivalent amount of material; 200 level: three 3-hour exams or the equivalent.

2) Only 40% of the final grade may be determined by work (exam or other) due for final assessment purposes at or before the end of the course while non-exam material used for final assessment should be due for that purpose beyond the end of the course (by the date of the final exam or some date

within the official examining period).

The "equivalent" of a 3-hour exam ideally would require of students the same amount of preparation and take staff the same time to mark. The committee believes that three short essays (maximum 1000 words) is roughly equivalent to one three-hour exam but where students are required to do a longer essay (say 2000 words) as part of their non-assessed work during the course and then to resubmit the essay (rewritten or not as they please) for final assessment, it should be no more arduous in terms of contribution to "finals" workloads and pressure than a new essay half the length of the same topic.

With these two recommendations, the committee recognises that there is a definite distinction between in-course final assessment (of work handed in during the course) and end-of-course final assessment of work handed in at the end of the course and final exams), and stresses that in-course final assessment is



not the only alternative to exams.

The limit of 40% on in-course final assessment is imposed because it was felt that i.c.f.a.

—may be responsible for increasing stress and withdrawal rate if a student falls behind during the year;

—reduces flexibility insofar as it allows less scope for individual variations in working patterns or pursuing special interest;

—can be used to coerce students into working steadily throughout the course but also reduces opportunity for learning individual responsibility and self-motivation;

—while it encourages students to spend more time on a given piece of work there is also a tendency to ignore comments (because part of the course is over and done with) so reducing effective feedback.

The figure of 40% was chosen because it was felt that in assessing how well a student did at a particular course, more emphasis should be placed on the end of the course (when an overall standard can be judged) rather than at various intervals throughout the course (when only on particular stage can be assessed). The 60% placed on end-of-course assessment reflects this emphasis.

This is one attempt that the committee makes to solve the problem of using student work for pedagogical purposes as well as providing something for the administration to place a mark on. This system is being used in at least one course at VUW. The student writes a number of essays during the course and hands them in to his tutor to comment on and discuss the points he or she has made. Then, for assessment purposes, the pieces of work must be handed in by some date after the completion of the course (either added to by inserting various paragraphs or left as is).

The 40% figure is not, however, designed to rule out the development of methods of assessment which are in both the student's and the staff's interest. The committee points out that the proposed limit of 40% does not entail as much of a change from present practice as might at first appear; for example where final assessment is at present on the basis of five in-course essays three of those could be commented on and handed back with the instruction "for final assessment hand these in by November 1 —re-written

or not as you please". However, methods of assessment such as Double Chance (as used in some French Department courses) or Obstacle Course (as used in an Education Department course), are not to be ruled out if they can't conform to the 40% limit. If courses want to adopt such methods the onus must be on them to formulate a detailed proposal which is "flexible enough to cater for the normal variety of student work patterns and (has) minimised undesirable side-effects on other courses the students are taking".

The committee's report has gone back to every department in the Arts and languages and Literature Faculties to be discussed. Students in these faculties must bring the proposals up for discussion in tutorials, in lectures, through the pages of Salient, and through contact with your student representatives Roger Miller 759-327, Pat Martin 557-661, Colin Feiler 6458TWA, Bruce Robinson 558-565, Pip Desmond 46-797, John Ryall 86-395 UH, Austin Guise 759-816 and Linda Hardy 699-376.

Munz muzzled

There may be some staff members who regard growing student representation on faculty committees with suspicion, but Professor Munz (History) has dispelled all doubt as to his own feelings on the matter.

He prepared the following motion for the last Arts Faculty meeting:

"In view of the fact that the students' representatives on both Board and Faculty rarely attend classes and do written work only under duress, I have come to the conclusion that they are quite unable to know what it is like to be a student let alone to represent student opinion. In order to remedy this I would like the number of student representatives on the Arts Faculty to be raised to 20 because between them 20 such representatives are likely to possess the experience equivalent to at least one real student."

Unfortunately his interest in the subject did not extend to his actually being present to move the motion and the feeling of the meeting was aptly summarized by a subsequent amendment:

"In view of the fact that Professor Munz rarely attends faculty meetings and provides information about departmental practice only under duress, we would like the number of Professor Munz's raised to 20 because between them 20 such professors would be likely to display the sensitivity and feeling for the present mood of the faculties which one would expect of one real faculty member."

(Continued from previous page)

South Pacific. To say that is not to make a personal criticism of Professor Brosnahan, but to repeat the point which was made in the May issue of "Unispac", the University of the South Pacific Students' Association newspaper, that expatriate New Zealanders have control over the running of the University of the South Pacific, and are consequently able to express, on behalf of the university, a point of view which is not that of the indigenous staff and students of the university, let alone that of all the expatriate staff.

This year NZUSA has been keenly aware that there have been several important debates at the University of the South Pacific over such questions as the proposal to supplement the salaries of expatriate staff — a proposal which has now been adopted by the New Zealand Government in the face of a lot of opposition — the New Zealand Government's "Scheme of Co-operation", under which New Zealand teachers are seconded to work as Preliminary Lecturers at the university, and the control which expatriate New Zealanders appear to have on the running of the university.

We believe that these debates are very relevant to the New Zealand university community because of the close links between the University of the South Pacific and New Zealand universities, and more importantly because these debates at the University of the South Pacific are bound up with the question of New Zealand's educational assistance to the South Pacific — a question which all responsible New Zealanders concerned with education should have a close interest in.

Because we believe that the contentious subjects debated at the University of the South Pacific are relevant to the New Zealand university community, NZUSA wrote to the Vice Chancellors' Committee last week requesting that a representative of the University of the South Pacific Staff Association, which has been at the centre of the debates at the University of the South Pacific, should be invited to attend this Conference.

I regret to say that our request was turned down by the Vice Chancellors' Committee. While NZUSA believes that this decision was a wrong one, it would be pointless to start haggling about it on the last day of the Conference. I believe that the resolutions I have moved on behalf of NZUSA provide a way by which representatives

of the local people at the university can express their point of view to New Zealanders, especially the New Zealand university community.

There are no doubt some people at this conference who regard NZUSA's resolutions as presumptuous. However I would like to point out to delegates that the Minister of Education, the Honourable Mr Amos, reminded us that the interests of the Polynesian people should not be neglected when he spoke of the vitally significant viewpoint of the Polynesian people in discussions on educational policy in his opening address to this conference.

During the nationwide debate in this country on the future direction of educational policy, which was held in the context of the Educational Development Conference, Polynesian groups were critical of the organisers' failure to cater sufficiently for their needs. The Government and the Conference organisers took prompt steps to rectify their shortcomings in this regard and I think that this experience should serve as a reminder to those concerned with education that the interests of the Polynesian people both inside and outside New Zealand and the interests of the other peoples of the South Pacific should not be neglected.

NZUSA has put forward these resolutions which provide a means by which the point of view of the local people, both staff and students, at the University of the South Pacific can be heard directly in New Zealand in order to ensure that the New Zealand university community will not neglect their interests. I hope that this conference will accept these resolutions in this spirit.

SRC

This Monday, September 9, 12–2pm.
UNION HALL. To be discussed:
NZUSA China motions
Northern Ireland
Hunter Building
Middle East
University Confidentiality (Carl B. Gordon)

Heard at the party..

Lemon & Gin the crystal bright drink that mixes well

- Lively with Lemonade or Lime
- Young with Cola
- Worldly with icy sparkling tonic
- Fun with Fruit Juices

... or light & bright on its own if you prefer. There's nothing quite like Glenvale Liqueur flavoured with Lemon and Gin.



Student poll demands change

Article by Lionel Klee

(Questionnaire compiled by L. Klee and Raewyn Tucker)

This year in the two six credit 200 level courses of Economic History (ECHI 201 Modern British Economic History, and ECHI 202 Development of the International Economy), several areas of discontent developed — it seemed impossible to effectively communicate these to the acting head of Economic History, as he felt there were only a few minor dissatisfactions from a few students. It was decided to demonstrate what discontent did in fact exist by drawing up a questionnaire and distributing it to the class during a lecture. This article is a report of the results and 'achievements' of that questionnaire and expresses a majority of the views therein. The opinion expressed is largely based on the statistical results and the comments which appeared.

At present the 200 level Economic History courses have a part in term assessment, part examination grade system, wherein the 30% term mark is counted if it is greater than the grade achieved in the final exam, otherwise the examination counts as 100% of the final grade. On the face of it this seems extremely fair, but a mere 30% in-term rating, for a six credit course, is gained from three substantial essays plus a terms test. Moreover if a student averages 60% in this in-term mark he still has to obtain at least 46% in the final exam to even be credited with a marginal pass mark. In essence students are presently being burdened with term assessment without significant reduction of pressure from finals.

As a consequence more than 80% of the class asked for more weight to be given to the amount of work done during the year, the majority favouring this to be done on a 50/50 basis. Those disagreeing were mostly against term assessment as such, and both sides applied the caution that increased term weight should not imply a heavier workload.

The present system whereby the three essays and one terms test count toward the final grade, allows no room for human fallibility. This becomes even more true if the in-term mark is increased to 50%. In this light most students felt that it would be incorrect to be penalised for one poor piece of work, especially as it may be the first essay that the student has had to write in economic history. It can be a very real problem for a student to change his style of essay presentation between different courses. Hence there was strong support to a system that accounted the top three marks from the four main pieces of work, three essays and the terms test.

ECHI 201 and 202 are undoubtedly courses covering wide fields and under the present system a student is required to possess sufficient knowledge to cover the complete course thoroughly. A general knowledge of the course does not give enough detailed knowledge to answer an examination question; hence to study detailed sections is at the moment essentially a hit and miss affair.

One student in the class who sat the exam previously and failed considered that he failed not because he did not understand the course but because the eight topics he learnt for finals did not appear. What is not wanted is a guessing exam in respect to what questions will turn up but rather a situation which would take the uncertainty out of exams.

Most students feel that the general areas to be examined should be specified, as in many other courses, rather than the present guessing game. More knowledge can be gained from a reasonably detailed knowledge of several areas than a vague knowledge overall. An idea of the general topics to be examined eases the workload while preparing for finals and does away with superficiality in the answers. More specialisation would be possible

with a widened scope for displaying knowledge.

If topics are to be specified, the specialisation thus required can come from several sources. One possibility is that exam questions be more related to essay topics while requiring the students still to maintain a general level of knowledge of the course. Many students agree with this considering the re-analysis of essay topics to be more fruitful than the regurgitation of books and lectures, especially if the essays have been composed with depth of thought.

At present there are three pairs of essay topics, allowing students a horns of a dilemma type choice. Almost all the class felt that the present range is constricted and would prefer a larger number from which they could choose. Greater choice does not make the writing itself any easier but at least the choice of a greater number widens the scope for display of initiative inspired by personal interest. Most students feel that the present range does not allow scope for personal interest.

At present the essay questions are narrow and limited, requiring in the main superficially descriptive answers. Students generally feel that a larger choice from three to five areas would allow greater personal interest, while the caution must be made that the increased

wished to see some marks greater than 7 or 7%. At present late essays are under almost every circumstance penalised by 10%. This over-rigid policy does not allow for personal problems that can arise, or the problem which concerns many students throughout the university; simultaneous peaking of workloads in two or more courses.

An example of the unrealistic attitudes of the department in this respect are really ideally exemplified in a specific case. A student who had completed the preparation for an essay contracted an illness shortly before the due date, thus preventing its completion. The essay was handed in immediately after the due date with an attached medical certificate to the effect that the student had been incapable of study. The marked essay came back less 10% with the following attached: "The error in your reasoning is that you could have done something to prevent the essay from being late. Most of us have minor illnesses during the winter (incidentally this was not a minor illness) and should be aware that if such an illness occurs near any deadline it may be difficult to meet that deadline unless one always works a week or so ahead ".....the three day grace(!) period..." is provided for such things as illness such as when a students'



is unarguably rigid — after more than a decade the policies of John Gould have tended to solidify — but some students feel happier in the security blanket thus created. Half the class was aware, however, that the course is over-administered.

In the field of staff-student communication the figures speak for themselves; over 90% of the class felt that the present communication is adequate or less than adequate, while only three people considered that it was good. The majority saw that there was a definite need for an improvement in communication. Two-thirds of the class supported the suggestion that ECHI society be established in order to promote staff-student communication. The size of the class, however would probably be too small for this, although a more recent proposal approves the establishment of informal tutorials which would support the establishment of a friendly and effective staff-student atmosphere. One tutorial already meets at SASRAC and the feedback therein developed has been found to be extremely satisfactory.

The workload did not support major dissent but several important points did arise. Firstly the 250–300 word (or often more in reality) preparation for tutorial was found to be very burdensome, especially when taking into account the reading and research required. This preparation is a consistent onus which becomes extreme when combined with peaks in workloads from other subjects. This peaking of workloads is compounded on essay due dates, and in this case the mere 30% present term assessment is a small and insufficient reward. Term assessment does not relieve the burden.

Economic History presently has a content which tends to be too dry and factual; it suffers from a descriptive and shallow approach — there is a definite need for the content to develop into a more critical and analytical approach. A significant section of the students at the moment consider the content to be presenting no intellectual challenge, in fact just over half the class are of the opinion that the course could be taught at the first year level without significant alteration. On the face of it, this figure, appears to be a fairly undecisive variable, but surely a much smaller proportion of students in other comparable 200 level courses could visualise their course at the 100 level. At the moment ECHI 200 courses are conveniently situated for many students' degree structures, so this was the reason given by a section of the class who did not consider it should be taught at the first year level.

For a course at the 200 level the superficially descriptive approach is hardly adequate. A veneer of events over an extremely long period could be better replaced by a selection of certain topics of interest, and covering them more deeply on a theoretical as well as descriptive basis. An overview is by definition not a bad thing but when it means that important themes are raced over, it becomes no longer of optimum benefit. The bird's eye view method presently employed in ECHI 200 courses gives students a continuum of shallow facts which are not inspected thoroughly and comprehensively interrelated.

More interpretation is needed rather than the acceptance of a series of events. At present the administration dismisses such ideas as put forward by Keynes, Adam Smith and Marx without discussion, under the pretext that students are not capable of comprehending at the 200 level. It is ridiculous that these hypotheses are handled by other courses at the first year level but are beyond the capabilities of ECHI 200 level students.

The results of the questionnaire were shown to the acting head — Professor Hawke — to whom the consensus of opinions expressed came as a complete surprise due to the lack of communication that has existed between staff and students. Nevertheless considerable noise has been made concerning the proposals put forward in the questionnaire. Under consideration for possible implementation:

- increasing the term assessment to 50%
- letting three out of four marks count four main pieces of work
- increasing the range and scope of essays
- introducing an essay topic chosen by the student
- de-formalising the tutorials

However because John Gould is out of the country, Gary Hawke feels obliged to give any definite reply on these matters, so the dissatisfaction in the class remain unresolved.

THE QUESTIONNAIRE AND RESULTS

INTERM ASSESSMENT:

- 1) Do you consider that the 30/70 interm/final mark rating is adequate when you consider that a 60% average interm marks means you still have to get 46% in the final exam to pass? Yes—30%, No—70%.
- 2) Would you like to see more weight given to the work done during the term? Yes—81%, No—19%. If so what percentage — 50—50.
- 3) Would you prefer the system where the top three marks from the four main pieces of work are taken i.e. 3 essays and 1 terms test. Yes—74% No—26%.

EXAMINATION:

- 4) Do you feel that the general areas to be examined should be specified, as in many other courses, rather than the present requirement of possessing sufficient knowledge to cover the complete course thoroughly? Yes—75%, No—25%.
- 5) Would you prefer the exam questions to be more related to essay topics while requiring a general knowledge of the course? Yes—63%, No—37%.

ESSAY TOPICS:

- 6) Do you feel that the present range of essays allows scope for personal interest? Yes—63%, No—37%.
- 7) Do you feel the present range is constricted, would you prefer to make a choice from a larger number? Yes—82%, No—18%.
- 8) Would you like to make one of your three essays on an approved topic of your choice? i.e. this could be a chance to display initiative and intelligence. Yes—71%, No—29%.
- 9) What do you feel about the workload? Not enough — 0%, enough—71%, too much — 29%.

COURSE CONTENT:

- 10) Do you think there are any specific inadequacies in the course content (e.g. the period covered too long)? Yes—68%, No—32%. If so what?
 - 11) a) Considering the constrictions of a six credit course, the period of History covered, do you feel that this then gives a rather superficial view of Economic History? Yes—57%, No—43%.
 - b) If so do you consider this to be good or bad? Comment.....
 - 12) Would you rather this course delved deeper, within a shorter period, and consider such concepts as; the influence of Protestant Ethics; the theories of Keynes in connection with the depression, wars; Rostow's theories in connexion the growth of the economy and industrial growth; the theories McKeown and

LECTURERS ETC.:

- 24) Are you satisfied with the standard of lecturing? Yes—24%, No—76%. If not why not and who?

COURSE ORGANISATION AND ADMINISTRATION

- 25) Do you feel that this course is over — 50%/ under — 15% administered? e.g. the department are too rigid in their policies. O.K. — 15%.
- 26) a) Do you feel that staff student communication is nil/minimal/adequate/good? Nil—4%, Minimal—44%, Adequate—44%, Good—8%.
- b) Would you prefer more communication? Yes—77%, No—23%.
- 27) a) Do you think an ECHI society would be a good idea? (Social and for staff student discussion on course etc). Yes—69%, No—31%.
- b) Would you support it? Yes—64%, No—36%.
- 28) Are you satisfied with the way your essays are marked at the moment. Yes—63%, No—37%. (Room was left after most questions for students to give reasons for their answers.)

Brown Russell, Wrigley etc on population growth; Adam Smith's theories on free trade and other concepts of other famous historians and economists? Yes—68%, No—32%.

13) Do you think that this course as it is presently presented should or could be taught at the 100 level. Yes—51.5%, No—48.5%.

GENERAL:

14) Do you like economic history as it is now? Yes—42%, No—58%.

15) Are you bored and/or frustrated with Economic History? Yes—63%, No—37%.

16) Have you any suggestions on how the course can be improved? Any comments not mentioned above. 39% of class.

17) Are you doing ECHI at the 300 level? Yes—12.5%, No—50%, Maybe—37%.

18) Would you recommend ECHI to a friend? Yes—53%, No—23.5%, Maybe—23.5%.

19) Do you consider the distribution of marks in this course for essays is reasonable when you compare it to other subjects? Yes—57%, No—43%.

20) Are you pleased with your own marks? Yes—59%, No—41%.

21) a) Do you consider that the present system of penalising a student by 10% for a late essay is fair? Yes—47%, No—53%. Even in the case of illness? Yes—3.5%, No—96.5%.

TUTORS, TUTORIALS:

22) Are you content with the tutorials/tutorial system at the moment? (Attendance, preparation, requirements etc). Yes—36.5%, No—63.5%.

23) Do you have any comment on the tutor? 30% of class.

LECTURERS ETC.:

24) Are you satisfied with the standard of lecturing? Yes—24%, No—76%. If not why not and who?

COURSE ORGANISATION AND ADMINISTRATION

25) Do you feel that this course is over — 50%/ under — 15% administered? e.g. the department are too rigid in their policies. O.K. — 15%.

26) a) Do you feel that staff student communication is nil/minimal/adequate/good? Nil—4%, Minimal—44%, Adequate—44%, Good—8%.

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quantity should not lead to a further degeneration in quality.

At first, it may seem contradictory to increase the number of essays while asking for relevance of essay topics to exam questions, but this could be accomplished by an increase in the number of questions in the exam.

Due to the present lack of scope for analysis in areas of personal interest, it was suggested to the students that one of the three essays could be an approved topic of their choice; a chance to display initiative and intelligence. This idea was well received as it was realised that it could be an excellent opportunity to explore any interesting field in depth. It is harder to delve about and try to find a topic which would really interest you, than work to a set topic, because it demands more of a student than what would probably otherwise be a regurgitation of set texts, most students see this as an intellectual challenge. A few dissented with such reasons as "haven't got time to really get deeply interested in any one particular topic — would rather just be told!" However it is time for a bit of initiative and wider learning in most courses; at present motivation is toward gaining good marks rather than being inspired by interest and enjoying the construction of, in this case, an essay. It is time for students to consider the purpose, the methodology, and the assessment of education.

Generally those students pleased with their own marks also considered the distribution to be reasonable; those displeased found it unreasonable. A few elaborated that they

precautions prove to be inadequate, and is not provided as a gift."

The tutorial system at present is extremely formal. They still have the class register which is undoubtedly an anachronism in the university situation. The staff should know the students; the numbers are sufficiently small to allow this. Students are addressed on a surname basis which constricts any personal contact between students. Another requirement that breeds dissatisfaction is the necessity for written preparation for tutorials. A student can read the relevant background material, take part in discussion but be penalised because he has no written work to hand in. The actual written preparation, 250–300 words is found by many students to be the factor which makes the workload somewhat excessive.

The course has three lecturers; Professor Gould is the founding father of Economic History at Victoria and is reputedly reading the same set of lecture notes that he was using a decade ago, hence he gives a rather well oiled but somewhat over-simplified presentation. Professor Hawke encourages students by telling them that his lectures are insufficient to pass the final exam and therefore lectures on bits of associated trivia. Mr Higgins has good conceptual ideas but has previously been inclined to lecture with incomprehensible celerity — he is, however, making a genuine effort to improve his presentation after learning that three-quarters of the class had stated in the questionnaire that he lectured too fast. Students on the whole had only minor complaints about the lectures and presentation.

The administrative structure of ECHI





The Misanthrope: University Drama.
August 21-31. Directed by Anthony Taylor. Designed by Grant Tilly.
 Reviewed by Martin Edmond.

One could feel sad, almost resentful, to think we no longer have such manners, such society; and therefore lack also comic satires on those manners. We abandon formality in our social and personal relations and in so doing lose the habit of argument within limits, of by pointing out the absurdity of convention by use of convention. At best, we cannot express our disenchantment as elegantly as Moliere. Nor is our analysis so exquisitely pointed, so bitchy and witty in so fine a way, such a glitter. Perhaps, after all, what we lack is not the manners but the Moliere.

Yet this production, unlike so much of this years University Drama, is not second-best, not a handy stand-in for the real thing. It gives rather more than a taste of the brilliance, more than simple glitter — the full authentic flavour, light but substantial, is in the offering. Not exactly food for thought — I think the programme overstates the 'contemporary reference' of the production — but excellent entertainment nevertheless. We are attracted, above all, by the sheer visual brilliance of the presentation. Grant Tilly's set, a charming blend of formal elegance and voluptuous conceit, is a perfect garden for the flutterings of various brightly coloured and costumed social butterflies. It is adequate to such extremes as Alceste's

passionate misanthropy and the pretty malevolent twitterings of Celimene, Clitandre and Acaste. In fact, the set and the costumes, which are every bit as good, are such a moneyed splendour, it would be no surprise if the actors could not act up to them. There are a few doubtful moments, but by and large they manage it.

Some of the credit here must go to an already highly praised translation by Tony Harrison. As far as I could tell, the entire play is done in to rhyming couplets, remaining throughout fairly close to iambic pentameter. Most actors betrayed their unfamiliarity with verse delivery by a tendency towards sing-song. Yet the verse itself, because of its chattiness and colloquial ease, tends to force the speaker away from doggeral delivery; while it does not lose its formal configuration nor pass up any chance of a 'bon mot'.

The other criticism I would make of the acting generally is, that most characters adopt what is called a low profile, thereby passing up any number of comic opportunities. They are so concerned with getting the words out right, they forget how much of an act and a comedy is in those words. Yet Stuart Devenie as Alceste states his mordant position forcefully enough, provoking the audience to both sympathy and ridicule. And Gillian Skyrme is charming and accomplished as his gay deceiver, Celimene. Of the others John Sones, Clitandre and Anne Budd, the bitter and malicious Arsinoe, deserve particular mention. Both got inside their roles and gave some currency to the wealth of barbed invective in their words; and showed an ability to use their faces and their bodies in the act. Bruce Phillips (Philinte) was somewhat colourless in a fairly colourless role; Penelope Syrme did little enough well enough, apart from one fine speech, delivered with grace and authority.

It remains only to compliment Anthony Taylor's direction, smooth and competent, unobtrusive. And to complain of the unforgivable hiatus somewhere in the second half, when the stage was unaccountably empty of people and the house lights on. Part two is somewhat faster, of more intensity; it was not aided by interruption. Finally, inevitably, to comment again on the visual attractiveness of the show, a kind of sheen and screen to hold against and before the hopeless deceptions and petty malice the plot lays open.



Lou Reed Concert: Wellington Town Hall, August 30, Second Concert.
 Reviewed by Richard Best.

(Rating: vigorous; comical; not much to do with Fellini's "Satyricon").

Disposing of Lou Reed is far too easy: tell everyone he's a mere recordist like Hubert Selby Jnr chronicling "Last Exit to Brooklyn"'s depravity; cite Reed's blown, beer belly as substance to the argument that this man never, never, never violates his veins; and mark it down right now that he told "Circus" magazine's Scott Cohen this year: "Fashion's not doing anything exciting at the moment. I think clean things will be next".

Yeah, well, cutting off your nose to spite your face is YOUR prerogative.

Perversity? Decadence? — Sure, he almost gave his member away to an expectant crowd but then...no. And the omnipresent Biba black finger nail polish — three coats, at least — sparkled.....sort of.

So IS this man decadent?
 You bet: get yourself a city full of turgid slobbs like Reed and watch the council resign the chambers and die in the streets.
 Beaucoup de faults, of course. For most of the night, Reed near swallowed the microphone so that any of the dozen or so songs (including "Lady Day"; "White Light/White Heat", "Vicious" and "I'm Waiting for my Man") appeared much like the one before and the one after. "Walk on the Wild Side" was a screamed garble which sounded little like the inherent sweetness of "Transform" on which it crops up and "Sweet Jane" and "Heroin" were much of a muchness, unpleasantly loud and lots of spittle and shouted lines.
 What dominated — and nearly wrecked — the proceedings, though, was a whirring synthesizer of sorts which regularly blasted out freakzies a la Hawkwind and threatened, at one stage, to blow its bass and embarrass its moustachioed operator.

Thankfully, the dancing was fine. Like a bad joke at first, Reed launched into "Sweet Jane" with a shimmying twist and sustained the shake for something like 90 minutes: a commendable achievement for a podgy rock star. Habitually he clasped his crotch and Tina Turner-ed the microphone stand up and down the privates — more an over-25s mischievousness than serious, sexual come-on.

Certainly, he looked debauched in a swimming-in-alcohol way: dressed in straight-legged, faded denims, black vest and chrome, drooper singlasses — and bleached short-back-and-sides — the man who called Bowie "a nasty person" in June this year and reckons Jefferson Airplane is a "fucking stupid name for a pop group" looked fairly well the legendary Reed busted for indecent exposure in Miami and ex-Andy Warhol protegee.

No glitter, mind but then all boys are allowed their vices from time to time. This boy's vices are:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

So what magazine are you reading?

Student Travel Bureau

Summer Flights Programme 1974-1975

New Zealand to Australia
 \$127.20 return

Australia to Kuala Lumpur
 \$236 one-way

Bangkok
 \$277 one-way

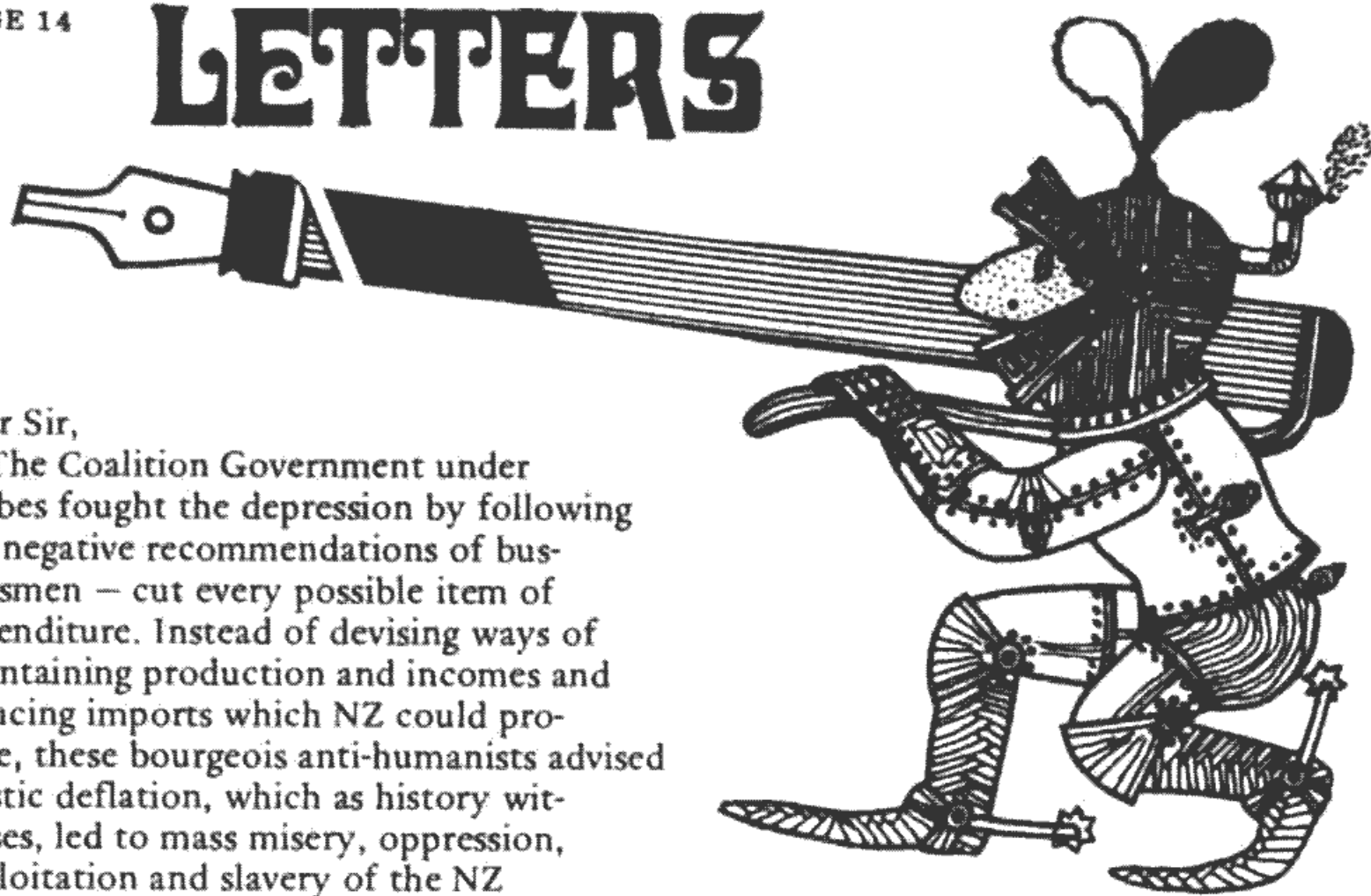
With student flight connections to various Asian and European destinations.

NZ to USA & Canada
 \$532 return

Holiday tours to S.E. Asia for three weeks: \$745 all inclusive
 Departures and returns regularly Nov, Dec, Jan and Feb.

These fares incorporate recent international air fare increases.

Middle Floor, Student Union Building
 Monday — Friday 10.30am—3.30pm
 Phone 70-319
 Note — Flights only available to ISIC holders.



Dear Sir,

The Coalition Government under Forbes fought the depression by following the negative recommendations of businessmen — cut every possible item of expenditure. Instead of devising ways of maintaining production and incomes and reducing imports which NZ could produce, these bourgeois anti-humanists advised drastic deflation, which as history witnesses, led to mass misery, oppression, exploitation and slavery of the NZ working class. No wonder they rioted. Those least able to bear the burden were the pensioners, hospital patients, school children, widows, the family man. Yet they were asked to bear it. The poor grew poorer.

Fortunately these sorts of things don't happen anymore. But wait! This deflationary programme to beat depression has been enacted very recently. Hasn't the BBC administration drastically cut all cafeteria expenditure in an effort to cut costs? Hasn't production been cut, staff dismissed, food imports restricted? Salaries haven't been cut however. Ginger Jordan still gets his \$11,000 p.a. plus a \$6000 car to run a pie-shop. BBC hasn't cut his salary to help cut costs. And who pays their bloody salaries? Us poor students. And who suffers from these bourgeois, oppressive measures? Us poor students, the least able to bear the burden. Watch out G.G. and BBC, riots are just around the corner. Who will lead us?

Exploited student

Farewell old glory

Dear Sir,

The Post, Saturday, August 31, 1974:
"In an unusual comment for an American President, Mr Ford hit hard on the theme of Communist Chinese productivity, stressing its growth and increasing technology.

"Chinese productivity is gaining momentum, and the majority of Chinese are young people, highly motivated and disciplined," Mr Ford said.

"As human beings, we celebrate the rising capacities of the Chinese nation, people with a firm belief in their own destiny.

"As Americans motivated by free competition, we see a distinct challenge and I believe all Americans accept that challenge."

"Instead of dwelling on how my team lost here in 1934," Mr Ford said, "I would prefer to advance the clock to 1974 and talk about winning against the odds that confront today's graduates and all America.

"I propose a great new partnership of labour and educators.

"Why can't the universities of America open their doors to working men and women, not only as students but also as teachers? Practical problem-solvers can contribute much to education, whether or not they hold degrees. The fact of the matter is that education is being strangled — by degrees."

So there has been a change of dynasty in Washington. The new President, no doubt, was cultivating one of his many constituencies in this speech at Ohio State University. But his words still have a certain mint value.

Gerald Ford has gone further than most of his political contemporaries; he has recognised that America's greatest resource, its best minds, are working at odds, and have been condemned to cynicism or narrow ends. He sees that the catastrophe is ideological, and he sees with awe and admiration, like so many of us watching the Chinese experiment, that commitment to social rather than personal ends is a viable ambition for people of all kinds. He recognises the degenerate and sterile status system of the American academic class.

He has not mentioned that dedication by the people can only be based upon the example and good faith of leadership. He has not recognised that competition is the antithesis of the Chinese model, that it is a virus spreading social paralysis along with uncontrolled, indeed spectacular economic growth. He has not accepted that all the defences of the corporate-capitalist state are in its facade. Clawed brittlely into the bark of an old tree, fragile in the breeze, the glistening hollow shell of a giant insect, its guts long since picked out by countless ants.

Farewell old glory, all hail the age of dedication. How many of the President's constituents will draw the proper conclusion from his daring contrast of ideologies?

Thorold May

Dear Sir,

1973 in Thailand, militant Prime Minister knocked out by students.

History repeats itself.

1974 in New Zealand, Malaysian High Commissioner, Jack de Silva, knocked out by New Zealand and Malaysian students.

This is our round.

The bell is poised ready for the second round which is going to be much tougher. Long live the Champion.

Boxer

Dear Editor,

Most of us do not expect a great deal of the cafe: drinks and a good range of light (non-poisonous) refreshments in pleasant surroundings. Coffee shops all over the city manage this without the university's guaranteed clientele.

The other thing we expect is access to this refreshment at odd hours of the day and night, and on weekends.

Since the provision of these services by conventional means is beyond the financial and/or organisational ability of the Union Management Committee is there any chance of establishing something comparable to The Fishery (adjacent to Fisher Library, University of Sydney)?

The Fishery is crammed with an impressive array of vending machines which supply drinks, plus hot and cold snacks. The prices are reasonable and it keeps the same hours as the library. One person is employed full-time to top up the machines, sell magazines and papers from a rack, and provide small change.

One immediate improvement in the cafe could be a machine to dispense those coffee sachets. The coffee is not worth queuing up for.

Thorold May

Dear Sir,

Reading last week's letters column I noticed that Patrick O'Hagan had written another one of his letters concerning the inadequacy of the Union building for those who are physically handicapped. I would like to make a few points relating to this subject.

1) I would be the first to agree that the Union is badly designed, but you had better realise, Pat, that once a building is made it cannot be unmade, except at great cost. Les Slater, quoted me \$20,000. The Studass treasurer, Mike Curtis, said that he had been working on it and had had a quote of \$30,000. He said that both sums were out of the question. See Les about this. He seems quite interested.

2) I have not yet noticed anybody on a wheelchair in this university. I may stand corrected if I am wrong.

3) Patrick O'Hagan is sound in limb and body, as is proved by the Outward Bound course he passed last year.

I suggest, Pat, that you devote your philanthropic efforts to some more practicable cause. Good luck.

From your old friend,

John Henderson

NOTICE TO STUDENTS

Committee Room 2, the old Contact Room, has now a special notice board for accommodation notices.

Don't scatter your accommodation notices over the university where they are lost among all the other paraphernalia. Put them on this one notice board and you will have no trouble finding a flat or flatmate.

Yes folks; deal direct, and bypass the inefficiency of the University Accommodation Service.

CLARIFICATION

A letter in last week's Salient alleged that an employee of the "National Security Service" assaulted some students at a concert. The letter referred to the security agency as "NSS". Salient has been advised by a firm called Night Security Services Ltd, who also use the initials "NSS" that they wish to be totally disassociated from the report. Their firm was not present at the Union Building on the night in question and none of their employees were associated with the assault. Salient is happy to set the matter straight.

Lawless

Sir,

Most of you are aware that the Hunter Building is going to be demolished in stages because of the apparent earthquake risk it poses. The Law Faculty has been advised that it will be among the first to go so at the end of this year the Law Library will have to be shifted.

What is disturbing a large number of law students is the probably re-siting of the Law Library on the sixth floor of the Rankine Brown Building. There is the impression that once there the University Establishment will not endeavour to relocate the Library as an individual entity.

My grizzle is this: representations should be made by some authoritative body to obtain a resolution that we will not have to remain as part of the Rankine Brown Library. I do not wish to evoke class consciousness between law and other students on campus, but people must realise the significance a Law Library is to law students as a lab is to the chemists.

A permanent Law Library in Rankine Brown immediately brings to mind a lot of disorganisation and upheaval. We need an assurance that with the progress of new buildings on campus we will be allocated a new hideout.

Greg Milichich

PADDY'S BUTCHERY

"Good prices from a good bloke"
Kelburn Butchery
95 Upland Road
Kelburn.

Valdramar

Dear Sir,

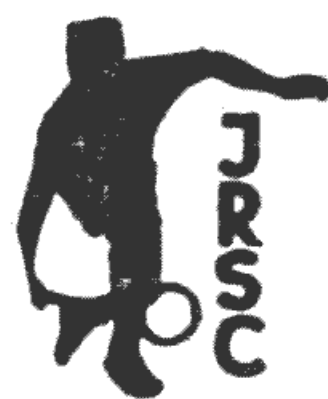
Shame on you for allowing Gordon Campbell to embarrass himself in public again. While one might agree that Downstage's arrival at its tenth birthday is not likely to be as sensational as Mr Campbell's arrival at his, surely few of your readers will have been able to avoid the conclusion that "Valdramar" is really quite a remarkable show — and almost certainly so not only in virtue of having provoked such an extraordinary display of spite and blind (deaf) aggression on the part of your emissary.

Since Mr Campbell himself pointed out that his ill-disposed statement was in no way intended to be construed as any kind of reflection on "Valdramar" (i.e. that it would constitute a public defecation rather than defamation), one wonders what prompted you to include it on a page customarily reserved for some pretence at informed or informative criticism.

Couldn't you please arrange for the catatonic Mr Campbell to have his next paroxysms in complete Cartesian privacy?

Robert McE Love

JOHN REIDS SQUASH CENTRE



STUDENTS CONCESSIONS

SQUASH : 40c per half hour

(normally 75c)

Rackets half normal hire.

GOLF : 50c Bucket of balls

CONCESSION HOURS

9 - 12 and 2 - 5

Weekdays

Living on a tight budget is no bed of roses



So if you need a little help or advice on money matters while you're at varsity, see Errol Hanna at the Wellington Branch of the BNZ



Errol knows the sort of money problems you're going to be involved with as a student, and he'll be pleased to give you all the assistance and advice that's possible.

Just apart from BNZ services like cheque and savings accounts, travellers' cheques, and so on, there are two particular BNZ services that a lot of students have found very useful.

BNZ Educational Loans

The great thing about these is their flexibility. You can take one out for a few days, to tide you over a rough spot till the end of term, or you can borrow on the long-term, and plan things out over the years you're at varsity.

BNZ Consulting Service

Free, helpful advice on practically any financial matter, from people who understand money and how it works

And just by the way, there's another good reason for banking with the Bank of New Zealand—it's the only trading bank wholly owned by the people of New Zealand.

Call at the BNZ on-campus office and fix up a time for a chat with Errol Hanna or phone him direct at BNZ Wellington Branch, Cnr Lambton and Customhouse Quays, phone 44-070 Ext 823.



BANK OF NEW ZEALAND

Victoria: An intellectual, social and cultural crapout

Victoria University is an intellectual, social and cultural crapout: Why? The elitist argument might be that the NZ University has "sunk into the bottomless depths of socialist mediocrity". This view sees the benefits of "higher education" as something which can only be the prerogative of the privileged classes. The Egalitarianist argues for "equal opportunity for all", and this is supposed to be the basis of New Zealand's education system. Both sides talk essentially in terms of classes without looking behind the dogma to see the causes.

The classical university of the past was a place for the children of the well-off. It was a place primarily where people went because it was the 'done thing to do'. It was also a place of academic learning only. But it did provide a rich matrix of social, intellectual and cultural interaction. It mirrored what the contemporary society (at least the ruling parts of it) wanted.

Taking this as a basis, one would think that the modern-day university would be constantly striving to redefine its role and modify its teaching methods so as to reflect or even to direct the changing needs and aspirations of society.

The NZ university might have evolved in one of several different directions. It might have developed to the stage where it felt it could do away with formal assessment as the basis for the learning process. In which case actual learning would be the

responsibility of the student himself, staff-student contact serving for group discussion linked with original research.

It might have decided to produce 'complete people' who, like Leonardo daVinci, would have ability in everything: music, sculpture, mathematics, astronomy, athletics, biology, engineering. Or it might even have decided that the university as such has outlived its useful life and should give way to some other form of learning institution.

It might have....but of course it hasn't. Instead Victoria has become something very different — an arid wasteland of disillusioned and frustrated people. Prestige-conscious academics, who, on the way to the Staff (only) Club, anxiously discuss the lack of communication between themselves and their students. Students, who, as far as can be made out, find next to nothing to interest them in university life. Learning, instead of being an integrated whole, is divided into separate, almost mutually-exclusive subjects, and the expected enthusiastic exchange of ideas and viewpoints between departments seems almost entirely lacking.

Lectures involve throwing as much material as possible at the students in the shortest possible time. 'Tutorials' are a farce, for try as they might, the staff cannot get the students to utter a word. Then there's the strictly limited social life. This is not to say relaxation should consist of having learned philosophical discussions all night, far from it: shouldn't a full life have both a physical and 'cerebral' part? But

there must be something more satisfying than the semi-religious ritual of boozing to the point of throwing-up.

There are many more who fail at university than only those who fail exams. Many successful students also 'fail' in that they cannot benefit from the varied exchange of ideas and viewpoints which (supposedly) university life has to offer.

So what is the cause of this chronic, debilitating, degenerative disease from which Victoria University is suffering? Surely the blame must lie with the education system itself.

"Open admission" will always remain a misnomer as long as schools cater for the few children who are by reason of their home environment already highly-motivated when they come to school, other kids dropping by the wayside. Most children are brought up in a home environment which hampers the development of an enduring childlike inquisitiveness in later life. Most of their potential for creativity is suppressed or ignored. Even as babies they lie for many hours a day staring at a blank ceiling. Later they live in an environment geared to receiving entertainment rather than creating it. Many hours a day are thus spent watching the television. Children are constantly socialised away from really looking at the world about them. How many children are actively encouraged by their elders to question what goes on around them? Again, is it the best possible policy to siphon off today's university drop-outs

and give them jobs teaching tomorrow's potential thinkers?

If the NZ educational system were truly egalitarian it would be geared to compensate for the fact that most children have their creativity crushed, or at least severely confined, from their first breath onwards. People who endure such an upbringing are hardly likely to retain the indiscriminate curiosity with which they were born and which should be central to all education, and certainly university education. Will the ideal of equal educational opportunity for all ever be realised until schools provide not only knowledge but motivation?

It is only to be expected that so many university students suffer from the 'relevance neurosis' and go around saying how bored they are, how pissed-off they are, what a waste of time everything is. They apparently cannot comprehend what can excite the imagination in the elegance of the Schrodinger Equation, the miraculous symmetry of a leaf, or the insight to be gained from the study of other cultures.

Whatever the reasons, the facts are clear. Victoria has moved away from the classical traditions of university education; but in doing this it has not developed and adapted to keep pace with the changing needs of society, but rather it has degenerated and divorced itself from the values of today's generation.

Overtaken by "future shock", Victoria University has died quietly during the night: will no-one mourn its passing?

—Mareko Maruru



THOUGHTS OF HEMI

11pm, the coffee shop untidily empty
Jim sits tense with piercing state:

"What could a commune really do?"

The Campus was soulless, bare,
This day I spent seeking there.
Where is its soul, its heart?

What are the feelings of our young?
Have we never had Maori love of Mother Earth?
What of the deep-lined anxious faces outside Campus
Who knew the Depression, the young know not
And now, consumer-caught by pressures often unsought,
Do we know the native love of land?"

Tensely the questions surged and surged.

"Got pencil, paper, envelope?
Must write a note, or find that kid, NOW
He's caught with cops over dope —
Must find a place for him somewhere —
The Campus is no place for love to learn."

A month or so later Jerusalem
Somewhere north, was born — where
A restless spirit journeyed far amidst
Police, parson, social worker, uni-teacher, civil servant,
About the land its soul to find.

WILL Governor-General and Parliamentarians assembled
there in opening prayer

"For the peace, tranquillity, good government of the nation"

RISE IN SILENCE, then feel his prayer

For the AROHA of the MAORI

And read the prayers of Jerusalem?

WILL churches scrap dreary musty sermons

And search for Jerusalem's spirit themselves to live by?

WILL academics search their souls and say "poor misguided fellow", OR

So by example live and work that more like him may arise,

To dare lift our horizons

From Apathy, colourless and deadening lives.

And on Campuses, soulless and dead,

Maybe heart, feeling, mind and WILL

(In places where anger is not respectable still)

Cos perhaps Jim's restless soul won't leave the land,

So there may be some who will DARE

To Anger at social injustice in our midst.

Academics — shrouded in banal words,

Parsons — with musty, lifeless sermons,

Campuses — become real, alive — communal,

Parliamentarians — feel and act the truth of the words they speak,

And the peoples will begin to care with strength from

Jerusalem's soul and body buried there.

2 am, or thereabouts, coffee shop closed

5 am, or thereabouts, we found the B.A. Hons. KID IN THE CELLS.

Ifor ab Gwyn

DOWNSTAGE THEATRE

A ROCK OPERA VALDRAMAR

by Clive Cockburn, Val Murphy and John Banas

Special performances each Friday throughout season at: 6pm and 9.30pm
(without meals) students —\$1.50

Reservations — 559-639

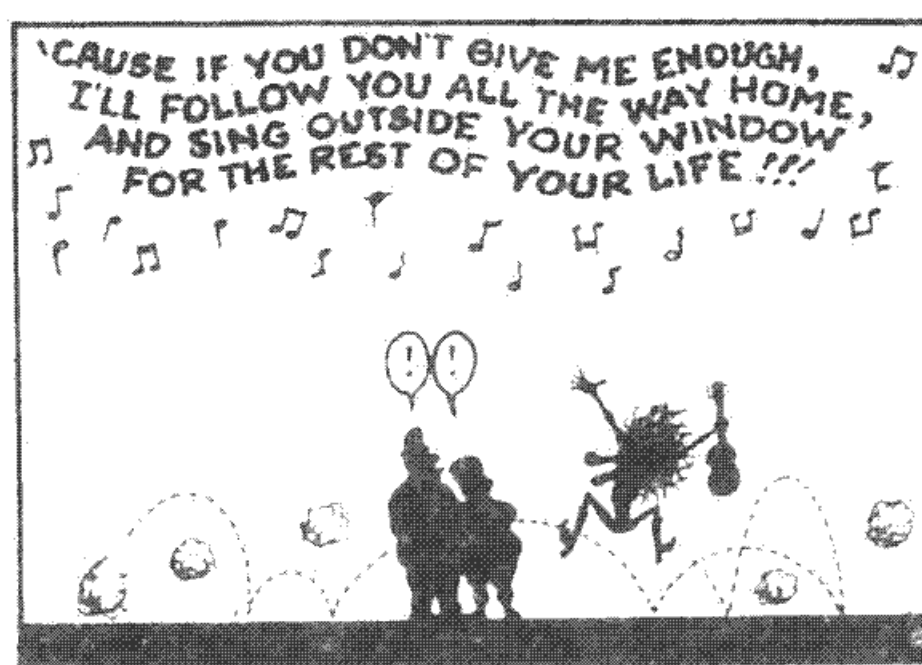
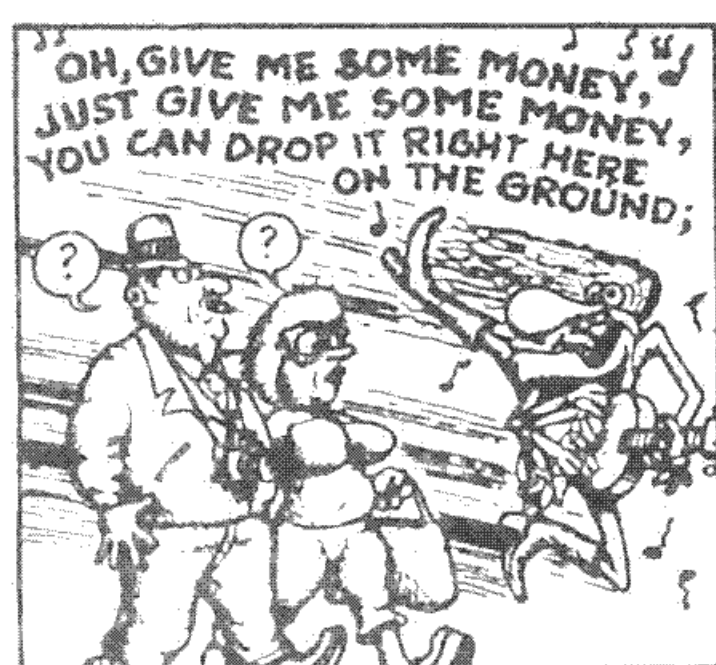
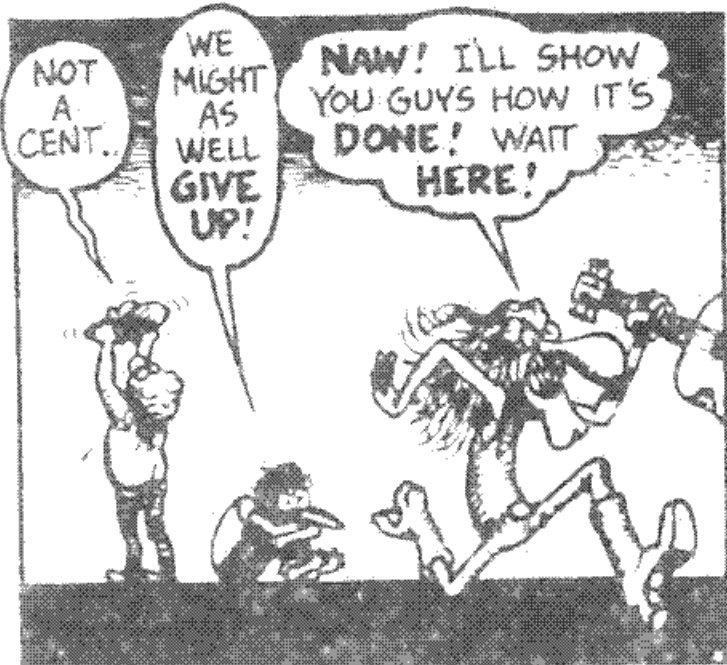
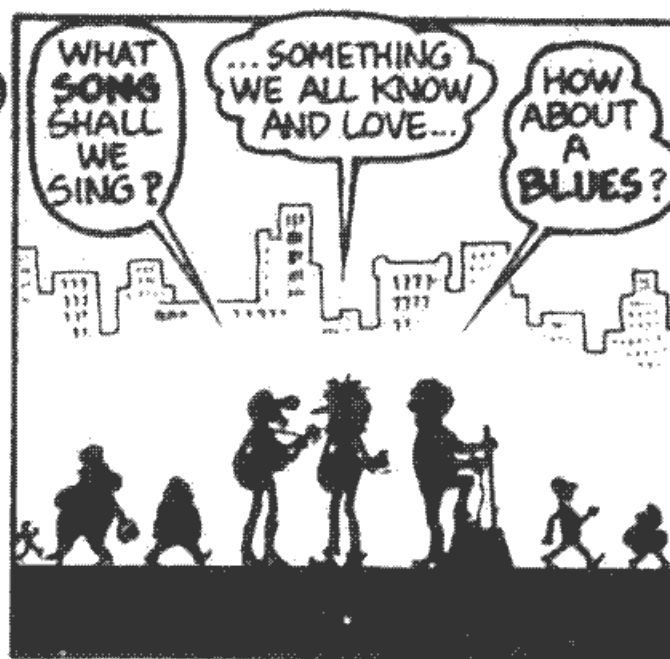
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