Extrav Panic
NO CHOICE MADE
No Show Maybe?

EACH year about this time the Extrav tree blossoms with panic. The selection committee, too numerous as usual, has made no decision yet, and even if they had the Executive would not decide until their next meeting. Consequently the difficulty of the booking of the Opera House has occurred again, but that has nothing to do with the Executive. Poor producer! Poor cast! Poor public—perhaps!

STAFF LETTER
OUR THANKS TO MR. BENDA IN DEFENCE

SIR,—Now that the academic year is again in full swing, allow me to write a few words in connection with your article in last year’s final issue of SALIENT, entitled, “Dear Staff.” Your readers will, I trust, realise that I only speak for myself; that, furthermore, I am among the youngest members on our staff.

I do not intend to examine your argument point by point, for lack of time and also I think that you should realise that, at the time when “It was a truth, and ... needed no searching,” that the University was a corporate body; society may be of several such corporate bodies; that, in fact, society was then built on a corporate form of organisation. Is it reasonable to expect one such corporate body to exist, when the surrounding framework has ceased to continue? The University, I would suggest, may be falling short of some ideals, and the students’ choice may be against the ideal of another epoch in social development. It may be that a return to a corporate form of society should appear desirable to continue, and to some people outside the university. But this article requires a critical assessment.

Criticisms added on: More than that, you have failed to make this assumption explicit.

“Perhaps the University does not believe that truth exists,” you continue. The University, if I may say so, cannot believe in the existence of non-existence of truth, in this respect, there is no such thing as The University, there are only people, students and teachers, who may hold their own beliefs concerning truth. You may regret this state of affairs, but, again, it only reflects—as needs it must—a state in which truth may mean different things to different people. Personally I do not see any value in being in this state of our society. I am even inclined to believe that the state of our democracy, which simply refuses to be accepting truth must be the same for all of its citizens. What, then, are the “inexistence of and limitations” can’t if university teachers obstinate from impressing their students with their own brand of truth (which you might perhaps refer to as the bargain)? But you are quite wrong in thinking that this assumption is not rational. “Fence sitting,” we do not even avoid “abductions,” values and personal theories like the plague. One of our personal pet theories—if I may for once be bold to speak of us, instead of myself only—is that we cannot influence others with our own absolute values, which we all have, like everyone else.

If we do not mean to anymore, then perhaps in the direction of not making our choice more explicit to our students. To abstain from absolutes is not being value judicious, it is to indulge in teaching such absolution. What is needed is the justification for our choice. Far from giving us the right to be as impartial as is possible, it would perhaps be more helpful to explain to you that only on this basis can a democratic university function properly. It demands from a student that he should be able to recognise the difference of reconciling opposite concepts about truth, that he should become aware of the fact that only the free play of such opposing value judgments can maintain truly free inquiry. And that, to conclude, there is no short cut through the university to realisation of the individual’s necessity of choice. The answer to the fear of freedom is not the conceived absolute. It is rather the burdensome task of individual self-emancipation. That the staff may fall short of this task, you may assert. I am not competent to judge. It is quite a level playing field when it has little to do with what you call the attitude of neutrality and objectivity, carried far in our lecture rooms. Yours sincerely, HARRY J. BENDA, Political Science Department.

This controversy arose from an open letter—"Dear Staff"—in our last issue for 1961. Copies of that issue (8 page) are on sale, price 2d.

WANTED—URGENTLY
500 Billets—Easter Tournament RING 40-726

STAFF MEMBER "X"

How To Win At Exams Without Actually Cheating

EXAMINATIONS is a game in which any number of players, called STUDENTS, a Latvian word meaning "keen people," play individually and simultaneously against a single player who takes the bank and is called the EXAMINER, a Latvian word which means "weigher-up." It differs from most games in that, while the rules are well-known, and indeed traditional, the method of scoring is harder to score for each game not being announced until play has ceased.

Some general advice of methods of play may not be without profit to those who are interested in the services of a COACH should be obtained.

FOOTWORK'S APPROACH

It is known that the object of the game is to create an illusion, sufficiently splendid for it to be deemed not at all visible for the EXAMINER to be able to score. If the STUDENT has not (a) SOME IDEAS AND (b) SOME THING ABOUT HIS SUBJECT. It might be possible for an illusion to be perfectly created—preventing the EXAMINER upon each topic touching which he has his curiosity paralysed; transmutation of which has been done, he has himself said during the year. Sunday can have a lot of influence over me, if, by the way, we are short. It is not compared to some work, but also, to what might be expected, the results obtained are seldom more than passable.

This is thought to be an accident. The irregularity of the very popular—a characteristic of the Institute—which is presented to aid public and private examinations. Each of these examinations is the same form; becomes evident that the results are not identical. The arguments, and his temper in public may help for the player. (No conclusion should exist in the player's mind upon this point between the rules of EXAMINATIONS and the rules of the game usually known as DEBATING UP). To give an OLD STUFF, there are two alternatives: 1) One is to support the argument . (Continued on Page 8.)

Drama

"THE RIVALS" WAS
VERY GOOD FUN

Top marks to Drama for The Rivals. Two years of serious dramatic art, Coriolanus and Lucrece, are enough. This time the choice of play even allowed for those philistines who did not bother to go and as a result missed a good evening's entertainment.

The "Rivals," a comedy by George Bernard Shaw, with a precise expediency and a cheerful gusto. Old Vic used the first method for "School for Scandal" and the Drama Club wisely chose the second. This gusto, obvious enjoyment and pace made "The Rivals" good fun from start to finish.

How easy it is to pick any play to please. Pauline Kendall excelled in an eyelash overmatter and Mr Dinovan's interpretation and temerity was matched by his clothes and his wig which appeared likely to fall off any moment. Miss Yatroc's costume was not quite adequate enough for the gallant figure he still managed to cut. This all suggests that the casting could have been made more carefully.

Lydia Longuish (Anne Flannery) brought out in particular too much but the cast appeared to have restricted in their own parts, to be wearing perhaps the character as a signpost by their director, and Miss Flannery may have been under orders. To pick out any stars was a problem underwriting. Sozour Area (Paul Trendell) was the most incredible of all from break of view: Savaire's heartiness is more natural than the Irish accent of that vigorous person. Leonard Godfrey maintained with Thoburn. Who would choose between the trite and dodderly Sir Anthony Absolute and that pin cushion of vigor our archness Mrs Mainwring? Minor characters (Honest Thomas Brolly), Fag (Ian Free) and David (John Paterson) were characters not bit parts—not always a feature of Drama's productions.

A pity that the Concert Chamber was not packed each night with out unreliable dramatic critics in our newspapers the public has no sound guides.

A CAMP OF CAVIL

Next year your prize winning Drama Club please note that the Convenor of the Concert Chamber is a dissembler when it is moved up and down during scenes. The air to the Concert Chamber was shut violently at least four times. Is this really necessary?

A SOCIAL COCKTAIL

Among these present: Professor I. D. Campbell and R. O. McFarland, executive member Paul Cotton and star of the Fantasy Night, students- distribution managers John Cady and Malcolm Bruce, chairman of the University Drama Society, Professor W. J. (Ian Austin) Cameron, Ex-Editor of the Examiners, editor and now staff member W. J. (Ian Austin) Cameron, and several others, of course, but what a galaxy.
For Mr Benda (and the Staff)

A Clarification:

BECAUSE we are talking about the same thing from different points of view, it is difficult to comment on Mr. Benda’s letter. He uses the term subjectively (“who may hold their own views concerning truth”). Truth as an objective standard is not the same thing.

He first makes a point concerning the University as a corporate body. The University as a corporate body is supported because it may better avoid too deep a rift between a staff and student, and the growth of common ideals and is related to Society as a unit and not as a College Council, a Senate, a Students’ Association, individuals and organisations.

The failure of the University to retain its corporate life is probably explained but is not excused by the collapse of the surrounding corporate framework. This collapse is no reason to discard an ideal if that ideal is admitted as desirable. Having decided that the University has little unity of life or learning it does not follow, as Mr. Benda appears to think, that the suggested solution in regard to learning is “decreed absolute truth.”

This becomes more clearly a confusion between objective and subjective when Mr. Benda implies that Salient’s suggestions may imply that “the truth must be the same for all citizens.” Subjectively, each one of us has no conscience but objectively, whether individually admitted or not, 2 plus 2 = 4.

The point at issue is does the staff, or do the students, in fact have either an objective standard of truth or a subjective view of truth?

If we may judge by the historical approach to many speculative questions no truth is sought. No judgments are, in fact, made. This attitude can be contrasted with the empirical sciences where such judgments are forced on all who have anything to do with scientific theories.

If the inculcation of absolute values desired but that is not the same thing as expressing an opinion as to the truth or falseness of any concept. It is, of course, impossible to be entirely impartial. Again it does not follow, as Mr. Benda suggests, that the expression of such opinion will mean a loss of impartiality.

He puts it better, and is quite right when he says that the failure is “perhaps in the making up.” From Mr. Benda’s letter it is clear that no one agrees why the University exists, and if that is so let us all confess our confusion.

Does it not appear desirable to attempt to think our way out of the confusion of the University gives evidence of so doing and Salient suggested that most of the staff avoid such basic issues. If they do consider such issues, we the students, the other part of the confusion, have little evidence of any such activity in the speculative portions of study and less in the field of University life, extra-curricular activity and administration. — M. F. McI.

Letters to the Editor

Welcome Limit is 250 Words—Have Your Say

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LETTERS TO THE EDITOR

Freshetis

SIR,—It has of late come forcibly to my notice that there has recently been in this College, an inundation of people observed heretofore. Now, air, it is not my wish to raise any creed, but this is a phenomenon with which I have observed every year since I first started here, and it is something to which I take exception. I have the conclusion that every year at this time of the same sort of thing happens. I mean that long before after the first two or three weeks nobody sees these persons again, and a jolly good thing too I should think. I like the old faces, and to know that no matter who happens to be there will do anything. Do you think, air, in order to save the this untold strain of seeing these new people every year for two weeks, it would be possible to arrange to see that they do not come here at all. Surely it would not be too much to ask you to do this event. —Sorry to end my letter with a complimentary mark.—Yours, etc., STUD.-EXT.

Tennis Club

Criticised

SIR,—Having been transferred to V.U.C. hence on a par with freshetis. I am sorry to be obliged to say that there has been no notice appearing on the main notice boards concerning the activities of the tennis club. I feel that V.U.C. is very fortunate in having courts on the premises and am disappointed that there are no announcements of interest taken in new members. I am wandering just what is the end of the life. Asa. cards were for since beyond of a passing interest. At the event copy of “Spive” I have failed to find any gen.

It is easy to see by the notice boards just which clubs and societies are active enough to warrant general student interest. I am, etc., SANS.

Let’s All Be Bachelors Gay!

(We have been informed with in-sturctions to let the flâts in the new University building take up the following activity at Bourlott St. They comprise Four-beds flats at $1 per week; Four-beds Flats (at $2 per week; Four-beds Flats (at $3 per week; Four-beds Flats (at $4 per week; Three-beds flats at $4 per week; Two-beds flats at $5 per week; One-beds flats at $6 per week). We are in no way to be held responsible for the conduct of the tenants.)

SIR,—Let us all be bachelors gay

Then we can all keep our bachelors flats

Of orifice without any need

No dispute to who shall the next

We live in peace

Commercial and decedent

Childless, not fecund

Stere in word and deed

Our flats will be stylish

Built with a vellum

Beds on finding fee

Pretentiously dogs will be

White and golden and black

Make the Welsh ring with their friends

Pretentiously women

Will be allowed in 'em

Pretentiously there are the tramps

Be if you want to marry and breed

Take warning from this, take heed,

Nowadays, men have least cared

We can get permits and that's

Now more than you've sought

We're not building suitably

People who don't marry

Raise odious little brats

We haven't got time for that sort.

There's one consolation

If our generation

Gives bachelors lives in flats

There won't be another

One can say or those

We'll be the last and that's that.

SUNDAY MARCH 30th

at 4.30 p.m. in the Little Theatre.

President Rev. W. Gardiner Scott, Chaplin to the S.C.M., "Christian Responsibility in the University."

Tea served after the Service.

YOUR FUTURE!

Staff-Student Debate

"That the staff of this College are falling in their duty as university teachers."—April 4th

Dr. Williams, Judge

LOWER GYM

WED. 2nd April 8.30 p.m.

STUDENTS! UNITE! for a Socialist New Zealand.

Catholic Students' Guild

BUFFET TEA, A.G.M. and Social Evening

SUNDAY, 30th March

WATCH NOTICE BOARD FOR TIME — PLACE

Yours sincerely,

D.O.E.

The Event of the Year!

V.U.C. Socialist Club

A.G.M.

Lower Gym Common Room

WED. 2nd April 8.30 p.m.

STUDENTS UNITE! for a Socialist New Zealand.

Catholic Students’

BUFFET TEA, A.G.M. and Social Evening

SUNDAY, 30th March

WATCH NOTICE BOARD FOR TIME — PLACE

Yours sincerely,

D.O.E.

POES the word "Christianity" convey anything more to you than some vague assever to the ideals of the Sermon on the Mount?

Sometimes in the second term there is coming a man, David Stuart, who will be seeking in a number of ways, to show how in V.U.C. what this word really means. Watch out for further notice of his visit.

Meanwhile, you have no reason to consider the religion of any religious questions which all of us must face; at some time, might not attend some of the EU meetings, and discover for yourselves whether what they believe is really relevant or not.

8 p.m. DANCE 8 p.m.

FRIDAY, MARCH 28

Dane Cohen M.C.
Roger Harris Calls
Square Dancing

2/6 Single 4/6 Double

Auspiced Socialist Club

If it’s Sports Goods

You’ll find them at THE SPORTS DEPORT

(Willembe & Coldwell Ltd.)

8 p.m.

45 WILLIS STREET, Wellington

"For all Good Sports Goods"

Watch The Notice Boards

For Club Activity
THE EXAMINATION GAME

(Continued from Page 1)

ment by different facts, or possibly even to support different arguments by the same facts. This might be thought the absence of the EXAMINER does not see that the facts he presents are in themselves inadequate. This may be achieved by (1) PURE INVENTION of facts and arguments, or (2) IMPROVISING, as is commonly done. Presenting the EXAMINER with PURE INVENTION or IMPROVISING will be deprecated (save in certain sub- jects, e.g., all the fallacious arguments and theories are PURE INVENTION anyway, so that there is a reasonable possibility of the EXAMINER "passing" and receiving no mark) since it indicates to the EXAMINER the student does not know what he is talking about, and that he has made no attempt to reach any conclusion in all such cases being that the student does not know the situation as the EXAMINER. READING FROM READING LISTS is again an unsatisfactory method of playing, being open to the same objections as presented earlier. 

ALTERNATIVE

(2) The student should DIG IN THE SAME OLD STUFF is instead of presenting to the EXAMINER a verbatim transcription of what he has said, to shuffle the lecture-notes well before commencing play, and then play a selection of them only in so far as possible from that in which they were dealt to the STUDENT by the EXAMINER. Extensive tests have shown that the appearance of the same thing a second time is a good method of supplying anything that is not found in the main body of text (lecture-note) and a fact which appears, page 23, exists upon the EXAMINER a charm so irresistible as to render him unfit for a proper assessment of play. The appearance of the facts is proof that the student has undertaken the WORK, while the unfamiliar juxtaposition, since with luck it will be individual, excludes the possibility of the EXAMINER's perusing the pupil's long-winded repetition, that the facts do not support the argument, and is considered by the EXAMINER's understanding his SUBJECT. This method, the student is still required to STUDENT actually to study the subject to a meaningful experience this can be reduced to a minimum, and calculated to be of little help when the student finds he has miscalculated and moved on too quickly. The facts can still can usually be secured by the judicious selection of a little care, a selected PURE INVENTION in RE-

VERSE is practically only as one facet of an examination of play such as that suggested here.

BOOK REVIEW...

THE END OF THE AFFAIR

(M. GRAHAM GREENE)

Mary Magdalene. Like the sister of Martha and Lazarus, Sarah Miles was uninterested in the unknown and unacknowledged, had married her from the time she was a child, and, because of her, she had the greatness and generosity of heart to love Him in return, she be-

came. 

Mr. Greene, however, makes Sarah's sanctity implicit, and the conclusion of the Times Literary Sup-

plement, that his purpose is to show "a woman who is a jester at times before she dies is a saint worth of formal honour" demonstrates a lyrical imagination. The miracles which are the outward proofs of the sanctity of the dead woman are shown too only too obviously by their sylphical, her husband, and her lover, and were scarcely likely to be featured in the tabloids by that grim and competent Redemptorist, Father Gough. 

The plot is concerned with the pursuit of the soul of Sarah by her creator. Maurice Bowra, a former lover of Sarah, and Henry Miles, his sus-

pected subject who has no need to write to you or talk to you, you know everything before and has always used. I know I am only beginning to love ..."

The reader of the book, and its most important part, describes Ben-

et's fight against a rival of whose power he is afraid, while he denies its existence, and the constant fighting for "ordinary corrupt human love" will prove stronger than the evidence of the pain of love. 

Mr. Greene's conception of the word "love" has a mediæval sound in a world which defines it usually in either the celibate-wrapped touch-me-not attitude of the soap operas or Hollywood engagement. 

But the plot of the novel is a departure from this "half-written" outline, but shows as clearly as his former works his occupation with the nature of good and evil. No novelist in Eng-

lish has felt more deeply the horror of a commonplace twentieth-century paganism, or expressed it more clearly. His words are powerful book, though here, for the sake of a few pages, he leaves out the shadow of evil by which pre-


doctrine is maintained. And, as usual, his characters are as real to those of us in contact with the life implicit in a book to us who do—P.H.

SHEPPEON ON

SHAKESPEARE

NEW scholars to have lectured in this College have pleased their audience as much as did Sir John Stepleton on March 4th. Lecturing on "Shakes-

peare and the Classics," to an enthralled three hundred and fifty, the Provost of King's College, Cambridge, held their interest in the moment he cumber-

bered over the bench to perch precariously facing them, looking as a member of our staff put it, like "a intellectual Churchill." To term his style as unique would be trite. To an audience in most cases often displeased with a monotonous dull discourse it was refreshing to listen to a speaker so re-

laxed and so knowledgeable as Sir John.

It was G. M. Trevelyan, perhaps the most humane of all our histori-

on, who said "Our Old Master Gentlemen," to the founder of Stratford Grammar School—and although we may think (judging from our own experiences perhaps) that Shakespeare and the Classics have endorsed Trevelyan's remark, we may be sure from the illustra-

tions Sir John gave in his address that Shakespeare did love his school. True, it was as Ben Jonson (who wrote fairly good, half alive plays) wrote, "I'm a better scholar than Shakespeare but he is a better poet than I am." It is a true judgement.

KING'S COLLEGE—A GLIMMER

The story really begins when Eng-

land's literary championship lived in the end of a war. In the middle of the sixteenth century—that dark period when there was only one glimmer of light, King's College, Cambridge—Shakespeare was born. That year (1564) was important for two things: the birth of Shakespeare, the son of John Shakespeare; and the love and the fact that Queen Elizabeth stayed at King's College in London for three days. The Queen appeared, rode to the Chapel and the Tower, with the Chancellor of the College and demounted inside, where she reviewed the performances. Whereupon the Queen panned, "I see, Mr. Chancellor, that you are sitting in your place. I hope you are not sitting in your chair."

The plays in "The Merry Wives of Windsor," and how many scenes in his plays echo Shakespeare's school experience. He finished on a theme which should be of infinite value to us, especially to our English classes, in his own words—"it is a great debt we owe to school-

ship that Anglo-Saxon was made the basis of all education the ideas which influenced Europe.

For the...

Best Books on All Subjects

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The Great Favourite

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WARNING

Write For Capicade

Win £8

FOR THE
DOBOLD HISTORY

Boold Yesterday" gives off a hard
shine. Flash and luxurious
living, white silk and velvet, vulgar behaviour and the capitalist
self-made man at his worst sound
less compelling. Perhaps less
broad in democracy and decency is not so much analyzed as it
merely well worth seeing.

Discreetly, the characters
rattles along like a gun, so fast in fact that it is not altogether
understandable. Nevertheless
the laughter keeps the story moving
and the occasional scenes are
already sticky bits.

The President is the dumb broad
and Roderick Crawford as the rackets
- junk an. The central
line of the plot. The solution to the problem
is not offered and retribution is
a long way off from the Juninam, but it
is encouraging to see the criticism
so strongly voiced.

We can recommend this film with
out any reservations unless you have
touchy scruples about blunt language.

EXEC. MEMBER

Miss J. A. M. Johnson.

Hosa. Has been women's club chair-
man, the University, the V.U.C.
Tennis, V.C Progress. V.C. Blue.
On the Women's indoor tennis
basketball, represented V.C. On
the committee tennis club.

STANDARDS FOR VARIETY BLUE

How good a performer should a student be to win a New Zealand Uni-
versity was no prescribed standard, anyone who played for the New Zealand
University or played for the University team was awarded a blue, except
or not his performance merited it.

Three years ago a semi-permanent
Panel of five ex-students was created to
award Blues in all 19 of the sports in
which there are inter-university
competition. The selectors for the various sports now nominate
outstanding performers to the Panel which
make the final decision, and the Panel
aim to keep the standard even from sport to sport.

The members of the Panel have been:

Fillmore of Dunedin, D. B. Neal of Wellington, A. Holford, and J. White
of Auckland. Mr Neal recently resigned in accordance with custom and
a new member will be appointed in his place.

The initial nominations in all sports are made by the selection
committees in each sport. All
Colleges have the right to sug-
ger the Panel to make an award in
the various sports, but very few colleges have the Panel more
information, that
should have been available at Tourna-
ment.

Many College Blues neglect to send
the Panel, before Tournament, de-
tails of how their outstanding mem-
bers performed during the inter-university season.

A considerable amount of re-
search into performances in Universi-
ity competitions is possible only
when the Panel has drawn up a list

of standards in athletics and swimming.

Anyone who reaches the standard will normally receive a Blue;
and of course border line cases and weather conditions, etc., also will be
taken into account.

The standards are approximately
those of a good provincial representa-
tive team, and are set below.

ATHLETICS

100 yards; (8.8sec).
100 yards: 20.0sec. (11.4sec).
220 yards hurdles: 28.5sec. (30.6sec).
440 yards hurdles: 50.3sec.
1 mile: 4:15.0sec.
2 mile: 8:19.2sec.
3 mile: 14:55.0sec.
4 mile: 21:20.0sec. (12.3sec).
100 yards hurdles: 14.1sec.
220 yards hurdles: 23.4sec.
440 yards hurdles: 55.8sec.
Mile: 4:15.0sec.
2 mile: 8:19.2sec.
8 mile: 26:35.0sec.
High jump: 6'6" (4ft. 11in.).
Jump: 22" (6.6ft).
Pole vault: 11'6" (3.5m).
Hammer throw: 136ft. (41.5m).
Shot put: 38" (9.7m).
Discus: 130ft. (100.5ft).

Swimming

100 yards freestyle: (30.5sec).
100 yards freestyle: (57.3sec. (56.4
time).
220 yards freestyle: 2min 28sec.
220 yards freestyle: 2min 31sec. (2min 29sec).
100 yards breaststroke: 1min 50sec.
100 yards breaststroke: 1min 55sec.
100 yards breaststroke: 1min 50sec.
200 yards medley: 1min 10sec. (1min (5sec).
220 yards breaststroke: 2min 5sec.
100 yards breaststroke: 1min 55sec.

Jobs at Tournament

people are required to assist as: gatekeepers, doorknocks, en-
ior officials at sporting events etc; assistance with
publicity; programmers, sellers with hot after tea after
officials, etc. are over and supper for Tournament.

If you can help and wish to then ring 40-726.

Staff and students.

Staff and students.

Staff and students.

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