**Salient**

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**SALARIES FOR ALL STUDENTS**

**IS PAYMENT JUSTIFIABLE?**

**DETAILED FRENCH SCHEME**

We ask a number of students what they thought of the principle of the "salaries for students" schemes which are being discussed so widely among overseas fivers. Five per cent said suspiciously, "Does it mean we'd have to work?" 5 percent said, "It sounds too good to be true," and 94.5 percent said, "Don't know." It appears, therefore, as if there is room for a little preliminary explanation.

Just as recently, as the result of some seven years' discussion among political parties and student bodies, there was a bill before the French National Assembly proposing a pre-salary (literally 'pre-salary') for university students. This benefit would be divided into 5 elements of the bill are:

(i) Every student of a university . . . recognized under the present Act, has the right, provided he satisfies the prescribed conditions, to receive a salary equivalent to the basic wage.

(ii) Students who do not fulfil the prescribed conditions can receive whole or part salaries accordingly.

(iii) Students who do not come under the present Act are to receive the right to full courses ... in accordance with regulations already in force.

The remuneration would be drawn from an autonomous national fund, administered by a board including the Minister of Education, the Minister of Science, social and student representatives; the profits would be derived chiefly from governmental and municipal subsidies.

This is the first legislation for student-salaries, and is being followed with considerable interest overseas. For, to be the principle of payment for students has been discussed at many international gatherings. The 1950 International Student Service at the University of Oxford, in a lecture on "The student as a human being" said, that, "Almost the whole of the world, and the world business, and the world community, has been arguing whether it is right to pay a student even a pittance." The fact that the scheme has been brought forward wherever there are similar discussions which include the payments of the various nations with the life of the community, and the principles of "demonstration." The object of the different proposals is to make universities education accessible to all classes by the payment of a student who has studied a certain academic career.

**PROPOSED APPLICATIONS**

The proposed application of the object vary as widely as the principles which animate them. There is, for example, the German suggestion for the payment of a certain sum of money at fixed intervals to a student who has passed the university entrance examination. There are many suggestions of this plan, which include, for instance, proposals for students of technical or agricultural colleges and even for secondary school, the arts, or of professional training for commerce and business and labour movements. There are suggestions that this scheme rather an extension of the present system of student stipends to make the payment of all fees, with subsidies for books, travel expenses, board, and so on.

Just as all these proposals, or modifications of them, touch many fundamental institutional and social rights of the family, the relation of the State to the individual, and to the university, and the extent of the social and the local community, and the principles behind these are the arguments accordingly.

The liberal ideas of Professor Romana quote two answers to the major question of the present day: Is the state a useful matter of strict justice, a claim which the student has the right to make on the community.

**THE STUDENT CHARTER**

At one pole there is Mr Cayo, chairman of the Student Charter promulgated by the Congress of the French Students in France at Grenoble in 1951. The Charter gives the right of the student, the "young intellectual worker," an equaling right to special care in regard to his moral and physical needs. To work and rest under the best possible conditions, and to have his future; while among the activities are the integration of himself into the whole of the national and youth work, the acquisition of the highest technical competence, and the search for and defence of truth and freedom. In a concrete appreciation of the principles of the Charter, Mr Cayo claims for student "syndicats" a remuneration not merely to improve the student's living conditions, but to give him the means to maintain himself.

"Each of these points of the Academy in Nancy, Mr. Jean Capelle, whose opinion is shared by many university professors. Mr. Capelle considers it a pay on the part of the students to apply the term "worker" to" a student. The worker is one who abandons the product of his work and receives a remuneration in return: the student acquires knowledge and skills which will enable him later on to sell the product of his work at a higher price than if he had not studied. The student, therefore, is no worker; the student is both worker and worker; only and directly for society. Under these conditions, the student has the right to remove the noms to publish hi studies to constitute a capital, has he not the right to consider these means as his "his in the same way as the worker considers his tool?"

Mr Cayo makes a useful distinction between students who are bound to the public, the number of years to a large certain number of years (as a large number of years within the N.E.U.), and those who are free. Those in minors should be able to work on an improved system of humanizing, and on the attachment of their majority, able to draw a reasonable benefit from the work, to be rewarded with interest after their studies.

**IN CONCLUSION**

All these theories are answers to the problem of rising university subsidies in most countries of the world, increasing in several respects, those in New Zealand. Their problems include the demand for an increase in the number of universities of the order of the universities of New Zealand, and the problem of an increase in the number of students, the problem of student fees, and the problem of student assistance. Even in New Zealand,
MURDER AND SOCIETY

Why Fiori

THE recent hanging of Giovanni Fiori is of historical interest for New Zealand, as he was the first murderer to be dealt with under the newly reinstalled capital punishment laws. Our society is desperately in need of measures to deal with violent crime, particularly violence against women, and capital punishment may be a viable option in certain cases.

Fiori can be put in this category, according to evidence given in the court. A psychiatrist, Dr. Henry Barrett stated in a report that Fiori was suffering from a severe mental illness. The average IQ of 83, compared with the average IQ of 100. According to a New Zealand scale that is classified below average mental capacity, impaired mental deficiency in effect had he a record of earlier delinquencies.

Let us remember that murders are the end-products of anti-social attitudes and that the general public and court officials are general of certain emotional disturbances in "psychopathic" behaviour. In New Zealand, although many are considered psychotic according to a psychological classification, the word is not recognized by the law. Only those labelled as "psychiatric" by the Supreme Court as insane or insane persons who have committed a crime is found. So an insane person is treated in the same way as an acceptable person. The society's responsibility to see that unbalanced or defective persons are under observation and given treatment.

From an historical point of view we have made very little progress towards the advancement and preservation of humanity. On the contrary, the genius of centuries has been directed to attack the individual, by improved instruments of execution, and, as a result, scientific advances have resulted in methods of execution that are as inhumane as the instruments directed against the state. The state has been reduced to a condition of a battleground of global warfare. The other hand, mass psychology and persecution have progressed only to a minor extent.

Public interest in blood sports has not abated as an interest in improving our society. The human woman thumbing the face of the global, the French criminal knitting around the gulag and the English holiday-goer chewing the hanging heads at Tyburn, are not much different from the sub-human housewives reading the sensational details in "Freaks". We are still as barbaric as our ancestors but we do not regard the English houses of correction as openly as we do. Our church officials are satisfied to accept the modern conditions for the benefit of theirscrollTop.

The invention of the camera and the present system of film have resulted in a widening of the gulf between the upper and the lower classes. In the press of the 19th century, the press itself was at the mercy of the readers and the effects of the press today are even more atrocious. Instead of giving us discussions after the event we have "news" conducting pranks of neona.

Come Along to the Winter Sports Ball

September 19 (Friday)

At 8 p.m., Sharp in the Gym Commerce Hall. 

EXCELLENT SUPPER

Dress Optional

ADMISSION 3/6

"THE STANDARD PRESS" IS NOT RESPONSIBLE FOR THE READING OF SAINT.
Showyer Places in the Sun
"Acting Surprisingly Brilliant"

GEORGE STEVENS, producer and director of "A Place in the Sun," has come right out in to the open and reveals his true talents. I've seen only "The Talk of the Town," one of his earlier films—but that picture gave no indications of the things to come. Now we have a picture that surely must be ranked as one of the best of the year, but, alas, hardly one of the best to come out of Hollywood. Why?

"A Place in the Sun" is based on a novel by the same name, "An American Tragedy," a dramatic story with overtones reflecting on the social set-up of the American scene during the 1920's. Always a superb novel for an adaptable to the screen, and if the producer had had the guts to remain in the 20's, and retain all the social implications of the novel, this "A Place in the Sun" would have been an excellent film. All we get, however, is a realistic look at one of the most popular and, perhaps, most, vaunted Hollywood has produced before.

Let me explain this example of this respectable "water-downed." In the novel, Brando's character, George, who is unhappily married to the loathsome Miss Dalles, has been seeing the lovable, dangerous, and vital, but to him, apparently, unattainable, and beautiful Sheva. The story is complicated, but let me explain. It is George's destiny to be unhappy, and to choose a person he cannot have, despite all of the social pressures to do otherwise. Brando's character, George, is a social outcast, and, in the novel, the social attitudes towards George become more and more strange and even evil as the story progresses. The film, on the other hand, is a mere shadow of the novel. George's character is changed, and the novel's emphasis on the social attitudes and pressures towards George become more and more obfuscated, if not altogether lost.

And, basically, for the "water-downed," is not the best of the film. Perhaps the producers have overcome any of the pitfalls of the novel by bringing the story forward in a more, shall we say, "less class distinction," but I wish they had stayed back in the novel, where they could have made a greater job of it. Producer Stevens has not been easy for many of the actors to work with, and they say he is the best director of the year. His direction is not as strong as it should be, and the film has moments of great beauty, intellectual excitement and technical virtuosity never reappeared in the novel's social attitudes to become even more strange and even evil as the story progresses. The film, on the other hand, is a mere shadow of the novel. George's character is changed, and the novel's emphasis on the social attitudes and pressures towards George become more and more obfuscated, if not altogether lost.

- The acting, to be quite frank, is surprisingly brilliant. Top place goes to Shelley Winters, whose performance in this film is the best of her career. In the novel, she is the minor character, but in the film, she is the main character. She is able to convey the character's emotions in a way that no other actress could. The other actors, especially Brando and Winters, are able to create a believable and moving performance. The staging and lighting are also very well done.

- For its achievement in "The Mating Season," it is worth noting that this film has been on a film that could have been great but for the lack of sufficient force to the social realism of the novel. But shall we give it the rare privilege of calling it an American film? I almost feel that it is a book, not unusual. Marking dogs during telephone conversations, for example. One also effective use of contemporary and popular culture is the staging of the wedding scene in the novel. Here, the newlyweds are seen dancing, and the bride is wearing a beautiful dress. It is a very romantic scene, and the film manages to capture the simple beauty of the moment.

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Swords Club Success

The Wellington Provincial Team. Fencing Tournament was held at Hastings on Saturday last, and the most formidable team from the College Swords Club competed. All members of the team ('as they came third, beaten by Wellington Swords Clubs and the Hastings Swords Club Captained by B. P. Plampey, the team comprised I. L. Free, R. A. Knight and Douglan). Their loss to Hastings was narrow, 9-2, and everything against the expression of the opinion, is far from being anything to be ashamed of. Wellington, on the contrary, faced the inevitable, in a N.Z.U.S.C. Fencing Blue from Christchurch, and an ex-Dutch Army rep, and B. Plampey, who entered the tournament as a non-enger and as a result of the defeat, (W. G. Stevens, Free and L. W. Knight and C. Cooper, the victorious team which included a W. Staffell, the Prov- incial Champion, and C. Forrester, an Institute Games fencer, was very strong. Despite this display of might, the match with Hastings was no winder, and it did in an 11-5 victory to Wellington. Stafford lost to Warring Palmer only won half his bouts. The two other members of the team, A. Pen- toe and D. Cooper, both fought well to add to the value of the tournament. The fourth team in the Tourna- ment was from Wellington.

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CONSTRUCTIVE MEETING

The August council meeting of the New Zealand University Student's Association discussed three motions which had been passed by Winter Tournament Committee meetings. The three motions were: (a) should Z.A.U.S.A. change the character of N.Z.U.S.A.'s activities. The main one, as amended slightly by the council and passed, was: "That this council suggests that owing to the growing com- plexity of sporting organisations within the university a sports board should be established with power to administer all matters relating to sport at present under the jurisdiction of the Winter Tournament Committee and the Easter tournament constitutions."

The motion was carried, and the minutes read, of the Executive Committee of Z.A.U.S.A. for the organ- isation of a cricket team. The minutes read were: "That this council approves the minutes of the Executive Committee of Z.A.U.S.A. for the season 1952-53, and that the minutes be printed and distributed to the officers of the council."

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