jectives of being at a university is the practical one of preparing oneself for a career, and points out that Confucius said in the anecdotes that it was not easy to find a man who had studied for three years without aiming at pay. The Report suggests that the ancient universities of Europe were founded to promote the training of the clergy, doctors and lawyers, and that although at times there may have been many who attended for the pursuit of pure knowledge, they must have been a minority. I come back continually to the view that is supported by all of the available statistics, and that is that the more effort we put into producing graduates in fields closely associated with the New Zealand economy, the more likely we are to keep them. In terms of economic return, this is in my view our best investment, and none of those who have contributed to this topic have been able to deny this fact. I have been accused of "bringing an accountant's mind to bear on the matter". It is extremely difficult to measure results even in terms of personal satisfaction, in terms other than which can be correlated by an accountant. If they can't be measured, it is difficult to compare them. Am I an exception if I am prepared to criticise? I am prepared to advocate, if necessary, re-organising the universities, to press them to be more useful, more economical in the use of funds, and more valuable to their students. I believe that the rapid increase in the absolute amount, the percentage of national income and the amount per head of population in university spending, will reach a point in the foreseeable future where some Minister of Finance in some government will say "Stop, I cannot finance this". I have pressed for an examination of this by the appropriate authorities so that this head-on collision may be avoided. There is, I believe, general agreement on the essential need for adequate expenditure on education. In recent years, expenditure has increased much more rapidly in the university field than in other areas of education. This is no doubt attributable in part to the rise in the university student roll which has now reached almost 24,000, double the number of nine years ago. Over the same period, the share of resources devoted by Government to the universities has increased at a much higher rate than the share of resources expended on education generally. The upsurge in spending on university education points to the need for some reappraisal of the allocation of scarce resources of money and personnel to ensure that they are being expended in
A message for some emancipated schoolchildren

First year students who follow the simple rules below will have a great time at university, graduate with ease, get a job with an insurance company or become Lady Mayores of Masterton, breed middle-class, middle-brow and middle-aged children, and otherwise contribute to the creation of a better Neuter Zygot.

You are a superior being - behave like one

It wasn't that Daddy had plenty of money. No, you're here because you have 'above average intelligence'. You're also physically attractive and, to be perfectly honest, fascinating. The nurses in the city (suitably spread out at your feet) and provinces marvel at your presence. 

But I suggest that you are acted upon, not act, a fate little pig is merely your slave. If you are taking an arts degree and find your patronizing politics a little uncomfortable, switch to Marxism soon; and speak of 'the ultimate conservation of the working class'. Buy a scoter and cultivate a lip.

Cope up with anything that says yes

To be other than promiscuous would demonstrate a degree of discrimination which might develop into intolerance. It will leave a critical appreciation of the arts and other irrelevancies, or worse.

Don't take part in student government

If anyone starts to talk about student politics, change the subject. If pressed, you are 'not interested in other people's power hang-ups'.

Next year, as a second year student, your role will be more interesting. You will refer to student representatives as "pretentious shits" and make more interjections at meetings. In the meantime, however, you can play a useful part in making participatory democracy look like the farce we all know it to be. Just be yourself. Above all, do not vote in ECE elections.

Revere your lecturers

Many of them, you will quickly find, are lazy, condescending and rather stupid. Few of them know how to teach. Practically none of them will concern themselves with such emotive questions as the contribution students can make to the subject concerned or its relevance to life in 1970. Despite their few shortcomings, your lecturers are status whose words you will be expected to inscribe in notebooks throughout the year and regurgitate in examinations. Above all, do not think of the academic staff as jumped-up schoolteachers - this is the ultimate heresy.

Follow these rules and, like each generation of first year students before you, you will be quickly integrated into university life. What more could you want?

Executive resignations

Sir,

The resignation early this month of the Women's Vice-President indicates our normally enlightened faculty is a more free-wheeling affair and, in line with the 'fire starts on the 12th of July' tradition, we are pleased to announce this is the last issue of the Association's news sheet.

We shall sorely miss its columns of incisive, occasionally vituperative, but always pertinent and to the point. We hope you will carry on, in some other guise, the mantle of The Salient.

Another election at a cost of $200 to the Association for students whom we know will elect a new, more enlightened administration.

Three hundred and ten, second-year students, many of whom you cannot name, who have left the University, more than the registered number of students.

The books, $1000 from Victoria and $300 from Auckland, all now, more than doubled, since the NZSFI to top without charge, 113 are in the process of being arranged for delivery to the University, again without charge.

When I was at the University last semester, most courses were not under way. In the present term, I have been told that the books were sent to you in a very high standard of packing but I repeated the exact words of their thanks to the company that made it all happen.

I told them that you expect 80% of the books to be placed in the University library within 12 months. In most cases deep copies will be used to build up class sets.

If the remainder, a very small number, perhaps a couple of hundred, were not received altogether because they were damaged beyond repair or were very badly packed, about 13 per cent of the books were more suitable for secondary schools, and a survey has yet to be taken. These books were in a fiction library run by the University, but most will be donated to the library systems in the various Pacific territories.

The remarkable result is that almost every single book donated has been included in a worthwhile way. In some cases, the University Library has been able to exchange multiple copies of some books with other university libraries on a very reasonable basis. A striking example was the exchange of eight copies of an advanced economics textbook, which were superfluous to any foreseeable requirements. These books have been exchanged with a British University for 160 new textbooks for which cash would otherwise have had to be paid.

New Zealand students have been able to help in processing the books. The University Library at present able to process about 10,000 new books a year and will have taken some time to process the additional books. In fact, from February this year a work party of 20 New Zealand students, most of them trained in library work, will process the remaining books and other material also donated to the University. The likely result is that this year the University of the South Pacific Library will have twice as many books available to its students as in previous years.

This year's appeal for books to the University, is a second opportunity to support as unusually worthwhile a project. While many university books are important to students here, the production of these books is not always available. In the Pacific, three major languages are especially needed. I can confidently assure you that every book donated will be valued and, what is more, will be used in its full potential.

Harry Rees

Textbook orders

Sir,

The annual sale of students' textbooks, hopefully to bookshops to buy their set texts, without success, to be repeated again this year.

It is a fact that a lot of the universities, by the University of the South Pacific Library, is in the hands of a small number of books for the problems students face in obtaining the relevant texts. This is incorrect.

Last year, one city shop was completely unaware of the existence of one of the courses being offered by a University Department. This was not the fault of the Department itself, the shop did not notify them.

In another case, books were added in time to buy certain books, for an external examination, for a particular course. Then, in the case of each, the requirements were the same.

One book was new and required a new text on the new list, it is unnecessary for you to set textbooks at a higher price than the others in order to obtain in time, the books you require from the incompetence of the academic authorities?

J.I. Mitchell

The Bond

Sir,

Sparing up at the age of 16 for a postgraduate study in the United States was not an easy jobocus. I became aware during my first year at Auckland University of a far wider range of possible courses and sectors.

Initially, 1965 and 1966 offered a choice of nothing more difficult than a change of course were blocked authoritatively. With Departmental pressure on my parents increasing each time, I returned unheeding to my scientific studies - with predictability, results. I spent a year in the then 'Special School' for children exceeding every course - now renamed as Science, with only a year's work behind me. The next two years saw me from the 12th South and North University drop outs from Dunedin U and then, making regular band returns, secured briefness in University.

I was fortunate last year to obtain a teaching position at Cashmere High School in Christchurch. During the first term, with the understanding the University would later hear of my career, I was already something like a full-time teacher. I was teaching through the school office imperative real demands for immediate repayment of small loans - rather than my annual net salary.

In a few days and continuing job I would not attempt to talk to anyone from the profession and I would know the monetary advantages that the Bond offers. It is perfectly possible to put oneself through for voluntary course by giving up the salary, and then, providing that you leave oneself unrestrained. I wish I had realized this the easy way, rather than painfully.

Ken McLachlan

Absolutely disgusted

Sir,

I am absolutely disgusted.

Absolutely disgusted.

Signed letters will be given prefer- ence in the case of correspondence unless valid reasons are given for the wish to remain anonym- ous. - Editor.

Politicism freed

Sir,

Changes of editorial membership of this year are expected to bring the letters sections. This is encouraging.

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EXEC ELECTION

An election to fill four vacancies on the eight-man Executive is to be held in early April. The four vacancies are in the positions of Women's Vice-President, Secretary, Publications Officer and Sports Officer. Three of the vacancies were created by resignations and one position—that of Association Secretary—was unfilled following the 1969 elections.

Peter Zohrab, Publications Offi-
cer, and Roger Lawrence, Sports Officer, resigned towards the end of last year. The resignation of Sharyn Cederman, Women's Vice-
President, was only received at the beginning of this month.

There were no nominations for the position of Secretary by the time nominations closed last month. Denis Pfeils, one of the student representatives on the University Council, has since been co-opted to the position until the April election.

Colin Knox, Men's Vice-Presi-
dent, is to handle the Publications portfolio in the meantime. An interim appointment to the position on Sports Officer was not considered necessary.

With the Executive now com-
promising Margaret Bryson (Presi-
dent), Colin Knox, Gary Lang-
ford (Treasurer), Denis Pfeils and George Neshit (Cultural Affairs Officer), the basic constitu-
tional question necessary for the continued functioning of the Executive is being maintained.

Applications for the position of Returning Officer have been call-
ed for and these will close on March 5. An appointment to the position will be made within a few days of the close of appli-
cations. As a result, it seems likely that polling will be on April 1 and 2 and the result of the election may be known in time for the Association's Annual General Meeting on or about April 2.

CONGRESS

120 students attended University Con-
gress at Currimundi in January this year.

One of the most popular speakers was Robin Shuttlock, a 27 year-old former lecturer at the London School of Economics who was expelled from LSE for some of his activities with student militants at the School. His address to the Congress dealt, prin-
cipally with Marxam and the New Left.

The Deputy Prime Minister, Mr Mar-
shall, was the first of a large number of speakers to address the Congress.

The subject of his speech was the state of the economy and its effect on the world. He referred to the subject of his speech on the state of the world economy and the role of the United States in the world economy.

The speaker was followed by a lengthy question period.

In a lively and interesting address, the Orator, Mr. Gay Fowles, ana-lyzed the need for dinners in a healthy society and suggested that today's dinners were often too nar-
row in their objectives. "The under-
privileged, the mentally infirm, the handicapped children, the hatted bab-
ies, the tax-exempt are few points on their behalf," he said. "All foreign troops could leave Vietnam tomorrow and we would still be left with a society which some people think is pretty sick."

James R. Butler was perhaps the outstanding figure at Congress with his descriptions of the development of the South Sea economic system to rehabilitate drug addicts in Auckland

and his present life among the Maoris at Whanganui, which he describes in his book "A Maori's Dream." Butler was followed by a lecture on "The Maori Economy" and a later unscheduled talk on bugs in the extended poetic monologues and contrasted markedly with the tone of the add-
resses of other speakers.

An interesting divergence to the operation's topics was the inclusion of 50 students illustrating two hours to the week devoted to "ANZAC Day" by the Veterans' Association (V.A.A.) in New Zealand. It was a real impression that the American military installation there.

The New Zealand Labour Party leader was to hand the Officer in Charge of 'Operation Longharm' to the person in question. What the New Zealand Labour Party leader said that most of the Americans at the base are technicians but refused to answer the other questions.

IVP elected

Auckland University's Terence Rich-
bach has been elected NOUS Interna-
tional Vice President for 1970.

Richbach, who is a current Secretary of Halls of Residence, is from St. John's, replaces David Shear, a former Execu-
tive who is a candidate for the position of International Vice President.

The new Executive was installed in the new International Vice President's office at the International Office, Iona Place, on March 26.

Joe Orono
THE BUTLER SAW

Directed by Dick Johnstone
Designed by Eric Wood
All reservations 555-639
(10 am - 6 pm)

DOWNTOWN THEATRE CAFE

Festival editors

Arthur Heying and Roger Wilde have been appointed Editors of ARTS
FESTIVAL LITERARY YEARBOOK and ARTS FESTIVAL HANDBOOK respectively. Roger was Editor of SALIENT in 1969.

CRUCCUM, the Auckland University Students' Association's newspaper, is to be published weekly this year.

This was approved in principle by the Auckland Executive on 13 January. CRUCCUM and SALIENT will be the only weekly student newspapers in 1970. CRITIC, from Otago, is unlikely to be published weekly for some time and CANTA, Canterbury University's newspaper, will be a fortnightly again this year.

The question of weekly publication of CANTA in 1970 was ruled at Canter-
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"Hello Chris."
"What are they after?"
"See you in ten minutes."
"CIB raid on a suspected firebug in Wainuiomata. Want to come?"

Twenty minutes, some confusion over film, and we were on the motorway.

It was well past the Wainui bowl — about seven miles along the narrow road between the hills toward Cape Palliser. The black Vanguard with Chris and Helen turned off & read onto a dusty track dotted with piles of wire, cows and potholes. We were greeted on the riverbank opposite the house by a blue police-car (DG 1111) and a bored taxi-driver who had brought out members of the legal profession to guide the suspect.

While crossing the ramshackle suspension bridge, I couldn’t help thinking of the possibility of a crazed arsonist snipping from the windows of the house which I could see through the trees on the other bank. However it wasn’t East Side — West Side — the sun sunned, the sky blue, and white butterflies fluttered.

The house had been borrowed from the set of Bonnie and Clyde: a high sloping roof, low veranda, door plumb in the middle and a window on each side. A couple of waggon-wheels had ground to a halt in the dust at the front, between the house and the river. The lawyer and the clerk were clicking strictly to the script — sitting on old chairs on the veranda reading magazines.

Helen — acting as camera woman — went inside to take some shots of the jobs in action. The lawyer confirmed the existence of a search warrant. A Bob Dylan album thumbed out in the room to the left. As we sat down by the front door, a track on the record finished and for the next sixteen minutes or so Desolation Row provided a superb musical backdrop for the half-hearted search that was going on inside.

In a few minutes we got our first look at the suspect. Short, swarthy, lank black hair, about twenty-six. He asked for a cigarette. The lawyer finished reading NEWSWEEK and announced that he was leaving. The suspect offered him a coat that was hanging on a nail on the veranda.

"I’d better not take that," the lawyer said, "it’s one of theirs."

The coat slipped from the suspect’s hand and fell to the ground.

We entered to watch them searching the room on the right. There were three of them, looming large in the small room. A large unmade iron bed was receiving the attention of the boss. He bore a frightening resemblance to Maigret’s sidekick. Another, a blond, was rifling through an untidy suitcase on the floor. The third was looking at some posters on the wall. One was an EVENING POST billboard which asked: "Attempt to burn Security Headquarters?" Another — one of Chris’ efforts — exhorted us all to vote for Guy Fawkes, "the only man to enter Parliament with honest intentions."

I wandered into the bedroom on the left. Windows on two sides with a large open fire-place on one wall next to which was hung a large pair of bellows. I wondered whether they’d be produced in Court. She blazed from between two mounted deer heads. Above the stereo was a large bookcase . . . Byron, History of the French Revolution, Encyclopaedia of Love, Marzou, Longfellow . . .

The police had moved to the kit-chen. Suspect was urging them not to forget the attic. Maigret’s man shook a soap powder packet and then rocked a large bowl of dirty water from side to side but failed to find a submerged confession.

Suspect explained that a large reel of wire by the oven was to be used to rewire the house. An expensive tool-kit belonged to someone else living in the house. Suspect appeared to have forgotten his name — there were so many people coming and going. The police would have to ask the owner of the tool-kit that wouldn’t they? Maigret’s man smiled patiently and explained that he would difficulty asking the owner his name if he didn’t know who he was. Suspect shrugged.

We moved to the front door. Chris was outside with the butterflies. The CIB men went on searching. Maigret’s man tapped the tool-kit speculatively with the tip of his finger and lit a cigarette. He strode into the bedroom, selected a pair of trou, a jersey and some shoes. Suspect asked if he’d get them back when the charge was laid.

“What charge? I haven’t mentioned any charge.”

The suspect looked uneasy. They asked him where he’d brought the shoes — they were new. He couldn’t remember. Yes, he supposed he could show them where. No, he’d give them directions instead.

“Could I speak to you alone or do you want your support?” asked MM, giving us the ’bloody student’ look.

“Witnesses,” said Chris, loudly. Suspect wanted witnesses.

The blond took the clothes.

Where can I get in touch with you," said MM through his grin.

“It’ll be around.”

“I’ll find you.”

They left, city suits contrasting violently with the rustic decay. They stopped by Chris’ Vanguard and took the number of our car. MM waved. Suspect kicked over a rusty bell and posed for us on the veranda.

Les wrote it. No time for proper corrections — hope there aren’t too many errors.
Mr Talboys, you are a more senior member of Cabinet than Mr Kinna was. Does your Cabinet seniority mean that the Government now attaches more importance to matters of education?

I would interpret it as suggesting that the Government attaches a very great deal of importance to education. I can't see that there's much value in trying to measure what is more than this and what is less than that.

But you are fourth in Cabinet seniority and this is quite a significant upgrading for the portfolio...

Well, this is certainly the way I would interpret it. Generally speaking, I think New Zealand - like most other communities - naturally attaches increasing importance to education.

Do you feel that that will be reflected by the direction of more of our national resources into education?

We have been making a continually increasing contribution of the national resources into education and I have no doubt whatsoever that this process will still continue. I hope it will continue at an increasing rate. Inevitably we are faced with an increasing amount of expenditure in education. What is happening here - as everywhere else - is that there is an ever-increasing demand. It's not just an increasing demand in individual fields but a demand that the changes taking place in society must be met. It must be met both for the satisfaction of the individual - so that he has a sense of personal fulfilment, which to me is the important thing - and also if you are going to get a maximisation of the potential of the economy. But to me the key is the full satisfaction that the individual is enabled to enjoy - his sense of fulfilment.

Are you satisfied with the rate at which investments in education have been increasing since, say, 1960?

I am satisfied that it has been increasing at a very considerable rate but nobody is ever completely satisfied with it. I never use the word 'satisfied'. More will be done but I think you must look at it in perspective. After all, we have certain resources available to us in New Zealand and though we are in the fortunate state of not being in the same demand as most other highly industrialised societies. I think there is a constantly reassessed order of priorities. For instance, a situation develops from time to time where if you try to put up new buildings it is not money but whether there are then available other things to do that are more urgent.

The Minister of Finance has seen himself as a man who has to arbitrate between the competing sectors of the economy and has made it clear that he doesn't mind using his unexpended spending that he can foresee the time when he would have to say 'Stop' - I cannot finance that.

But, yes, that is the job that Government does: it orders priorities to determine whether we are going to spend here or whether we are going to spend there.

Do you have the feeling that the time might be coming in the foreseeable future when you would have to say 'Stop'. We can't finance any further development?

I don't foresee it. What do you mean by 'further'? If you are talking in terms of the next few years, I certainly don't foresee it. We will continue to make an increasing investment in education. There is no doubt about it.

The Minister of Finance has singled out the university system as a specific area where efficiencies and economies could be made. Do you agree with this assessment?

I have no doubt that there can be greater efficiencies and I've no doubt that there can be economies but don't ask me to identify them. I can't.

But do you see your role as Ministers of Education as a man who will be looking for these efficiencies and economies or as a man who will be fighting for...?

I shall be fighting for both because I've got a very real interest in the well-being of New Zealand. I've got a very real interest in the well-being of the student and the contribution that the university can make to his development and, in turn, the contribution that as an educated person he can make to the development of New Zealand. Do you mean that I must take one of two options? Either I am interested in efficiency and economy - and economy does not necessarily mean that you will reduce your expenditure - or am I interested in promoting education. I am interested in both and I don't see them as being alternatives. What I am interested in doing is making sure that those who can use the opportunity to attend a university have that opportunity.

Yes at the same time we have a failure rate which, according to one estimate, costs the country ten million dollars a year. Do you regard this as inevitable waste?

I think that if you are going to have open entry - and I certainly am in favour of an open entry system - then it is inevitable that you will have some who do not like the grade. But this is not something, surely, that Government can change by some magic formula. To a very real extent this depends on the attitude of the student himself. What I see happening is that with the development of other institutions such as technical institutes, an increasing proportion of those who might today go to university will exist other institutions instead. I am sure that this will be to their benefit and to the benefit of society and the economy.

So you don't really see any departure from the open entry system but perhaps we will have institutions which are more suited to the abilities of individuals.

Yes, I think so. There will be courses more suited to the abilities of some individuals who today don't make the grade. Consider tertiary institutions in Britain, for example. They have a low failure rate but it's pretty tough to get into the university. Now, maybe this is the choice but I know which one I ops for.

Open entry?

Yes.

Would you consider increasing bursaries and other means of assistance to students so that we can get the number of graduates we are going to need?

I am always prepared to listen to a presentation on bursaries and they have been reviewed from time to time and will continue to be reviewed. But I am not convinced. I'm not talking about the immediate adequacy of the bursary support. But the general argument: I don't know that the level of bursaries determines whether or not people fail. I would not promise that every request for a review of bursaries is going to be met, however.

A survey conducted by NZUSA last year showed that the average full-time female student earned about $150 less than the average full-time male student during the second term of residence. On the basis of this, do you think there are grounds to review the bursaries given to female students?

You say that was a new piece of information that was just discovered last year.

The survey was conducted last year.

When I was at university I imagined that exactly the same set of circumstances existed. I imagine that it has existed for many years.

Just because the situation has existed in the past does not necessarily mean that it is equitable today. Would you be prepared to consider raising the level of bursaries given to female students?

I have had many propositions put to me from time to time in the other portfolio. I have and I can assure you of this - and I don't say it lightly either - that I have always been prepared to consider such proposals, that I add that this does not mean that I have not been undertaking that every proposition will be met or that every proposition will have my support. But I am certainly prepared to thoroughly investigate any proposition.

I would like to turn now to questions of concern to university administrators. The staff-student ratio seems to be a particularly matter of concern at the moment. The ratio would seem to be unfavourable by comparison with Australia and Britain. How do you feel your staff has managed to cope with such a high priority problem should be tackled?

Well, I don't know what the exact figures are but I know that in Britain, for instance, they are having a close look at their staff-student ratios. In fact, I think that quite recently the proposition has been put to me that they won't be able to continue to afford that level. I am told that staff-student ratio is now improving. They have improved and will continue to improve.

Do you think that increased salaries are the answer?

I am certain that salaries are part of the answer.

Would you say that salaries are the highest priority or would you think that there are other means of recruiting staff that could be just as important?

I think there are a whole lot of considerations in this, aren't there? - salaries, conditions, opportunities for research. Obviously money is important, there is no question of this, but I would not care to determine whether one is two points more important than the other and I don't think you would either. What we have done is to meet in full the request of the University Grants Committee. They came up with their proposal for the quinquennial grants and that was met in full. Everything else that they asked for was given.

Ten years ago the Parry Commission thought that salaries were a significant factor. In fact, they appear to have made it reasonably clear that they believe that a triennial review of salaries is something which everybody wants.

Well, I don't know if it's overdue. There is to be a review and I cannot forecast at this point what the outcome of that will be. And I don't think you would expect me to comment on it.

It was also suggested in the Parry Commission's report that an opportunity to undertake research is one of the attractions that universities offer students. Do you feel New Zealand universities could provide more opportunities for research?

continued on page 8
Certainly there is a greater position for research in the new grants and of course the Grants Committee has funds for research. What I sought to do in the Science portfolio and will continue to do is try to interest industry and other sectors of the economy in making funds available to the universities for research.

Will this be tagged research?

I don't think there is much point in proposing to a company that it is trying to improve its product that it should make a contribution to research just in general unless one is seeking a director and the Government has in fact encouraged this. The sort of thing that I am interested in is to see what the Pottery and Ceramic Association did in establishing its contracts with the universities — making funds available, interesting people in research. We want more of this. This will mean that there are more funds available to the universities — certainly tagged, yes. It obviously means that they will have a wider opportunity to see the funds that they have at least their total research effort will be greater.

So private industry would sponsor tagged research in one particular area of university studies, releasing funds for research in social subjects.

Not necessarily in social subjects. I am not the slightest bit interested in trying to persuade any body that all the work that is done in the university must add up to pounds, shillings and pence today, tomorrow or the next day. After all, this is not what the university is for. I am interested in engaging, in a greater extent than we have in the past, the interest of the universities in scientific research. I am interested in promoting close association between Government laboratories which are universities and building up scientific communities at, for example, Mawey, Lincoln, and at such this in Auckland where I hope there will be close association between Auckland University and a firm. There is, of course, this one field in which we can certainly build up, but there are increasing opportunities to be investigated.

Much of this scientific research work, however, would have a pay-off in pounds, shillings and pence. Do you not feel that there is also a need to stimulate research into social problems?

Yes, I think there is a need to do this, of course. Let me put it this way. There are social problems, not for us to solve, but which create opportunities and which may create opportunities and which may create new awareness as to how they spend their funds on research. I don't make those decisions. They order their priorities in this field and one of the criticisms from people who are more interested in the economists, the pollsters, and people of the economy, has been that they have not been enough university work in this field. Now once again this is a question of the order of priorities. Everybody wants to know what my feelings are about the need for work in social fields — of one of the great problems is that everybody sees this sort of question as black and white. You are either on one side or you are on the other side. What I am seeking is a greater re- search effort. I believe that if we can engage the interests of New Zealanders in problems that are real in New Zealand the time to do it is while they are at university. Another argument about them is whether they should go overseas. I think they should and it doesn't matter a damn where they think they should or not they will go because they are New Zealanders and every New Zealander that has ever come across has wanted to get over seas, simply because he is born here. They just want to go and they will both come back, but if we can engage his interests, I believe that the challenge that the graduate has is in front of him. Some problems relating to New Zealand is every bit as great an challenge that would lead him off overseas.

One can see the validity of this line of argument in relation to many of the scientific research programs but it has been a matter of some concern that research in social fields do. Do you feel it is?

My impression is that it probably does, quite frankly. I am not sufficiently familiar with this to give you a coherent answer at this point in time but as far as a general proposition I will say that I am sure there are more problems to be done. But you can say about this every aspect of every sphere of activity.

Education is one of these very difficult subjects to present a case for increased expenditure — in the sense that a man can go to the Ministry of Works and present a case for a motorway. The case has been fairly effectively presented over the last few years. I have figures on buildings, books, teaching aids, and equipment — a very big item — $72,000,000 in 1957. $13,500,000 in 1958. I think the case has been effectively stated.

Well, some of the needs you deal with in the area of the possibility of dealing with them is that one can envision everyone has been in the situation where you have thought to yourself, well, I would like to do this, then and then, but if only a whole variety of reasons that crop up you can't deal with matters in that order so you deal yourself down. Now obviously one becomes involved with a whole lot of problems. I regard the Auckland matter as an important problem. If you want to give an order of priorities, I'm afraid I can't do that.

The other area now, what is your attitude to Waikato University's claim for a $1,500,000 loan?

Well, I am interested in it but once again this is a question of priorities. There again, the unions can set aside funds for this; it is 10 per cent I don't know what order of priority they give it.

The University itself represented in case to Cabinet last year so they obviously feel it is a pretty important question.

Well, it is not important enough for them to take it out of the funds that they have available.

Are funds going to be made available to them to do it?

Well, they've got a grant.

But it didn't include funds for this purpose and they feel it should.

But then the University is autonomous in what it does with these funds. Expansion of the current building. But where is this expansion going to be?

Waitomo's coming back again this year with a further request and you'll consider it then ...

Yes.

Can you give any rough estimate as to when a fixed medical school will be established.

No, that's an honest answer — that's a straight forward answer, delete the word "honest" because everybody tells you if that is honest then everything else you say is dishonest. Don't I hate being in the ridiculous situation. A man's got to try to put a tin case every word he utters because otherwise the people who are listening to him sit there and think "ah, that damn thing off a minute, will you?"
AN IMAGINATIVE GRASP ON LIVING KNOWLEDGE

by Jack Shallcross, senior lecturer in education at Victoria University.

While people go to university? . . . to qualify for a status occupation, for social prestige, because friends are going there, for want of something else to do, to discover, to explore the mind, to learn to think, to find personal meaning, to find a suitable husband? It is seldom one of these reasons alone but there will usually be a dominant motive. J.J. Small of Canterbury University has found that vocational attitudes are widespread among New Zealand students. However, Mr. Small discovered that there are many students who are hoping that the University will be able to help them find some personal meaning.

Worse than any other motivation of learning, a university permits you to choose in fact, it forces you to do part that. Universities themselves are involved in a fairly rigidly regimented process of choosing, at least in the U.S. Because they are not quite sure about their purposes, functions and methods. Dr. Metcalf of Canterbury, writing in 1961, claimed that the aim of a university was to encourage learning and to increase knowledge. However, this is a fundamental knowledge to knowledge are rare. The more pressing problem is the encouragement of learning, what is the way and the how. Much of the energy of the student results throughout the world is related to this.

In spite of fervent and criticisms, these remarks the overriding need to get a degree. A degree is a marketable commodity. While the pursuit of degrees and the process of learning are not mutually exclusive, it is significant that the market for degrees is booming and the market for knowledge is rather less. Dr. Metcalf suggests that student clubs would be much better attended if every faculty included in its final examinations such questions as "Compare and contrast the views expressed in the U.S. the McM, and the Newman Society," or "Explain the essentials of both sides of the argument in a recent university debate."

It is not altogether surprising that Dr. Metcalf is opposed to the present competitive examination system. He thinks that it devalues the main purpose of an university because students tend to concentrate on ends rather than means and to pace their work to the examination rather than to the year. If a major function of a university is the encouragement of learning, the examination system ought to be that which best achieves it. This argument continues universities appear to be moving towards a system of cumulative assessment which places less emphasis on a final examination and more on a variety of assessments throughout the year. One of the problems faced by those students who have been conditioned in their earlier schooling is external examinations and who have some reluctance in accepting responsibility for their own learning. Too many students have experienced wanting to soak up pre-digested material and being less concerned with what they do with it rather than how they obtain it.

Happily, many students have resisted this conditioning. Last year, the World Student Christian Federation held a conference in Turku, Finland, on the purposes and means of university education. Amongst the many differing opinions and attitudes expressed, the following statement was given support:

"A further justification for clubs of action was stated at Turku. UNIVERSITY TODAY THROUGHOUT Much of the world have become, or are becoming, universities for excellence of education. All present education leaders in their own capacities to the world partner and further into the world the last part of this century. Unfortunately, we are the leaders of the new imperialism."

Hard words. But spoken in the belief that it is possible, that it is possible, to add to the extent that this derives from a search for an ethical basis to public and international behaviour, it has much in common with the similar search for an ethical basis for education.

How to become committed to academic objectivity and also to worldly affairs is a nice problem. But if universities are to avoid becoming part of the politics of destruction they must somehow shake themselves, or be shaken out of their present "postures of society." Universities will become either vital communities with a clear ethical purpose or mere factories in the production chain. Yet, even at their worst, universities encourage and try to live by certain distinct values and qualities. To a greater or lesser degree, the following qualities and values infect those who spend time in a university:

the ability to think clearly;
the ability to grasp principles and concepts;
the capacity to assess evidence, a certain intellectual curiosity;
continuing scepticism; a concern for accuracy;
regard for imagination; a sense of taste and discrimination.

Of these, the most important in my opinion are the ability to think clearly and to discriminate. Another way of expressing the same is: a university should prepare its students to think for themselves. How then should this be done? It is not with the help of some outside institution or person, but with the help of the students themselves. Students who enter universities should be educated to think for themselves. This means that they should be helped to see that they are not living in a vacuum, that their actions are part of a larger whole. The problem of the university is to provide an environment in which students can learn to think for themselves. This is not an easy task, but it is essential if the university is to fulfill its purpose.

SRC Committee Chairman

Nominations are hereby called for Chairman of the special committees of the Student Representative Council:

National Affairs Committee International Affairs Committee Education Committee Accommodation Committee Public Relations Committee Social Committee House Committee

Nominations must be made by nomination form obtainable from the Association Office and should be submitted in the nomination box on the Office counter.

Nominations close at 5 p.m. on Thursday 12 March.

Nominations may be withdrawn at any time up until 4.30 p.m. on Friday 13 March.

The Chairman will be elected by vote at the meeting of the Student Representative Council on Tuesday afternoon, 19 March in the University Union Room, 5.30 p.m.

Note: The meeting of the Student Representative Council on September 1967 will be held in the University Union Room, 5.30 p.m. Friday 19 March.

Denis Phelps
Secretary

Returning Officer

Applications are hereby called for the position of Returning Officer for the Executive by-elections to be held in early April. Applicants will be expected to begin work after April 15. Applications will be welcomed at any time until 4.30 p.m., 19 April.

Applications close with the underwriting of up to $30 will be paid.

Applications must be submitted at 4.30 p.m., 19 March, at the Student's Association Office.
That exception was the Seamen's Union. Led (driven might be a better word) by Walsh, who had organized the isolation of the wharves in 1951 as the chief brains of the FOL, the Seamen's Union had a deeply divided personality. It was divided into two separate bodies—organized workers and unorganized workers—and, if there was any organization, it was not strong enough to hold the force of its smaller peak union against the FOL. It was by doing precisely what the FOL, under Walsh, had done that the Seamen's Union from its own universal organizing campaign as a quid pro quo for the help Walsh had given in drawing the wharfers.

The Seamen's Union, Walsh would have been left without power-base in the trade union movement.

Today, the wharfers seem to be as insecure as they have ever been, and so do the seamen. Walsh is nearly seven years dead, and the single employer of New Zealand seamen. But if the number and ultimately men controlled overseas, and its owners have a minor interest in individual control. Over the years they have axed services to other countries, three ships off the trans-Pacific run in 1958 alone, and the last ship off the Antipodes in 1963. They haven't interested in maintaining jobs for New Zealand sailors, and direct services for New Zealand coasters' implicit of the FOL.

If the policy advocated by the Minister of Marine had been put into effect in 1957, and the Union Company had been nationalized as they did not allow to slip into the hands of Leadenhall Street, we might still have a thriving international fleet homing on New Zealand waters.

Militant unionism has been traditionally endemic in the maritime industry, and fairly obviously still is. The fact is that you can't hire squadrons of gunboats or employ together without their becoming actively aware of their identity as employees, and that awareness is really all that so-called militant trade unionism amounts to.

The Union Company thought it had done for militant unionism in 1890 when it smashed the Maritime Council. It had, too; for the moment. But by 1913 the unions of wharves and seamen were back in business, as strong and militant as before, this time amalgamated under the name of the Red Sea. So the Company had another go, and smashed that. But by the post-World War II period, the wharves were still militant, and had thrown up leaders like Barnes and Hall, who talked exactly like the leaders of the Maritime and the Red Sea before them. Only this time there were certain differences in the situation.

For one thing, although highly confident in their own strength, the waterfronts were isolated from the bulk of the trade union movement, and were, therefore, in a far stronger position to use their strength. In 1913, the organization of the waterfronts had been far more complete. The company had been far more firmly established. The leaders of the waterfronts were "in favor of the state securing the place of labor that they sought, to which the Union Company becoming a national concern."

It is hard to imagine big overseas combines being particularly interested in smashing unionism in another fringe of civilization, whose additions to their costs of operation must have been a very minor irritant in the contest of the bigger ships against the lesser. But the Union Company's isolation of the waterfront was so complete, that the manufacture of the 1951 waterfront disruption did as that of Barlow and Ball. This is much made quite clear in Dr Michael Bostock's forthcoming book on the dispute. And in 1913, the waterfronts' power was far greater, with the weight of the union on the waterfront being, ignoring every opportunity for a compromise, pushing the dispute on to the bitter end to wring every last drop of cheap labor that could be had from it.

In their isolation from the rest of the trade union movement, waterfront unionism, a militant unionism, was setting targets for the campaigns of the rest of the union movement. It was only its almost incredible obduracy—call it, if you like, or courage, it adds up to the same thing—and the like-made them stick it out for so long. But in the end their union was no longer a fortress in which to go together with the unions of all the other militant unions to isolate them, with one conspicuous exception.

One of the ways in which the Company's attenuated interest finds expression is in a scandalously casual and outmoded industrial policy. Nobody in New Zealand is finally responsible, to nobody cares. The Company, along with other overseas shipping companies using our port facilities, solemnly promised the waterfront union a few years ago that, before any moves were made for the containerization of cargo from our ports, there would be the "fullest pre-consultation" with the union to ensure the protection of waterfronters' employment. The whole of the wharf hold-up could have been avoided if what ever was being done had been made by the shipowners to honor that promise. The pretense managed to present the whole affair as a demarcation dispute between unions —wharves versus storemen and packers—and no doubt the inherent bureaucratic structure of the union movement contributed its note to the trouble. But that wasn't the real trouble. The principal responsibility lay fair and square with the shipowners. They're in a business shifting cargo for profit. Cargo comes in varying forms and amounts, subject to contract with foreign firms, and log ships (some steamers sail from electors, hand-carts to forklifts, are included into pressed pallets and container units) are contracted for to increase profitability. But the shipowners also contract with the wharf companies who represent their Labour force—the guys who actually do the work. And they have to these guys at least a great responsibility as to how they act as business customers. But the company in question, despite the promise to consult the unions on the container question, seems to have sprung the first shipment of condensed milk for Japan when the wharfers were still 'interior stop without warning' and thus was under a direct threat of certain stupidity rather than in dark decline. The whole dispute that scroched the headlines over the summer was relatively unimportant.

Smaller companies accepted a roster operated by the Seamen's Union for some time before it was apparently accepted by the Union Company. But the Company, as always shelled on the deal. The idea of a ready-made crew virtually provided by the Union was considered to breach the traditional right of the Ship's Master to choose his own crew. After all, caps, Sir Francis Drake did.

Deck officers didn't seem to mind —
IMMEDIATE PAST PRESIDENTS REPORT ON THE TWO UNIONS

Peter Reiser, 1969 NZUSA President

Since its unambiguous beginnings in 1928, NZUSA, the national union of students, has come a long way. Today it is involved in many activities which are directly or indirectly related to the needs and wants of New Zealand students. It operates a professional training scheme, publishes FOCUS, a national magazine of high standard, and is engaged in a study of how far to add to the material benefits it can confer on students. Through its activities, it conducts research into problems of higher education, represents the student viewpoint on education and other matters to the Government, its Government Departments and to other bodies. It frequently takes up the grievances of individual students. It organises seminars, conferences and takes part in a large number of organisations which have widely varying objectives. It maintains contacts with overseas student unions and international student bodies and also provides the means by which New Zealand students may become active members of the international union of students. More than this, on many occasions constituent members of NZUSA have blamed the Association for what were basically the failings of the members themselves. Twice a year, constituents come together to form NZUSA's Council, and it is here that the Association’s activities for the coming six months are decided. Only too frequently do constituent Students’ Associations promote or undertake some task which is promptly forgotten. NZUSA is too often blamed for such failures on the part of constituents.

I say this with the major reservation that NZUSA – as an organisation – has made mistakes. It does sometimes neglect to do its members’ bidding. In general terms, however, I feel that those constituents seem to be doing the right functions. But it could do more, much more, if constituents (and some are more forward-looking than others) were willing to see the organisation as something more than a twice-yearly meeting of student politicians.

NZUSA is potentially a strong and respected group in the New Zealand community. And the stronger it is and the more respected it is, the more it can do for its members. To give an example, most constituent NZUSA’s have $1 to $2 per student each year on their local student newspaper. Let us focus each New Zealand student 1.9 cents last year. And constituents still complained about the cost! So money is one story.

With more money (not a lot), the Association could diversify. Its staff, especially the President, are expected to be Jacks-of-all-trades. Nobody in those circumstances could expect them to be masters of any as well.

Just as important as financial support is the moral backing the Association receives from its constituents. I could instance many examples – too lengthy to be related here – where a worthwhile project has failed because constituents have shown reluctance. This does not earn us friends, and it makes rather than strengthens the organisation.

In all, I believe the students of New Zealand deserve responsible, strong representation at the national level. They need a competent, professionally-run organisation to help them to gain maximum material advantages. I don’t see them getting either of these things as long as local support for the national Association is half-hearted.

I should add in closing that while I have stressed the shortcomings of some constituent members of NZUSA, I know of many instances where constituents have acted very creditably in respect of the Association. I simply feel these occasions are too few and far between.

The Association must further ensure that services are available to cater for important nonacademic requirements. Facilities such as the Student Union Building, the Association Office and suitable canteens catering for non-academic activities are essential in bringing fullness to university life. Last year, despite a contrary recommendation from the Finance Advisory Committee, it was shown that the Cultural Council could administer its own funds—which included over $1000 from the New Zealand Student Cultural activity, in particular, needs still must be more development and more funds.

No one would deny that the Association has a great diversity of activity. How successful it will be in any one area will ultimately depend on the students who make up its membership.

MARGOT was officially adopted last year as the Association’s official literary magazine and should contribute well to a culturally poor society. SALIENT has been produced weekly over the last two years. If we are to get the quality we expect from a student newspaper, SALIENT production needs to be rationalised and those involved paid more adequately. If these measures fail to ensure consistent quality, the only alternative would be to revert to fortnightly production.

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Dr A.J.W. Taylor, formerly Head of the Student Counselling Service of the University of Tasmania, now a Professor of Clinical Psychology here, presented a report to the University Council towards the end of last year on his over six years’ report. Dr Taylor made a number of interesting observations on student demonstrations in the United Kingdom and United States. Some extracts from Dr Taylor’s report follow:

Students in many British universities complained that the staff was out of touch with them, but that could not be said of the students at this University because there were unruled demonstrations in the new universities where the staff/student contact was very good. Perhaps too great a proportion of potential demonstrators was drawn together in the new universities by the prospect of a progressive educational policy, and they felt they had to establish their identity as rebels in the eyes of students elsewhere. As an academic visitor during the ’strike’ at L.S.E., I saw staff/student relationships at their best and at their worst, and the staff tried to negotiate between the disaffected and the administration, and they engageded enthusiasm among their students by organizing student demonstrations in out-of-the-way places. At their worst, some of the staff were relatively uninterested in the cause of the students because they had no alternative but to destroy it. They were not interested in education, not the politics of education, but they were Emily Zanet in politics and power. They selected the universities for their prime targets because they were so vulnerable to physical attack, and their plan was to turn their attention towards other social institutions in due course. They were confident that new institutions would emerge from the ruins of the old, with none of the chronic maladies that had previously beset them.

There were no data on the militant students, but they seemed to me to be from the upper middle class in England, for they were post-graduate American students. They began to put their anarcho-plan into operation by trying to convert themselves from the middle to the working class—much to the dismay of the real working class who had an army of social nihilists. They chanted slogans such as ‘Revolution is the Carnival of the Masses’, and ‘The use of authority perverses, and subject them to humiliation and degradation, and they pretended to have no leaders. They selected one statue after another as if in a game of chess that was calculated to bring them into conflict until finally they could change the balance of power. They did not care whether their administrators were progressive or reactionary because they were seeking political power no matter how it was used. Indeed, the reactionary opponents were preferred to the progressive because they were unlikely to investigate any complaints. The militant students were insensitive and dishonest; an apparent issue would retard their revolutionary cause and force them to seek other plausible issues for provoking anarchy.

The militant students at L.S.E. were so fanatical by January 1968 that nobody could have challenged their minds. Hence, the administration tried to control their irrational destructive behaviour while responding to the demands of the moderate students for some responsibility in university affairs. Unfortunately, the administration made concessions on the student suggestions for some protective steel gates erected, and succeeded in accommodating the students. However, the subsequent closure of the School did not seem to give everyone the chance to reconsider events and to plan afresh. The administration decided to be firm during the strike and introduced an element of vitality in the teaching that was not weakened by water on parched soil.

In the United States, the demands of students were key figures in difficult negotiations on matters of policy between the University, faculties, and administrators, and they facilitated the appointment of counselling from minority groups as occasion arose. A few universities also appointed ombudsmen to settle specific grievances of which the students complained, but they too could not solve widespread discontent nor could they relieve the staff of its administrative and teaching responsibilities.

In America, as in Britain, some of the university staff was quite out of touch with students and their problems, but their remoteness was more understandable because of the absence of any authority in academic life. As a matter of fact, many American academicians were as remote from their colleagues as they were from their students because of the size of their departments. The planners had not given sufficient attention to the optimum sizes of a university, a university department, and of a teaching group. Some academicians had lost interest in teaching because they found it difficult to establish viable groups of students. Others had succumbed to the temptation of producing research papers that had more merit on their promotion than had their teaching. Those who concentrated upon research were aware that they were contributing to the status of their institutions, as well as to their coffee, by the research grants they were attracting. Many universities looked forward to receiving an administrating bounty from research grants to supplement their normal budgets, and they paid insufficient attention to the content of the research for which the grants were made. As a result, the universities jeopardized their cherished status as independent educational institutions, and academics compromised the rights of academic freedom for which they had vigorously fought during the McCarthy era.

Academic freedom is a cherished principle that helps to safeguard the rights of university staff to take an independent stand on public issues. In the past, the principle had been confined to matters of tenure (Johnson, 1967), but it could have been applied to matters of research. Had this been done, the academic community might have seen that it had compromised the independent status of universities by concentrating upon research of a military or industrial rather than educational or scientific character. Few academics raised questions about the research of their universities on defoliants, early warning radar, counter-espionage, and atomic bombs (Didgeley, 1964). It was left to the students to ask the universities to focus upon research that was socially constructive and reconstructive rather than destructive. Socially constructive research was never more needed, as a graduate of a Massachusetts institute of technology, than when he told me that rationality had brought a technology that humanity could not control.

From the speed with which various university research departments switched the nature of their research, it must be assumed that the students had stirred the conscience of the faculty. This was the first time a U.S. Department of State to conduct the Government’s research, the conflict of research interests might not have arisen. Time and again I thought that the Department of Scientific and Industrial Research in New Zealand and its counterparts in the United Kingdom and Australia had used the Commonwealth universities from some of the troubles that beset American academicians. Many would support the idea that academic freedom is the right and obligation to study and to conduct research, the results of which may be expressed without fear, and to safeguard the educational integrity and independence of a university.

A number of American scholars and research workers were aware of the major problems that beset their universities and they were trying hard to solve them (Ewert, 1968; Lavine and Nelson, 1968; Tonsiong, 1968; Tyler, 1968). Many reported that they had not ignored the early warnings of Myrdal (1944) and Blumen (1958), but they were currently attending to Keniston (1965, 1968) and Lipset and Wolf, (1965). They could not be blamed for ignoring the warnings, because even Sanford (1962) in the most definitive study of American colleges had not forecast the growth of the radical movement. When the struggle was actually in progress it was too late for the apathetic and anxious academics to suggest even short-term solutions for restoring the calm. Instead, the university authorities seemed to capitulate too readily to the demands of militant students. Had the academics not been so steadfast in maintaining the scholastic tradition of individual autonomy, they might have been able to work together as a team to counter the offensive. In the event, there was a sharp division between the university administration and the faculty, and disunity among the faculty itself. The staff rebelled to the streets with the protesting students, the reactionaries clamoring to power, and the moderates either preserved a political silence or kept away from the campus altogether. One academic passed the laconic remark that the faculty in loco parentis had long since become the faculty in absentia.

From my observations, I would say that the manner in which some of the staff reacted was as much a function of their personalities as of their situation. In future, more attention must be given to the personal qualities of stability, enthusiasm, loyalty, and responsibility of academics as well as to the quality of their degrees. New members of staff must be encouraged to develop teaching skills, and the more experienced to undertake refresher courses. Teachers have an obligation to preserve the right relation between their duties to students, colleagues, universities, their subjects, and the community. The university authorities should decide but if it is kept in mind from time to time conscientiously, it is more likely to be decided properly than if it were left to chance. Also, an effort should be spared to combine the academicians and the
Student protest in Britain & America

administrators into a team to work with students. The universities can solve educational problems, even if society will not solve their group. If they do not, the demonstrations will continue, and the groups of reactionary politicians may try to take control of the universities by the absence of a "correct order." (Eisenhower et al., 1969). The outcome will be far from satisfactory, as the Californian administrative boards will abandon the police and troops to use guns and gas on the students at Berkeley.

University administration was no snipe. In America, the presidents were required to act as scholars, building administrators, clergy, police officers, lobbyists, recruiters, and battle commanders. Little wonder that their turnover was high, and that in June 1969 there were 30 presidential posts vacant.

The following job description for a university president in the Los Angeles Times contained too much truth to be as realistic as the columnists intended:

'It helped: Mature man, must be willing to work 90 hours a week in an academic setting. Duties include dealing with student groups, radicals, students, ambitious faculty, rate alumini. Also public relations and fund raising.'

University presidents and vice-cancellors were facing pressures that they and their predecessors had not encountered. Presidents were offered some experience of group conflict in short courses that they had taken at the American Association of University Presidents, but they might also have benefited from some experience in executive positions in companies or in other political groups. They were not prepared to meet the weather-beaten administrators who did their colleagues a service by writing about campus combat for several liberal periodicals (e.g., College Management, N.A.S.P.A.J., Education at Berkeley, 1966, Student in Higher Education, 1968). Similar material was presented by student welfare personnel at a conference on the social situation (Berkeley, 1968). The student protests, however, continued to face the force of protest. The protests helped to balance the issue by their point of view: 'For better or for worse' (and Cole and Hale, 1967; Aron et al., 1968; Crisin at San Francisco State, 1969), and the general population was kept informed about the dramatic events through the daily press, radio, television, and weekly magazines.

Many students in America shared the complaints of the faculty. They felt alienated in universities that were governed by institutions with over twenty thousand students, rather like overcrowded supermarkets in which the vigorous might obtain their requirements at the expense of the timid. If the students were able to create a sense of belonging to the university, they would be more inclined to retain a sense of belonging to the university, and help to build the social powers of leadership. Some of them less than a year ago began to respond to the social problems of the underprivileged by staffing free medical clinics, legal aid centers, and social work agencies. Perhaps their professional elders might follow in the altruism of the example and become less aversive to social problems. Perhaps more psychologists might be inspired to address themselves to the personal and social problems of our time instead of focusing inner conflicts and the enforcement of the irrelevance of values upon society. (e.g., the presidential address to the Western Psychological Association. Beckley professor was not about student rights but the co-operative behavior of five dogs and the chauvinist belief that he devised for them receptive bitch)

The black students were from underprivileged groups and they doubted the revolutionary socialist of the affluent S.D.S. They had found a corporate identity for themselves during the course of protest, and they were determined to take their place as equal partners with the whites when they were ready. It was ironic that, having won the right for complete integration, the black students were now forced to segregate themselves in the universities. They were setting themselves apart from a team as a power group, to work out a strategy, and to establish their power to control and cohesion. When they came to face an apprehensive white community, they made inspections demands for facilities, staff, and equal treatment, and boked no opposition. They insisted that the proportion of black to white students must be increased, and they secured them to get the best, to the ones promising candidates - notwithstanding low scores on the culturally biased scholastic aptitude test taken in 1969. They forced the faculty to conduct university courses in Afro-American history and Swahili through the summer. They introduced other courses on 'food and' exploitation that were less academic but emotionally significant for them. Their tactics were more revolutionary than they were being adopted by the once once-tempered Mexican American and American Indian students. (Bender, 1968).

The Yippies began an extension of the Hippie movement, but they thrived on violent and fantastic behavior, i.e.,

There is no doubt about it. We're going to wreck this society. If we don't then society is going to wreck it itself, so we might as well have fun doing it.

(Walker, et. al. p. 29)

and We've got to get crazy... 'cause that's the only way we're gonna beat them. (ibid., 1968, p. 32)

They were as irresponsible and drunk as a typical hard bookstock. They did not seem to be students, but people from their mid-twenties who roamed freely around campuses to no good purpose.

The bookstock, however, was not one people in America looked back to the Hippie students with some regret, because the Hippie students had been passive and considerate towards other people. They had lived on the efflorescence of an affluent society in their attempt to destroy a society in a different way, which they felt civilization had envirorned. They complained of the anonymity, conformity, automation, and environmental pollution, and since their demonstrations in 1965 they had left the metropolitin centres and had gone to country communes where

SCM Bookstock

During enrolment and orientation, the Student Christian Movement is operating the usual second hard bookstock, enabling students a 'Christian' lifestyle and pur- chase books for the current year.

The bookstock will again be located in the lower of Lecture Block and will be open between 10.15 a.m. and 5 p.m. Books in- tended for sale may be handed in on Wednesday, 18 February through to Tues- day, 3 March, and those brought in before the selling day of the subject under which they are classified will have a better opportuni- ty of being sold. Textbooks for the various faculties will be sold on the following dates:

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Comm & Admin | Mar 2

All Faculties | Mar 4 - 6

SCM claims a 10% commission on sales. This money is used for work among students both in Australia and overseas.

As responsibility will not be taken by SCM for students buying the wrong book or an obsolete edition, it is best to use the Calendar or your department first if there is any doubt.

Cheques in payment for books sold, to- gether with any unused books, will be handed back from March 11 to March 13.

Books for USP

While you will again be able to sell your second-hand textbooks through the Student Christian Movement's bookstock, we would encourage you to consider donating your books to the University of the South Pacific (USP). If you cannot afford to do this, please at least give any unsold books to USP. The SCM and the Student Christian Movement except any books donated to USP and the SCM will also send on to USP any unsold books which you may wish to donate. Make it perfectly clear that you wish the books concerned to be given to the USP.

The range of books needed by USP in- cludes books related to arts, science and social science subjects, novels and other fictional matter, non-fiction and magazines. Sets of back numbers of periodicals related to subjects in the science, social science and arts fields will also be purchased.
they could be relatively undisturbed in their search for existential and mystical truths. They were still dependent upon drugs, but they were excelling rather than abusing LSD because of its harmful consequences. They were not waiting for the drug to be scientifically evaluated!

**References**


*Crisis* at San Francisco State. Insight Publications, San Francisco, California, 1969.


The Students in Higher Education. The Harris Foundation, New Haven, Connecticut, 1968.


**CHRISTMAS SALES BOOMING**

Bells are hinging and cash registers are ringing gaily in Wellington stores. The Christmas rush has begun and beaming sales managers state that trade has never been better.

"The present-buying public is selective and choosy, which is good to see," one merchandiser said. "The goods are there and the price is not stopping them. It seems that cultured pearls are back in a big way - necklaces, bracelets and ear-rings are disappearing like hot cakes. Imported perfumes are in great demand. So are gift sets of lingerie and table linen.

Many lines of glassware are already sold out and sales of swim suits are phenomenal.

Family groups are putting together for the purchase of a lastling present to "Mum". Refrigerators, washing machines and television sets are favourite gifts chosen by such groups.

A toy shop proprietor reported that teenagers are buying monster teddy bears and bunnies at $28 each without batting an eyelid and fluffy, flop-eared dogs were next in favouritism.

Bicycle sales are up on last year and dolls from 10 cents to $20 are in great demand.

Iced Christmas cakes have "started to move rapidly", and so have Christmas puddings.

"It's noticeable that people are going for the 7c cakes," the manageress of a home-made cake shop said. "We'll have to make another batch this weekend."

"Only person not madly busy in one store visi
ted was Santa Claus. He worked builds up when the schools break up," a salesman said. "He hasn't lost his voice yet - that's a catastrophe reserved for the last shopping week."

Even bank managers agree that this Christmas will be "a boomer".

We'd like to believe that some of you at least would think we were putting you on if we told you that the trap above was printed - apparently as a news story - on the front page of The Dominion on 1 December last year. Here's a quotation for next Christmas: "It is only by not paying one's bills that one can hope to live in the memory of the commercial classes." - OSCAR WILDE.
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The Story of the Blues is the most important blues record ever made. To the serious blues enthusiast, who will probably have many of the tracks on this double album already, there may be other milestones. But to those who are only very interested in the blues and aren’t fanatic, this is an all-but-definitive cross-section of the blues styles and includes some of the best-known artists.

The collection was compiled by the well-known blues authority, Paul Oliver, whose contribution to the subject is extensive and includes several books and documentary field recordings. For an explanation of The Story of the Blues, I’ll quote from Oliver’s liner notes:

Now that the blues has become a major influence on popular music of the world it is easy to overlook its importance as a twentieth century folk art form. Pioneers in the United States. A generation is growing up which associates the sounds of the blues with the music made by groups of young people playing amplification or performing in harmonica in a manner substantially the same in San Francisco, London or Tokyo. This collection attempts to sketch the background of its musical history, from its origins in the Southern states of America to its final phase at an independent music created by the members of a segregated minority.

Side One of the first album, titled Origins of the Blues, opens with a postcard of a legendary blueswoman and singer of the African origin of the blues.

The track is followed by singer Mississippi John Hurt recorded in 1928 with Stack-O-Lee Blues, a song well known in Chicago. One can compare with his recent recording of this ballad, Hurt’s very distinctive finger style has altered very little, and I feel the original recording showed a distinctly white vocal style. It is difficult to isolate the outstanding tracks on this album.

Midge Marsden reviews

...but one of my favourites is Blind Willie McTell, the notable Geogia bluesman, singing Travelin’ Blues. McTell imitates both a train and a human voice, with a slide on his 12-string guitar. This elusive character recorded a large number of blues songs on many different labels, using various pseudonyms to avoid contractual problems.

Charley Patton, regarded by many as Father of the Blues, was an intensely powerful and influential Mississippi bluesman and his Stony Point Blues is typical of his style.

Blind Lemon Jefferson and Leadbelly should no need introduction to readers of legendary blues figures. Lemon’s Black Snake Moan is sung with poetic sexual imagery, while Leadbelly’s Prisoner of Love is a well-knonwn classic of all music styles and a well appreciated artist. Sings a fine blues, Pig Meat Pappa, with his usual driving rhythm.

Texas Alexander comes from outside Lomina, Texas, and is rare example of a blues singer who does not play an instrument. His vocal style, based on heavy rhythmic field work and songs, made accommodation difficult. Guitarist Lonnie Johnson, who played on many of Alexander’s recordings including this track, Broken Yo Yo, adopts an almost entirely melodic background with a simple rhythmic imitation of Alexander’s voice.

The last track on this side is a blues ballad, Pega Leg Hawley’s Broke and Henry’s Blues is a simple up-tempo rowdy blues. His vocal and guitar is supported here by a wailing fiddle. Pega Leg, a heavy white man, was known to be a slave at Atlanta where he and his Gang played for many years.

Side Two of the first album is entitled Blues and Entertainments and deals with the light-hearted side of Negro life. It is introduced by brothers Brother Pete and Charlie Hicks, who entertained the customers of the Drive Inn in New York. They accompany their question-and-answer lyric routine with a harmonica and an unusual accented guitar style. Robert Hicks, by the way, is a popular artist in his own right recording under the name of Barbacue Bob.

The blues was also an important dance music — many small groups played in the bars and barrelhouses and danced to the beat of the vocal and guitar and Eddie Anthony, vocal and fiddle, and Illgeous with the Georgia Memphis Jug Band. Dangerous Woman and the Memphis Jug Band, led by Will Shade, with Geter Womble also more along at a great pace. These were typical of the harmonica and simple music popular during the 20’s and 30’s.

The third track on this side is by the outstanding Empress was Beside Smith. Her jazz-styled phrasing and down home But Carr’s melancholy voice on Midnight Hour Blues still retains the blues feel.

Chicago-born pianist Jimmy Yancey accompanies vocalist Paul Smith on East St Louis Blues - a variation of Leroy Carr’s famous blues.

Pete Wattersaw, vocal and piano, wholeheartedly welcome legalized zoom in 1933 with Good Whiskey Blues. He helped along by Casey Bill, who plays some beautiful slide guitar. The next track has a local color with a social comment blues, It’s P.A. Blues, and once again that same old ring in evidence. Windy City Straggler Bill Lake introduced me to the music of bluesman Bo Carter early last year. But in the next track, Jerry Feelin’ Blues, Carter expresses a sad voice with some sentiment Mississippi playing. The Delta guitar genius Robert Johnson developed an astounding instrumental and vocal method which suited his emotional and sentimental beliefs. His Little Queen of Spades is one of the few remaining Johnson tracks not previously released.

The distinctive “Dobro” guitar of Bukka White combines well with Wabash Sam’s percussive on the guttered Parchman Farm Blues. Bukka spent a considerable time in that notorious prison and apparently, when his release was secured, he didn’t want to leave because the prison governor liked his music so much.

The story of the blues is well packaged with excellent liner notes by Paul Oliver, and each track has details of recording locations, dates, labels, original issue numbers and background on the personalities.

Some of the thirty-two tracks are very rare and previously unreleased — the total playing time is over two hours. Outstanding tracks are Blind Willie McTell’s Traveller Blues, Leroy Carr and Screamer Blackwell’s Midnight Hour Blues, Pete Wattersaw’s Good Whiskey Blues, Casey Bill’s K.P. A. Blues, Robert Johnson’s Little Queen of Spades, Memphis Minnie’s Me and My Chauffeur Blues, Big Bill Broonzy is accredited to Mississippi John Hurt.

This album is a must! Buy it.

Midge Marsden wishes to thank Bob Child for his assistance in the preparation of this review.
The Visual Arts In New Zealand

The Queen Elizabeth II Arts Council has called a conference — known as Arts Conference 70 — for April 10-12 this year with the aim of which are as follows:

1. To make an assessment of the arts in New Zealand as they stand today and to prepare a blueprint for the next decade.
2. To quantify objectives and define these as falling within the scope of the Council, itself, Government Departments, the NZBC, local authorities and other sectors.
3. To provide information on the degree of public and private involvement in the arts.
4. To provide an open forum for the exchange of ideas.
5. To make projections into the future on the basis of the information obtained.
6. To endeavour to reach agreement on the broad needs of the arts in general.
7. To endeavour to set the arts within the general economic picture as part of our development as a nation.

In the following article, the Director of the National Art Gallery, Melvin Day, considers the state of visual arts in New Zealand today and discusses some of the problems which have arisen in this area of the arts. We shall publish articles on drama, literature, and music in future issues of SALIENT prior to Arts Conference to provide some background to the sort of problems that are likely to be raised there.

I suppose it is reasonable to say that, Polynesian art forms apart, there has been a history of art in New Zealand for 200 years. I am, of course, taking as continued next page

Pauline Swain comments on the Interim Report of the Board of Health Committee on drug abuse and drug dependency in New Zealand

The first report of the Blake-Palmer Committee on drug dependence and drug abuse in New Zealand has now been published. Practically adopting a middle-of-the-road and almost non-committal line, the report recommends no relaxation of the controls on pot.

The Committee does concede there are "strong influences working towards the establishment of a more permissive approach to the use of drugs in New Zealand." And it has obviously made a close study of the Wootton Report and the British and local submissions by experts like Dr. J.R.E. Dobson, head of psychiatric medicine at the North Canterbury Hospital Board. But it does not recommend any change in legal penalties for marijuana or any other drug offences; it even uses the word "enlightened" to describe present penal provisions. In Britain, penalties have been lowered and there is legislation under preparation to change the offence of possession from a felony to a misdemeanor. There are similar moves for relaxation of the law relating to marijuana offenders in the United States. In New Zealand however, "the committee are unanimous that the relaxing of legislative control on the use of marijuana at this stage would be irresponsible."

While stating that it is unfair to stereotype a drug abuser as "morally deprived," the Report virtually rejects possession of marijuana as committing a serious evil, by moral standards. Although it notes that there is an increasing tendency to consider marijuana separately from hard drugs in the mass media, the Report itself contains no definitive conclusion or recommendation to that effect. Either, its tone suggests that marijuana is more dangerous than the short-term surveys it would indicate. There are frequent comparisons between marijuana and alcohol. The Committee believes that if a community is prepared to sanction a drug with potential abuse by a minority, then that drug should be alcohol — largely on the grounds that alcohol is the evil we like (Committee) know. The Report also states that whereas the strenghts of alcoholic drinks can be easily standardized, this is not so with marijuana. A major objection to the drug is on this point: what knowledge of what strength, potency or quality is going to turn up in the next referee? The Committee doesn't, and apparently has not judged marijuana in the context of state surveillance which it did with alcohol.

Mentioning police powers of search under the 1965 Narcotics Act, the members of the Committee endorse these powers as being one of the more effective ways to prevent illegal drug trafficking. A widening of the Vice Squad, relating to narcotics investigation at least, is also recommended. The Report is in the interest of the psychiatric care of drug abusers: "drug abuse is more a psychiatric than a pharmacological problem." The recommendations refer to this, suggesting a psychiatric assessment of every drug offender coming before the courts. The overburdened state of mental health facilities and scarcity of qualified personnel already existing render this idea, though it's laudable enough, impractical — at least as things are now. Cross your fingers that the authorities don't interpret the Report's emphasis on psychiatric care as license to put all drug abusers where they find alcohol now — in mental hospitals.

The Report is inconclusive. It is neither harsh nor progressive. But at least it is only an Interim Report. Anyone concerned about the drug situation in New Zealand now has an opportunity to see the way officialdom is thinking. The Committee will call for further submissions, and this would be the time to point forward reasoned arguments in areas that need more thought by the Blake-Palmer Ten.

BURSARIES LEADING TO CAREERS IN THE DAIRY INDUSTRY

There is an expanding need for qualified scientists to be directly involved with manufacturing dairy products in New Zealand in the drive for new markets. This new scheme, which is being sponsored by the N.Z. Dairy Board, N.Z. Dairy Companies and the Department of Agriculture, offers students:

(a) bursaries from the second year of their degree course and then
(b) an intensive one-year post-graduate training course on dairy manufacturing at the Dairy Research Institute, Palmerston North on full salary.

On completion of the course graduates take up employment in the N.Z. Dairy Industry.

Applications are invited from students studying for the following degrees:

* B.Sc. and M.Sc. in the physical and biological sciences.
* B. Tech (Food).
* B.E. or degrees relevant to dairy manufacturing.

STUDENT BURSARIES are available to complete degrees (after which graduates enter the training course). Applications for these bursaries close on 31 March 1970.

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For further information and application forms please write to:—

Secretary, Board of Management, Dairy Industry Degree Bursary Scheme, P.O. Box 417, Wellington.

Application forms and general information may be obtained also from your University Appointments Officer.
The problem of contemporary art education is very great compared with earlier ages. The English schools in the latter part of the 19th century, for instance, attempted to evolve a system of art teaching which would take into account the effects of the Machine Age. If the lesson of that society is followed we must be as sure as possible what it is we want of our artists. As an example of this I should like to briefly examine one of our educational problems — the training of art teachers. Since 1965 there have been 104 Fine Arts graduates from Elam in Auckland, and 119 Fine Arts graduates from Canterbury, a total of 223. The number of Fine Arts graduates (including a small number of uncompleted diploma) who went to Teachers’ Colleges is as follows: Auckland, 91 students and Canterbury, 40. This shows that approximately 60% of Fine Arts students move into the field of art teaching. Does this suggest that economic pressures force them into this work or does it mean that most Fine Arts graduates want to teach other people “all about art”? In either case, this seems a very roundabout and expensive way to train art teachers. It also suggests that the present educational system exists for the purpose of qualifying people to teach others, for no well defined purpose, then we are in trouble.

In general, what has happened so far has not been very satisfactory from the artists’ or society’s viewpoint. There has been an enormous general education which has meant a lack of tension existing between the art and the client. An example of this tension would be the clash between Julius II and Michelangelo. Further consideration of this point would lead over to a great deal, but an indication of the problem facing our art educators should show us that this is a difficult question.

Summarising, then, I suggest that the whole of the art education programme in New Zealand needs re-assessing in order that it fits well within our social pattern. We must be quite sure what “all about art” want from our artists, while they, in turn, must feel that they form a vital part in our society. To train artists who are also loose to train other artists for no particular reason is the quickest and surest way to debase the profession.

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If Marshall MacLuhan regards television as a cool medium surely there would be many in New Zealand who would regard the local offering as frigid. Frigid in the sense of being both unresponsive and unattractive. This is hardly surprising when one considers the forced marriage of a domineering British mother to a moronic American father which brought forth a bouncy Kiwi bastard attracting attention about 20% of the time.

At the risk of labouring the image, there seems little doubt that the child, repulsive though it may have been, was born into an environment which was in parts more than moderately hostile. Nobody of any standing praised it. Quite the reverse. It was seen as a threat by its elders who unfortunately were in a position to attack simply by ignoring its existence.

Yet today the NZBC is no more repulsive than it was and, unlike its elders, is showing some signs of growing up. Maybe it deserves con- tractive credit and at the very least it deserves attention. That is what this column in future issues hopes to achieve.

Rather than merely gauge an initial reaction to a particular TV feature in isolation, it is hoped to throw the whole changing panorama into relief of a kind. At the most basic level the NZBC’s sense of balance when time-slooting the imported feature and the home- grown product can be a study in itself. (Example — Tom Jones following the kid’s pro- grammes while Lou and Simon clog up the peak hour). More important however is the comparison of techniques with an eye to the future television being that sort of medium — ephem- eral but ever present).

New Zealand is a fairly late starter in the television stakes. She has much leeway to make up but anyone who watched the shambles of the BBC in the early fifties will know how quickly ground can be gained — particularly with the injection of competition. Nor can it be overemphasised that a leharchic mass of ‘viewers’ who only view but never see will be the biggest stumbling block to progress. After all we have at the present time the government and press we deserve. In many ways television could prove to be the most proactive sector for innovation. I hope that the end of the year will provide an opportunity to record that progress has been made.
RANDOM RAMBLINGS ABOUT A RIGHT GOOD REVIEW

by George Webby

Ever reviewed a play six weeks after the event? I have a feeling six weeks after is not the whole thing becomes a melange of pleasurable moments, irrelevant details (such as sitting next to the irrepressible Fred Page — where does that man get his youth from? His wicked sense of humour? His ability to make one feel enjoyable when in his company?), distorted recollection, and memory-blackouts.

And how was I to know, when writing to David Smith to thank him for the show, that the pianist in the small dance like man, Deirdre Tarrant’s ‘revue’ did. I got a little bored with the girls’ dog-paddle movement, but I loved them for everything else. So did Fred. Fred and I both loved them. I was a little disappointed with the back-up of the men in the Brown and White Minstrels. Some of those steps that go on and on and on! This was one occasion the dancing was too good for the material that was being satirised.

I went on the second night and was rather surprised, comparing the size with last year, how large the audience was. It is about a good show sure travels fast. The cast was still having some trouble with their royal ‘Coronation Street’ and very funny number — but I expect (reviewers have to say this at least once in their column) this was toned out as the season went on.

What a long way Bill Evans has come. Didn’t think him so funny last year. (My review of his production earlier in the season, last year even less funny.) But he has a respectable contrabassist. He has material and, what is more important, his audience. Probably the best of it. (Of course I hate saying this. Wouldn’t you hate being the victim of a hollow comment? But must always say what you always say.)

You have guessed it all right, you clever lot. I am writing this without the aid of a programme. That’s why I can’t put a name to all the solo stuff with the guitar, even though the name will come back to me in the dark reaches of the night, and even thought I thought it all of an extraordinarily high calibre. The mood that was created. Hardy seems nice to suggest that we were treated to exactly one item too many.

Would have liked to see more of David. He is a funny chap, even though he elects to have his last name a fairly narrow range of comedy. He was certainly the best thing in In View Of The Circumstances. Not being a star, I suppose he received less rehearsal than the others, and didn’t have his Own Thing completely laundered out of him.

How do I know that it is the best review I have seen in some time? Because I have been in lots of reviews, that’s why, and I have seen lots of them, that’s why, and even if the finale was bad, it wasn’t as excruciatingly bad as so many finales can be (last year for instance).

What a refreshing change to go to a play where the cast appeared to like the people they were playing to, where the entertain- ment of us, not themselves, was their primary importance. If the girls this year weren’t all in, as good as the boys, that’s how it goes. Although the little Chinese girl could have stepped right out of the Golf Harris chorus line. For all I know, she didn’t. That’s the way it goes — anyone else steps out of line, and they’ve had it. This may not be a good review, but it’s a hell of a lot of fun to write. And it’s making me psychologically happy (and who doesn’t enjoy their manic phases?) causing all this confusion about review and review and review.

I missed the node scene. I blinked rapidly in preparation, getting, as it were, my blinks out of the way, but when what some crucial mis-timing by the cast, I flunked the course. Generally, though, the timing (oh, how subtly I return to the raison d’etre for this article) was of a high order. High caliber. Professional standard. What ever phrase it is that reviewers use to describe something that was pretty good. Felixiotus would be a good word, but I’ve used it higher up.

Yes, dear hearts, those of you who stayed at home missed a good show. Fred and I both thought it a good show. And I would take his opinion before I took my own. Come to think of it, why wasn’t he asked to write this review? He’s a witty draco.

I hope the show was well received when it went down South, and that everyone had a good time. They deserved it. So let’s all stand on our seats and cheer David Smith and his writers and his actors and his dancers and his musicians and that clever Bill Turner in the lighting box, but, most of all, let’s cheer David Smith.

Drama Society POLITICS

Christmas Revue was one of the best student productions this University in a number of years. Even more startling than the outstanding quality of the production, however, was the fact that the show even appeared at all. When we heard, a week before the first performance that relations between the Producer of Revue, Dave Smith, and the President and Committee members of the Drama Society were such that the Committee had not even made booking arrangements for the show, we asked Bill Evans, a member of the cast of Revue, former Drama Club Committee member, to comment:

That Dave Smith, who produced the Drama Society’s successful Christmas Revue last year, should have been interested in calling a Special General Meeting of the Society in an attempt to unseat the Executive Committee with whom he was in agreement, is not so extraordinary when one is familiar with the Committee.

When the Drama Society was the Drama Club, I was a Committee member for about four or five weeks. That Committee was elected to office during referenda for All’s Well That Ends Well, the first major production last year. After the show finished, Dick Johnstone, the play’s producer, gave the programme to myself and I was surprised with the kind of help it had given and that he wanted to discuss those feelings in public before a meeting of members. I was keen and pushed this idea, because his criticisms were largely just and should have been heard. There was an informal meeting at the old Downstairs, and following the meeting, the SGGM was called, during which a new Committee came into office and the Drama Club became the Drama Society.

Useful criticisms were made to start with and, as some old committee members were reluctant to admit them, the proponents of reform became more determined and less reasonable. Sides seemed to be drawn up, the old Committee was asked to resign (or perhaps directed, I forget now), and new elections were held. The two more consistent members, the meeting room leaders, as the majority there wished. Greater activity and more efficiency were expected to result from a new system of election. The SGGM of the Committee. A member of the University staff was to be invited to join the committee, play-readings and poetry-readings were to be held, the Theatres section of the Committee became the committee to be founded and instead of four she was only fair to let them prove themselves. After all, by their fruits etc.

Now, it is true that few on the Committee had had previous experience, and true that the last two terms are not fruitful times for student activity, and it does indeed take a while for any group to find their feet, but this Committee had so much enthusiasm going for it and so much confidence in itself (they had declared their intention of devoting all the time necessary to accomplish things properly) that it was not unfair to expect some activity to justify this, even if on a modest scale to start with.

To my mind, the Committee has failed to justify its existence. The first play they decided to present was After The Rain. I really don’t know how most aspects of the production went. The publicity for the play, however, was better than the evening. The play was commented on (it was said something to the effect that the play was good enough for those not to have been an air of secrecy about the proceedings). It’s obvious that publicity is important, particularly in the case of a new play from a new author. I understand that Alick Shaw was the Committee member who should have managed the publicity, and I think his failure was largely responsible for the humiliating small audiences the show received — there were thirty-five people in the audience on opening night.

CONTINUED NEXT PAGE
You're Gonna Die Bloody
by Andrew Wilson

There is a new breed of western in town. Boniie and Clyde is not only an interesting Sundance Interests. It is not recent west. Butch Cassidy and the Sundance Kid (set about 1900) and The Wild Bunch (act 1914) are both preoccupied with violence, a certain kind of nostalgia for the plying of an era and a breed of men, and with a lingering ideal that outlaws are fascinating, charming, basically innocent and childlike people. Admittedly, Butch is a charming tale about a couple of hapless hoodlums, but with The Wild Bunch Sam Peckinpah has made the most violent and gray gun-fighting film you will ever see to want.

It opens and closes on a couple of magnificently filmed bloodbaths and in between are there enough scenes of torture, callousness (never complete without out-popping bits) and mutilated ambushes to turn off the most dedicated violence voyeur. The tension in watching this madness should not be underestimated. When the smoke cleared after the final gunfight, the audience were laughing out of pure relief and not at the blood-bloody-storms swerved over the square. Despite this deliberate anti-cinematicism — rather like using a Gatling to kill a great — the film has a curious sentimentality all its own. There is a grim pride and a certain golden wash of nostalgia for "them good old days" (shown in flashback and just as bloody). The Bunch, led by William Holden and Ernest Borgnine, have a kind of freedom from ideological commitments. Their men are independent survivors with an eye for the main chance; they have a symbolism of "If you can't stick with a man then you'll do something some kind of animal"); and they carry with them their own sense of innocence which Holden realizes that the way for their kind of violence is passing. "We gotta think beyond guns. Them days are going fast," but he knows equally well that his habits have become inflexible and that he must die as he has lived. He admits with gritty pride: "I wouldn't have it any other way.

There is an important contrasting incident set in a Mexican village which is gently and lyrically photographed. The change to greens and golds in the colouring, the language of the cutting and the plaintive Mexican love song on the soundtrack (remarkably like the Mantle) are background music to the deceitful innocence of children. Earlier we were shown the town children as innocent murderers of another and the whole life of a man which, initiated and do cruelty without relating to the reality of the suffer- ing. At the fiesta, the two mainstays of the Bunch become a love affair. An old Mexican watches and muses something to the effect that all men want to be children at heart, perhaps too much so.

This making excuse for the "innocence of blood" and "they know what they do" is a dangerous and apathetic misunderstanding of reality. But the Bunch must live through their cycle of pride and pain, like on extinct breed of animal. At the end, Robert Ryan, the lone就行er, joins another more wretched local gang; writing negligently, "It ain't what you used to be but it'll do." Brutality and cold-eyed sentimentality are inseparable.

The certainty of death for the main characters underlines the wryly comic tragedy Butch Cassidy and the Sundance Kid (George Roy Hill 1969); its main charm is in the playful offhand dialogue which rides the undercurrent of inevitable ambush with bitter, sweet irony. There is an ingratiating friendship between the brisk and talkative Butch (Paul Newman) and the schematically laconic Sundance (Robert Redford). Butch and Clyde is an obvious godfather to this film for we again have a parade of interchangeable alternatives to their way of life, being nudged by circumstances into following an inevitably fatal course. They are only dimly aware of this, even less aware of their reputation as vicious outlaws (after all, they are such nice guys), and seem to live in perpetual wonderment at the kill and persistence of their pursuers.

Violence is relatively low key, after the Wild Bunch, except for one scene where the two shoot down a small band of bandits. They fall in slow motion amid huge clouds of dust with a single scream on the soundtrack. Ironically, this happens on their first attempt at going straight and is the first time Butch has shot anyone. They are painless, their deaths to the loot the bandits were sharing. "We've tried going straight. What do we do now?" Good question. The answer is to keep running from those guardians of the good society who intend to kill off the two wise cracking outlaws we have come to like so much. But the postmodern expression of this charming crew, not to forget a fine performance by Katherine Ross as Etta Place, Sundance's girlfriend, is pointedly ironic. The hard truth is spoken by an old but sympathetic sheriff: "You're gonna die bloody and the only thing you can do is pick when." But that nasty inevitability is saturated with such elegiac beauty in the dramatic ride with Newman and Ross to the sole background of "Reindeer keep falling on, my head," which causes that the film succeeds on these lyrical personifications.

Eric Hooper, a New Zealand writer is now a true cut of actor overseas, or a big is New Zealand in the latter part of the year. He was invited to Victoria by the Drama Society which was prominent by the English Department to invite him, and while he gave lectures on World Theatre and classes in acting. You probably didn't hear about the acting classes, no matter how interested you might have been. Tim Groser, the Committee member responsible for the Members' Newsletter, wasn't able to send one out in time it was being used on a play of Downstage. A note was sent round to Stages 1 and 2 English classes, however, and people who could attend the show were up on their marks. Fewer actually came to the course than those who had earlier indicated they would attend and, of those who did attend, some dropped out during it. Mr. Hooper's work was of a high standard, and he deserved better treatment than this.

The Committee seems naturally to measure success in terms of money. The first Newsletter they issued was concerned with information on their latest and profits. Yet I think that the fact that they paid out $110 after a threat of court stand sooner to duplicate is rights for their production After the Rain shows that this concern with money was less the sign of an assured handling of accounts, than of an effort to seem around.

Now I don't, and never did, think that the Drama Club Committee was on perfect. I do think that it was better than the present one, and should have handled the year better in every way. It was planning, and had actually held, activities for the whole membership such as discussion evenings, classes and play readings. As far as I am aware, the present Committee has never had a dis- cussion evening, and has mounted only one play reading, involving three members of the Committee. Some mem- bers of the Committee have been absent in activity at Downstage. Six productions there at least have been grazed by committee members like Tim Groser, Felicity Day, Alysha Shaw and John Banas and Committee President Paul Holmes.

When Dick Johnstone worked with the Club he was discontented with the old Committee, as I understand it he often found it disorganized, inefficient, even irrespon- sible. When Dave Smith produced Christmas Revue at the end of last year, he found the new Committee to be disorganized, inefficient and irresponsible — and without any enthusiasm or initiative, as well.

There were many irritating little things such as the Committee's failure to arrange bookings with the DTC, leaving the Producer to find a band, and losing the bookings at Nelson, where the show went on tour after the Wellington performances. Before the show, Soc- iety President Paul Holmes told Dave Smith that he felt Dave was only connected with Christmas Revue "for the sake of it" and that he could get out of it, and that the Committee didn't give a damn if the show never opened. Against the offensiveness of Holmes' attitude, this is a ridicu- lously irresponsible attitude toward a show with a bud- get of $500.600.

The Drama Society Committee need not have made such a mess of everything. If they had co-operated with the University staff onto the Committee which is what they agreed to at the SGM, and if the students had recommended a committee that the Committee could have got to do their enthusiasm could have been channelled more effectively, they may have not been so self-centered, even arrogant, when Victoria is to be the host University for Arts Festival, the Drama Society and the student body as a whole should not with to see an incompetent group representing the office. Let me make it clear that I think well of most of the Committee members, some of whom have valuable contributions to make. Under a strong President and working with a University Staff member (or even one can find who is willing to do the job) the Drama Society could have a highly successful year.

Drama Society President Paul Holmes: Dave Smith was only involved in Christmas Revue "for what he could get out of it".
MAGAZINE BRANDED AS 'FILTH' — SALES BANNED

Mrs Mary McDermott of Johnsonville was "sickened and disgusted" when she "glanced at a current issue of MASSKERADE 69 which accidentally came into my hands". She considered that the magazine was obscene, blasphemous and sacrilegious. "Its depraved contents", Mrs McDermott said, "would make Satan blush with shame".

Mrs McDermott was just one of the many people who wrote to a local newspaper about MASSKERADE 69. Eventually, the magazine was referred to the Indecent Publications Tribunal by, of all bodies, the Professional Board of Massey University. This action, which must have damaged student-staff relations at Massey, is not wholly inexplicable. Where- as revolutionaries such as R.B. O'Brien and I.D. Campbell are sufficiently rare at Victoria for some progressive action to be taken here from time to time, the Massey academic staff is almost completely without sympathy for the student point of view.

Which is not to suggest that the behaviour of student officials at Massey is in any way calculated to further the interests of students through other than trivial "incremental reforms". Massey student politicians have adopted a posture of obsequiousness to the administration and academic staff to the point that one wonders how any of them manage to communicate their existence to the Council and the Professional Board, let alone any "demands". The MASSKERADE debacle was, therefore, interesting as much for the light it threw on staff-student relations at Massey as for any insights it gave into the workings of the Indecent Publications Tribunal.

Massey students were represented at the Tribunal hearing by Urp Taylor, immediate past-President of the Students' Association, and Robert Anderson, President since July. Taylor told the Tribunal that while three censors—a clergyman, a housewife and a lawyer—had considered material for MASSKERADE, their power of veto was "unfortunately not conveyed to them". "On many occasions their opinions were listened to but not followed, but in some instances they were followed," said Taylor. While sellers of the magazine were instructed not to sell copies to school pupils, Taylor said he "wouldn't be surprised if a considerable number of copies were found in the hands of secondary school students". Taylor also said that, in his opinion, the 3,000 unused copies of MASSKERADE held by the Massey Students' Association should not be sold even if the Tribunal did not declare the magazine to be indecent.

It is difficult to see how Taylor's evidence could have done any other than prejudice the case of the Students' Association. Robert Anderson was a little more positive when he came to give evidence, but neither he nor Taylor could be said to have provided a justification—however superficial—for the publications of a capping magazine in any form. Anderson told the Tribunal that "steps are being taken to ensure adequate censorship of the magazine in the future". Such statements were a sad concession of the Prosecution's contention that some of the material in MASSKERADE should not have been published.

In its decision, the Tribunal declared that MASSKERADE 69 was "indecent in the hands of people under the age of 17 years..." The Tribunal's impression of the magazine was one of "Roth's liberal erotica..." "The whole and its picture, its content is coarse in conception and crude in expression. It is gross and revolt against the subject of sex in a gross or repulsive manner. The factor is false in religious form and attitudes, and the scope of its topics involves disgust, bestiality and racial prejudice undoubtedly make this magazine which offends against the normal standard of propriety and good taste..."

All of which was fair enough. MASSKERADE 69 was as worthless a publication as the magazine had been in any previous year. While it is the best-selling capping magazine in New Zealand, MASSKERADE is that in which one can most reliably expect to find a complete dearth of humour—let alone satirical content of any merit whatsoever. Students here have been fortunate in that the satirical and humorous content of Victoria's CAPPAHAD has, in recent years at least, attuned quite a high standard—CAPPAHAD profits, from 1970, will be used to finance those Capping Week activities which are directly related to work done for charity. MASSKERADE profits, suitable enough, have been used to pay for a sports centre.

The Prosecution sought in its case to establish "some standards to which capping magazines must conform." The Tribunal admitted that, while its judgment would "provide a guide to acceptable standards", any decision it might make "cannot forestall mass distribution of another magazine and no decision, subsequent to distribution, can recall the copies sold..." So the capping magazines are safe. Robert Anderson is still President at Massey. There is not the slightest suggestion that MASSKERADE 70 will be any more worthwhile a publication than any of its predecessors. There's got to be a message in this somewhere.

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