

## On the Road Again

Photo of a student sit-in protesting education cuts

## EXEC Elections

Agrarian images including wheat and bee hive

*Nominations are called for the following positions on V.U.W.S.A. Executive 1977:*

- *President*
- *Man Vice President*
- *Woman Vice President*
- *Secretary*
- *Treasurer*
- *Cultural Affairs*
- *Sports*
- *Accommodation*
- *Publication*
- *S.R.C. Coordinator*

*Positions will be filled by an election to be held on August 10th and August 11th 1976*

[Nominations close Wednesday 28th July, 1976 at 4.30pm]

*Nomination forms and information concerning the elections can be obtained at the Students Association Office.*

*Bernard Randall,  
Returning Officer.*

## To Whom it May Concern

I, Robert Nicholas McLean, wish to inform all and sundry that I, as with other members of the students computer society have, from time to time, assisted various members of the University staff and students with their computing interests, since such assistance is an avowed intention of the computer society, if not of the University itself. This sort of notice should, of course, be unnecessary but it has come to my attention that certain persons are apparently incapable of comprehending such a relationship of mutual exchange in that they have been snooping around various people disc files in the hope of finding evidence that could be used against us.

Such behaviours is especially offensive because the supposed miscreants have not had an opportunity to explain the "evidence" indicting them as it has been kep for private comment. This kind of back stabbing is more suited to a police state or a jungle rather than to a University and I hope that this declaration will prevent any future exercises in futility. '

R.N. McLean, pres., students computer society.

Assessment Week is from 2nd - 6th August. Meeting on Monday in the Board Room from 122pm To Discuss Final Arrangements, all Welcome.

## Cambodian Photo Exhibition

This week, courtesy of NZSAC and Cultural Affairs there will be an exhibition of photographs by Terence White taken just prior to the Khmer takeover. Terence White, from Gisborne, worked for Care in Phnom-Penh for 10 months prior to the US evacuation and Khmer takeover and was the last New Zealander left in Cambodia. He was evacuated on the last day of the capitalist regime.

The exhibition will be in the Theatre Foyer Wednesday July 28, Thursday July 29, and Friday July 30 from 10am - 3.30pm

# Notice to Sports Clubs

Time is running out for travel bookings to Winter Tournament.

To qualify for group travel discounts, all forms must be in at the Studass Office by 2.00 pm on Monday, 2nd August.

## Salient Notes

So commenced the trial of Gerard 'Che Guevara' Couper, alleged on the night of 22 July to have mechanistically stabbed diminutive Lindy Cassidy 368 times through the duodenum in one of his wild fits or rage. Acting for the Crown were Leonie Morris and Bruce Ribinson, pleased that they had already determined the outcome of the trial by a quick glance at the popular 'Every person's guide to collecting Scalp' written around 1850 by an obscure German named James Robb. David Murray and Anthony Ward represented the defendant, although the trial was punctuated by frequent outbursts caused by the ideological furore that emanated from their corner of the courtroom.

By Tuesday the first witness had taken the stand. It was the beady-eyed Gyles Beckford, who gave extensive evidence on the effects of bursary levels on Rose Desmone and Neil Gray. Cross examination failed to determine whether the link was a causal or relatively autonomous one, and lead to Peter Thrush renouncing the student cause muttering something about "the management of money".

The second witness was Lynn Peck, whose attempts to copy Nadia Comencimeant drastic medical attention from Martin Doyle. Weilding a cunning scalpel was Mike Stevens. The witness was finally carried off singing Cuban revolutionary songs by Gary Lewis and John Bowden.

Lionel Klee testified that he took photographs of the alleged scene of the alleged crime. Defence counsel successfully argued that the photos were taken in entirely the wrong problematic, and sent Kevin Swann and Matt Nolan completely off to sleep.

Richard Mays then arrived with a copy of a letter that he claimed the defendant had sent to Rachel Scott in Peking. Pat Bartle admitted to having typed the offending document, and Ryall had edited it. The Crown then summed up its case, of one murder plus one breach of privilege equally one charge of treason. Defence suggested this displayed the inability of the Crown to do maths (especially reductions) properly.

Throughout the proceedings, the accused maintained the need to put politics in command and increase student bursaries, but as noone was listening, being far more concerned with points of technique, he wrapped himself up in a parcel to Wanganui Newspapers and was copied 5,500 times. Police report a stunning increase in the crime rate.

P.S. The Salient staff was not convinced of the sincerity of the sudden burst of activity this week from Rose Desmond. The big character posters have remained up on the Salient walls!

Salient is edited by Lindy Cassidy, Leonie Morris and Pat Bartle with a little help from John Ryall who wastes too much time talking instead of working, published by Victoria University of Wellington Students' Association, and printed by Wanganui Newspapers, Drews Lane. Wanganui.

Say NO to nuclear warships DEMONSTRATION: SEMINAR: PICKET : Friday, August 6th. Assemble Bunny St, 7.00 pm. Sunday August 8th. Union Hall, 1.30 pm When the ships come to Wellington. Watch for details.

let me help you make a little money go a whole lot further If you need a little help and advice on how to make your money go further while you're at varsity, see Richard Starke at the Wellington Branch of the BNZ Richard knows the sort of money problems you're going to be involved with as a student and he II be pleased to give you all the assistance and advice that's possible Apart from the BNZ services like cheque and savings accounts, free automatic savings facility, the Nationwide Account, travellers' cheques and so on, there are two particular BNZ services that a lot of students have found very useful. BNZ Educational Loans The great thing about these is their flexibility. You can take one out for a few days, to tide you over a rough spot till the end of term or you can borrow on the long term and plan things out over the years you're at varsity. BNZ Consulting Service Free, helpful advice on practically any financial matter from people who understand money and how it works And just by the way there's another good reason for banking with the Bank of New Zealand, it's the only trading bank wholly owned by the people of New Zealand Call at the BNZ on campus office and fix up a time for a chat with Richard Starke Or phone him direct at the BNZ Wellington Branch. Cm Lambton and Customhouse Quays Phone 725-099 ext 702 BANK OF NEW ZEALAND Wholly owned by the people of New Zealand

# Battling on Bursaries

## ***Scenes from Friday's Bursary March Photos by Lionel Klee***

1,2,3,4... We need much more!

## **SGM Excites Students**

### **Special General Meeting**

by Gary Lewis

A poorly attended Special General Meeting on Wednesday was held to discuss two motions concerning the appointment of a second Research officer for the NZUSA.

The general idea according to Dave Tripe and Tony Ward was to have a non political appointee research in the areas of welfare and accomodation. At the moment General Vice-President Tripe (NZUSA) is responsible but seems to have too much on his plate and to ensure some sort of continuity in this field, a non political officer would not have to worry about elections every twelve months.

"What am I voting for?"

Little interest in the meeting by those attending was marked by a radio tuned to the Olympics and a general apathy pervaded to the extent that although divisions were called by those voting against, no-one spoke against either motion.

The chairperson was obviously disturbed by the lack of participation. Aagaard was heard to say, "Thats difficult, I'd say it passed." Tripe noted that an initial survey at Auckland University showed that 80% of students avoided dental care because of very high fees.

Another officer would research New Zealand wide into this type of problem. Apparently its illegal for a student health service to offer dental care. Good for the dentists, no doubt.

The second motion marginally increased the NZUSA levy to \$1.60. That's only an increase of five cents.

Those lucky enough to attend (numbering around 100) voted by majority to pass both motions and resistance was hardly concerted. Although not a world shattering policy decision, David Tripe now can devote more time to nuclear protests and to lobbying for the lowering of the drinking age.

And now, hopefully, students will be better served in the areas of welfare and accomodation, specifically health, dentistry and child care.

A full time non political appointee researching into these things can provide the information needed to prove our case.

Drawing of Snoopy

Victoria needs a team of students to compete in a forthcoming quiz series called..... " UNIVERSITY CHALLENGE " On Television One. Contestants needn't be gun students but should have a broad general knowledge, a sense of humour and be quick with answers. A team consists of four students plus one reserve. If you or your friends are interested in taking part in the programme, contact the Studass office immediately. HURRY! Closing date for entries 1st August.

salient has shown that: We have the cheapest food. Burgers 45c - 80c Hotdogs 30c Milk - Shakes 25 - 35c Posters 75c - \$250 Toasted Sandwiches 30c Pies 30c - 40c Cakes 150, 18c Rolls 25c Kelburn Park Store

HP - 25 Novus 4525 HEWLETT - PACKARD and NOVUS CALCULATORS in stock at HP 21. HP 22. HP 25 VICTORIA BOOK CENTRE Mathematician, Statistician. Financier 15 MOUNT ST. PHONE 729-585

## ***Food for Thought***

by Salient investigative reporter Gerard Couper

As you will know, if you went to last week's SRC the cafe has made a loss of \$32 500 in the period to the end of June this year. With the losses from previous years this is an accumulated loss of \$50,000.

The reasons for this year's loss can be broken down as follows:

- An Attempt by the Catering Manager to Provide Low Cost, High Quality Food.

In previous years food was all made off the premises and sold in the cafe with a one or two cent markup. This meant the cafe had no control over either quality or price of the food sold, and also that the food was inevitably dearer than anywhere else. This year however, the new Catering Manager, Gerry Berens, has attempted to solve this problem by preparing all food on the premises including cakes, pies, and sandwiches. (I will examine student dissatisfaction with the price and quality later on in this article. However, this has cost a lot of money because of:

- Huge rises in the price of raw materials - 34% for food and 67% for electricity.
- Necessity of employing a large number of full time qualified staff who must be employed throughout the year; if you don't guarantee this they wouldn't work for you (nor should they be expected to). The large number of staff has meant that 70% of the takings has been going on wages. One third of the staff has already been laid off. Some people have been pressing for more, however its important that we consider the rights of those we employ. Staff cutbacks also obviously means cutbacks in service, with perhaps a return to having all food made off the premises.
- Capital outlay on repairs and new equipment. This amounted to \$6000, \$3000 of which has been included in the \$32,500 loss.

## Poor Costing

This means the true value of the food sold has not been determined, and therefore some food has been selling at a loss. The classic example is the chicken which was losing the cafe 47c per piece sold. A lot of the blame for this lies with Gerry Berens, however, it is not all his fault. The large companies which supply the cafe don't send invoices until the end of the month, and as they aren't legally obliged to inform their clients of price rises, these aren't discovered until the invoices arrive. Until you know what things cost you, you can't do adequate costing. Somehow this has to be rectified; it means making sure the foods cost is ascertained when it is delivered.

## Bad Accounting

This is tied up with the costing problem. Because there haven't been separate capital expenditure and trading accounts; and because of this, shop and cafe expenditure haven't been separated it has been impossible to find out where losses have been occurring. At the moment the University administers the accounts; we could get in an outside accountant, which would cost approx \$8000 per year but it might be worth it.

## Private Catering

Last year, private catering run by the cafeteria subsidized student meals to the tune of \$1 2000.

At the end of May private catering had made a profit of \$2703. This is not as much as could be expected on a turnover of \$31,000 and is due to a very high labour content (50% of turnover). Staff employed on private catering have been reduced substantially and a through costing is done on each function. The standard of private catering this year has been excellent and the reputation of the Union Catering Service is very high thanks to the efforts of Mr Berens and his staff. The full benefits of this will probably not be reflected in extra turnover and profit until 1977.

## What to Do?

This loss involves two problems; how to recover the \$50,000 loss and how to ensure it doesn't happen again. It is very unlikely the cafe will be able to trade out of it, so it was decided at Executive to give the cafeteria a clean sheet as from July 1st.

It was felt this was important for the morale of the cafeteria, and will probably be a significant force in helping the cafe break even in the future. However the \$50,000 has still to be repayed. The money is owed to the University (because they provide the cash-float for the cafeteria).

There are several possible alternatives available to the Association to recover the \$50,000:- a bank loan, the second Building Fund, or from an increase in the Studass Fee. Whichever way we approach the problem the student body is going to pick up the

- A bank : The credit rating of the Association is such that a loan of this size could be arranged and repaid over 4-5 years. However this would restrict the ability of the Association to raise further loans in the near future as we do not have enough assets to offer as security.

- The second building fund. At the last SGM next year's Stud Ass fees were increased to \$37.50, \$3 of which was to provide a second building fund. This fund basically was seen as providing a goods lift for the union building at the cost of \$50,000. We could forget about the lift and pay the cafe loss out of this fund.
- An increased studass fee. This would bring next year's fee to approx \$40 - \$41.  
However, an SGM will soon be called to discuss these questions.

Another problem is to stop the cafe losing money in the future. As I have already mentioned, one alternative is reducing services. Another is sub-letting the catering to an outside caterer. (At the moment the catering manager is an employee of the Student Union Subletting the catering would mean a private caterer would take all the profits except 10% which would go to the Student Union). In 1972 and 1973 this was done and in fact a profit was made, but don't forget the economic situation has changed drastically since then. Better accounting and costing will also help the position.

Price rises however will not help because as the Manager of the Union Building Nofa Falealili told me, the takings of the cafeteria have been relatively steady whatever the prices charged. This means students spend a specific amount of money no matter what they get for it.

## The Future

The catering operation has been placed under strict scrutiny and control of a small committee consisting of reps from the Union and the Executive and the Catering Manager. The effects of the work of this Committee have already resulted in the reduction of the loss for June to \$507, compared with \$9000 per month for previous months. From July it is envisaged that a profit will be made every month by reducing the loss on student meals and increasing the profit on private functions. Any surplus at the end of the year will be carried forward and used to offset any losses that may occur in future years.

## A Bad Service?

There have been several letters in Salient criticising the slowness of service and the irritating ticket system. I don't think these criticisms are justified. It would be impossible to guarantee instant service in the lunchtime rush-hours. The ticket system was issued to prevent pilfering (which it has effectively done). It was also expected students would use their brains and buy tickets earlier in the day for use at lunch time. They haven't.

## Poor Quality?

I think all those who ate in the cafe last year will tell you that the quality has improved immeasurably since then.

## Too Expensive?

A letter in last week's Salient complained about the fact that there have been several price rises this year. They were made necessary by the poor costing and also by the many rises in the cost of food.

I did a comparison between the cost of food at the cafe and downtown.

## Cafeteria Prices

From this it can be seen that the cafe's prepared meals - salads, hot meals and the restaurant's menu are substantially cheaper than downtown. So are coffee and tea. Cakes and sandwiches are certainly not cheaper, and nor I think is the quality better. We get fancier squiggles of cream on the top, but this doesn't really make them taste that much nicer. Thus I don't think the effort in making cakes, sandwiches and pies on the premises is really justified. However many of the shops I visited told me they were going to increase their prices shortly, so perhaps the situation may change.

One complaint I do have to make is about the overpricing of fruit in the cafeteria. Apples can be bought anywhere else for 6c each; in the cafe they are 15c. And oranges that cost 12c each are sold for 20c

In summary I don't think the cafe is generally too dear, although in some areas it is substantially cheaper.

Drawing of a smiling hot dog

Cafe- Popular Busy Bee Clover Oliver Pearl Athina Matter- Farish Mecca Renown Sans Kelburn teria Milk Bar Conf. Lea Twin River T-away horn St.T- Mercer Lounge Souci Park Courtenay Court. Court. Dixon Cuba Cuba Cuba aways Street Lamb. Coffee Shop Place Place Place Street Mall Mall Mall Quay Shop Cable Car Lane Tea 10 25 30 25 25 25 25 20 25 25 25 - Coffee 10 25 25 25 25 25 25 20 25 25 25 20 Fruit Juice 25c 30

25-30 20-38 30 25-35 30-40 24-38 Milk-shakes 30 30 40 25-35 25-35 30 30 30 35-40 35-40 25-35 Cakes 15-20  
 12-16 14-15 10-12 15-20 12 16-20 15 18 15-18 Pies 30 50 30 28 30 30 30 32 38 30 35 Fish 25 20-25 18 20 25  
 Sand-wiches 15 11-16 15 11-13 15 13-15 20 14 15-16 13 15 13 Salads 75 \$1.80-2 2.00 1.50 1.40 \$2-2.20  
 1.80-2 Steaks \$1.90 \$2.50-2.90 2.50-3 \$2.60-3 2.00-2.40 Sch-nitzel \$1.50 2.30 1.80 Omeletes \$1.50 \$2.00  
 1.70-2.20 \$2.10 - 1.62.30 Hot Meals 75 1.40(1) 1.60(2) 1.00(3) 1.00(4) (1) Spaghetti/Baked Brans on Toast (2)  
 Curried Sausages (3) Mince Curry & Riot (4) Fish & veges, pie & veges, sausages and veges.

## Students Analyse.....And Criticise

*The following are comments from students on their courses and departments. Ail contributions and discussion from either staff or students are welcome.*

### Law

#### Law Faculty

The Law Faculty Club recently organised a meeting for students to discuss course-related problems. Forty attended and most speakers expressed dissatisfaction with the present system. Reasons included workloads, assessment and the seeming point lessness of trying to get any sense out of the Department.

A senior club member said no useful impact would be made on the Department unless it could be shown that a good proportion of students support reform.

With the doubtful proposition in mind the meeting adjourned for three weeks to draft some suggestions to put before the second-year students (why not everybody?). Those proposals which met with broad assent would be taken up with the department.

Naturally not more than 20 of the 30 who turned up at the second meeting were second year students. Relatively little material had been prepared in advance and nothing much of a concrete nature was decided. Even so there was consensus on -

**Student Involvement:** Daunting though it is, and effort should be made to get students involved to some degree in reform. For or against, but involved. One problem is that if were not too sure why we're studying the law we're not going to be too motivated to take action on other topics we're not sure we believe in either. The meeting felt that students do care about what's going on but don't see what they can do about it. The constant pressure of case readings and opinions with finals lurking in the background seems to preclude any other constructive activity in the university environment beyond worrying about deadlines.

**Assessment:** The present method is unsatisfactory. Some of us favoured total internal assessment: others finals; others the right of option (what about abolishing assessment?). We want the law department to tell us again why we're stuck with the finals-only system. We want open debate on this matter. We want to know what the staff feel and why. We didn't care much for terms requirements [unclear: eitn]

**Staff-Student Relationships:** [unclear: It] was [unclear: elt] that despite the present situation, staff and students should all be in this together. Too many of us define staff as those who suppress and/or confuse us for unknown reasons. Maybe staff have some justification in stereotyping us as stupid and/or lazy. We suggest that the barriers be dismantled and want to talk with staff about how.

**Teaching:** What, please, are we actually supposed to be learning here?

There have been developments. From [unclear: cussions] with individual staff members [unclear: apparent] some of them are concerned [unclear: a] Professor Palmer has offered to give over [unclear: Torts] class of Wednesday 28 July to an [unclear: en] forum. All law students are urged to [unclear: in] us [E006, 11 am]. Other staff [unclear: members] will also be present to participate [unclear: a] [unclear: ur] is not nearly enough so Union Hall [unclear: as] been tentatively booked for noon on [unclear: ne] last Wednesday of the term - just in [unclear: ase] there's more for us to talk about.

Let's not blow it!

#### 'Socratic Sanity' - '77?

1. Unconstructive pressure in one course, whether for reasons of 'filtering' or a dogmatic belief in a particular teaching 'style', can and does [unclear: puce] adverse stress in the student which affects the work in that course, [unclear: a en] work in other courses in which [unclear: iously] satisfactory results were bring obtained.

2. Law is an introduction and skill not only for practice, but also for commerce, administration, and as a valuable mental framework for other social science disciplines.

Law faculty should set its standards, their aim to have, and encourage, as many students as possible to pass. It is the student's responsibility to find a job, whether in private practice. Government legal departments, administration, or commerce, etc.

Law passes should not be governed by the fluctuating fortunes of private firms' conveyancing.

Law skills of analysis, distinguishing, constructing and criticising legal arguments are something that needs on-going instruction - not just the Legal System "lick-and-a-promise". And encouragement - not mere unconstructive criticism or abuse.

4. No discipline has one, 'received', theory. The insistence on students 'discovering' their lecturer's view of theory, and falling into line with it, offers neither time nor opportunity to theorise for oneself, and have those theories constructively argued. The non-constructive criticising acts as a "clobbering machine".

5. Lecturers are still students. Even the least knowledgeable, least sophisticated, present student has some insight to contribute. The skillful, professional teacher is the one who can create the sympathetic climate to encourage that student to make that contribution. [Education: to draw out from].

6. Finally: "Stress Teaching is Mess Teaching". Mass teaching we must put up with, both students and lecturers. Mess teaching neither of us need.

*[unclear: -] Tim Hart*

## Sociology

### The Sociology Department

The Sociology Department has been plagued with troubles this year - the Sosc debate, the rumblings in 301 etc. Although these are separate events, they are all compounded by the reluctance of the department to listen and discuss openly the very real gripes of the students, whatever they are. For example, in 301, the course continued to be taught although staff and students both were aware that it was failing. Students finally demanded that the course be immediately re-examined. The situation should never have been allowed to arise. Constant review and re-assessment of every sociology course is both desirable and crucial: in its content and the way it is taught.

The opportunity must be there for students to express the way they react to the courses they take. This can only be achieved when students participate in all departmental committees with equal power and are regarded as part of the sociology department. This is desirable as the students are the only ones who can really ask the crucial questions of the department who have let these slip away in an attempt to concentrate on the churning out of reasonably competent 'B.A. sociologists'.

Additionally, the department must pay more than lip service to the ethical considerations of the material they are teaching. By this I mean the sociology of sociology, the problem of knowledge etc. This should be integrated through all courses to counter the production of sociological shadow boxers. Sociologists not only study society, they also affect it - and sociology students must be made aware of the power it possesses.

These type of questions must be debated in a critical way in lectures and tutorials. Students must have channels to criticise approaches to the discipline. This can be done with staff on the departmental committees and in periods devoted to these questions, and those of assessment etc in the lectures.

Only in this way can the sociology department (staff and students) attain a high standard of critical and rigorous sociology.

— *David Murray*

### Sosc Lecturer Comments

Dear Sir,

Christine Chan's useful report on the previous week's Sosc 301 Staff/Student meeting conveys an unfortunate picture of the aims of 301 pracs - probably because I didn't explain it fully. The methods component of the course is Richard Bowman's responsibility - and he apparently must go unreported. Sosc 301 pracs are in two sections this year, both concerned with teaching the sequence of basic skills underlying all systematic social research (i.e. surveys, systematic observation, a content analysis).

The 1st section consists of straightforward prac exercises designed to provide students with a smattering of chances to actually practise the skills together with the other 2 goals of each prac as mentioned by Chris.

The 2nd section involves options in which some skill - in most cases data analysis - is developed in more depth. I think the main pity is that the 1st developed in more depth. I think the main pity is that the 1st section

wasn't out of the way earlier so that students had more time to work on the 2nd section, which Chris might be pleasantly surprised to find, is not only planned but is starting operation.

Yours,

Charles Crothers.

## **Commerce**

### **Recent Goings on in the Commerce Faculty**

The rumbles of change can at last be heard, but you may not hear them unless you have sharp ears. As some students will already know, the faculty amended and updated its policies towards assessment at a recent sitting. An attempt is being made to increase flexibility of assessment methods; to increase communication and discussion between staff and students about assessment methods; and to alleviate some of the present problems (i.e. excessive workloads, peaks and troughs in workloads etc).

It is often said that such faculty decisions (particularly over such things as assessment) are effectively useless. The argument being action speaks louder than words, but that this policy has yet to be implemented. Further, whatever faculties decide, it is still up to individuals to implement them. More than one imported academic has told me that Vic is the most conservative campus they've ever been on. However..... in this instance things can be prompted a little bit. The way and the speed things change depends as much on Students as on Staff, because communication and changing attitudes is a two way process. So all you milling masses, if you want anything done, do it yourselves.

Another 'goings on' which merits student attention is the proposal by the Accountancy Dept to drop two courses Accy 211, 212. This may not strike you as earth shattering news, but there are two important reasons why they should not be dropped As well as one good reason why they should not be dropped. As well as one good reason why they should.

### ***Do you feel as if you are up against the wall?***

First of all Accy 211, 212 are alternate core requirements with Accy 101,102. So everyone wishing to do a BCA will have to do Accy 101, 102. However these two courses are already overloaded in student numbers. Any increase in numbers would make them unmanageable. [This year there were about 350 students, but only 1 stream of lectures].

In anticipation of dropping the courses, the accy dept has talked of limiting their student intake. They have not said how, but in our supposedly egalitarian education system, this would be a bad precedent and a retrograde step.

Secondly, students doing a BCA, and not majoring in accountancy would definitely be effected. In the BCA requirements there are 12 unspecified credits (you can do almost anything you want). There are also the usual requirements about how many 100, 200, 300 level courses you have to do. If all students had to do 101, 102 then the BCA requirements would mean the 12 unspecified credits would have to be done at 200 level. This would make studies outside of the faculty (e.g. in Anthro, or even sociology) well nigh impossible. This would be a step backwards.

There is a good reason why the dept wants to drop the courses - human resources. The Accy Department has the highest ratio of students to staff of any department in the varsity. Unless more staff are found soon (and this costs money remember) they just won't have the resources to handle the ever increasing student numbers. Its a 'sad story'.

The final decision to scrap these courses has not yet been made. I think more positive answers to the Accountancy department's should be found. The student reps voiced their disapproval, along with others at the last faculty meeting. Since it has not been finalised I would like to hear comments from BCA students who would be affected by this, or who are doing Accy 102/212 at the moment.

- Jon Grainer

## **Pol Sci**

## **Political Science**



This article concerns itself about the political science part of the School of Political Science and Public Administration, it being unfair in the writers opinion to downgrade a field which already accepts its limitations.

The average student of Pol Sci enters the department with some notion that there exists a phenomena called politics [*unclear: and*] displays desire to develop that notion, [*unclear: t*] would thus be in the interests of the student if the department's main aim was to fulfil this desire.

Aparently the department agrees. In its 1976 prospectus it states that "...the programme of courses is designed to serve as a basis for the discussion, analysis and assessment and understanding of a broad spectrum of Political ideas."

These commendable aims are however totally absent from Pols courses this year. The problem lies in three areas, each of which bears some relation to the others.

- Staff Prejudice - for years now the department has been under the control of hard line structuralists who refuse to concede that Politics exists outside the Governmental (sic!) institutions. Their main antagonists in recent times, the empiricists, suffer from the same limited vision. If they can't see it - it ain't political. The differences between the two seems to have reinforced their mutual distaste of any contrary ideas.
- Anti-Political Nature - The department states that it does not seek to promote ideological points of view. In fact those viewpoints are actively discouraged to the point where students, under the limitations imposed by restrictive departmental perception: are unable to see politics as having any ideological content at all. I as-sure the department that Marx, Nixon, Mill and co., were not the eunuchs you set out to make your students.
- Assessment - In POLS is apparently based upon the students acceptance of his teachers biases. It may come as some surprise to the POLS department that "rocking the boat" is what social science is all about - testing by criticism. Both exams and internal assessment have been severely criticised of late yet the workload of all POLS courses consists entirely of a crushing compromise between the two. An examination is a great device for cramming course content into an easy (for the teacher) form. What he/she wants is in it, what you think isn't Assessment by essay is no better - it places a great emphasis on the student to conform and pass.

What then is the problem? It would seem that staff-student interaction is definitely a one way process. Politics, as defined by the largest POLS department in New Zealand is here to stay, and if you don't like it - change your major or go to another university. That at least is what several students have done and some lecturers as well.

Some constructive suggestions may help. These could include:

- Reduction of assessable workload so that students can develop their own interests in specific areas.
- Students representation on all departmental committees and adequate reporting of all departmental decisions.
- Removal of ideological 'blackouts' by the department.

The inability of POLS to satisfy its students should be worrying the department but it isn't. One possible reason is that students have not made them aware that a problem exists - or may be POLS department hasn't got the time to listen.

The time is right for a full review of all POLS courses - before the same mistakes are made next year.  
- Neil Gray

## History

### Critique of History Courses.

211 Renaissance Europe

215 American History

315 The Life of the Mind of America.

### HIST 211 (Renaissance)

Course Content; is the equivalent of a fast gallop through the zillion interacting aspects of the Italian Renaissance" centuries. Lecturing was enthusiastic with an amazing continuity. This course generates real interest but often moves too fast for some minds.

Assessment; 2 essays and I exam. Supposedly the final mark is taken from the best marks but many wounded hearts would question this. This years exam was a stinker and what is more, we were lied to by 'the friendly Beagle' "It will be very much like last year" was his assurance. The choice was much narrower, cut down even further due to all of the final tutorials being cancelled because Mr Fairburn was ill. This exam was a ripp off, in many opinions. Apart from this twist in the tail, the course was remarkable.

## **HIST 215 (American)**

Course Content; Lectures were largely sleep inducing but we found that we could get by on the prescribed reading. Tutorials were compulsory. This course definitely allowed for in depth study in areas of interest. A good course by a liberal minded lecturer, no dogma, no pressure until the last weeks of the 'dirty assessment hitch' when the 'Research Topic' and the Test on tutorials hit at once. Deadly for insomniacs!

Assessment; 2 short essays, the best mark is taken.

1 research topic, not too straining until combined with

The Test (25%) based on God knows what from tutorials. We moaned about this, so it may not exist next year. This is a valuable course for the 'not so lazy' student.

## **HIST 315 (The Life of the Mind of America)**

Course Content; So far, so good. Once again, leaves room for in depth work in favoured areas. This course is run in tutorial/seminar two hour sessions of lively debate presided over by two entertaining minds - Ms Bunkle and Mr Phillips, allowing an interaction of differing ideas. The workload is consistently heavy.

Assessment; Once again, all internal, one essay, research topic and wait for it, the hitch, each tutorial we must hand in a summary of tutorial reading which is assessed. All in all though, the history department is a hundred times more relaxed than the English department and more liberal as regards interdepartmental liaison and student opinion. Correct me if I'm wrong.

## **Geography**

### **Geography**

Most of the criticism levelled at the Geography department this year have been directed at Geog. 303. This is not because Geog 303 is the only course that needs criticising but because it is easy for students to identify their dissatisfaction with this course, which so far this year has basically been a mess. Because there has been so much discontent with Geog 303 and because many of the criticisms levelled at Geog 303 apply to other courses it is useful at this stage to review all the criticisms made so far.

The main criticism students have with Geog 303 is the lecturer's attitude to student opinion. When students criticised Geog 303, instead of taking the criticism constructively and working with students to improve the course (which must surely be the concern of the lecturer as well as the students) the lecturer took the criticisms personally. He also pleaded for students to come individually with complaints rather than together or God forbid, through Salient But if students don't discuss their course together they can't pinpoint the source of their dissatisfaction and instead tend to internalise their discontent and drop-out Surely this isn't what the lecturer wants?

Some of the difficulties with Geog 303 have arisen because the lecturer normally responsible for the course for the first half of the year (Dr Kirby) was ill during this term. In previous years Dr Kirby has given a broad introduction to Latin America (including an historical perspective) and then Prof Watters would give a more personal view specialising in specific areas.

This year Prof. Watters had to take the course for the first half of the year and instead of changing last year's notes students were subjected to very specialised knowledge, which they weren't prepared for. This shows the inflexibility of the department. Because the department failed to make provision for Dr Kirkby's absence when Watters went to Peru in the middle of term, students were left in the lurch for 6 weeks.

From the beginning of the course students have not only had no say as to how they are to be assessed but they have been in the dark as to exactly what the lecturer has decided for them. After changing his mind three times at the beginning of the year, students were finally left with a system of 30% internal assessment (a seminar of 12 minutes or a 1000 word essay, a personal interview, and a 1500 word essay All to be Completed for the First Half of the Course (and probably 2 or 3 essays for the second half of course) and a final exam worth 70%.

There are many criticisms that can be made of this method of assessment, as well as the fact that it was still not finalised, and in fact was changed again, at a later stage in the course.

All the hassles (which have affected both the students and the staff) could have been avoided if, at the beginning of the year, staff and students had discussed various methods of assessment and had come to some sort of consensus which would facilitate rather than hamper the learning process.

Evidence that student/staff discussion is productive can be seen by looking at the attitude of the physical geography lecturers. Throughout the year they have been sensitive to student opinion.

As we go to press there are several students in Geog. 304 who are worried about their workload. It is hoped that the lecturers in charge of this course will meet students to discuss and possibly cut, the workload.

— *Four Geography Students*

## English

### English Department

Dear Salient,

I was surprised to see Peter Hall wright take such a snotty attitude to the current discussion of assessment in the English Dept., especially considering he is a member of the course that is 92% in favour of some kind of change. I doubt if there is much support for his snarling.

Most people discover that their minds have turned to jelly by the arse-end of their literature degrees. I'm positive this is due to the 'approach' that is built into the present system, an approach that is barren of personal attention or social vision. Neither staff nor students are responsible for the fact that we live like solitary guinea pigs, sitting out lectures, scratching out essays, brazening out finals, in an effort to find value in some literature. Failure and fatigue are never seen as effects of the system, but rather points of individual cheapness. Both staff and students must strive for a system where there are two valves in neon lights; discussion, and the individual. Just because you're here for only three years, it doesn't mean you have to avoid examining the structures.

I laughed when I read that Peter would prefer to study 'Hamlet' instead of examining the way we live - I've read that play myself, and there's plenty of good parts that illustrate the dangers of burying ones hands along with the head, especially the parts with Polonius (and wait till you find out what happened to him).

If Peter Hall wright doesn't pull up his socks and take his hands out of his pockets, his life is bound to "lose the name of action."

— Martin Doyle

## Tutorials

### Tutorials

*By Garth Baker*

Tutorials are considered important at University. They are usually compulsory and essential for terms. But despite the importance placed on them by different departments, tuts are frequently unbeneficial to the student.

The major cause of tuts being a waste of time is the people in them. This is providing, of course, that the subject is interesting and deep enough for discussion. At university level it should be. But no matter what the subject is, it is up to the people in the tuts to make them worthwhile.

However, the people, be they tutor or student, usually lower the tuts worth through over-participation or under participation.

Over participation on the tutors part, is by being extremely aggressive when expounding and idea or criticising something. This results in the other tut members becoming intimidated to the point of silence. Sure, free discussion on alternatives is fine, but acceptance of others ideas, and expecially the acceptance of their right to state their view, is of prime importance.

Students can also over-participate in a tut by expounding their views on every subject all the time. They may be worth hearing, but so are the opinions of every other person. But nobody-can get a dialogue going because of this dominating monologue.

At the other extreme from dominating over participation is the apathetic under participation.

Once again this can be on the tutors part or can be done by the student. A good example of a tutors apathy, and so non participation is on page five of the 12 July Salient, in the geog. article. This boredom towards one's own subject by the tutor is appalling. Supposedly the university should be throbbing with intellectual keenness, but instead tutors are only there for the money, or the security. The politest thing to be said of these people is that a Muldoon cutback in Education should cut them out.

Under participation by the students can decrease a tuts benefit too. Students that can't be bothered to think, read, state their mind (even if it is that they don't want to be there) are a dead weight to the tutorial. Ideally a shot of idealism is needed by them, or some pluravit capsules, so that they do become involved in the tut.

So generally, too much or too little participation by tutorial members greatly detracts from the tut's benefits to subject understanding. Yet, tuts are still considered important for a student's assessment. This anomaly can be overcome two ways. The first is the lessening of the tutorial's importance in gaining terms or a final grade. The second, and the most important way, is by people who are members of a tutorial group, to take an objective view on their involvement in the tut and then to do something about it.

## Assessment ~ what for?

What is the purpose of the University Teaching and Research Centre?

Our main purpose is to help academic staff improve the courses which they are offering here at Victoria. At the moment we are spending a lot of time helping staff evaluate courses, we run our own informal courses in tertiary education, we run discussion groups for staff, and we have a continual preparation for in-service courses, which are usually run during the vacation period. We also have quite a commitment outside the university in talking to others about our work here.

How many of the staff make use of the Centre?

The response we have is so great that we are turning work away. There are a number of staff who are very concerned about teaching and examining. However, in terms of a percentage of the total staff, the response is fairly low. The courses we run on small and large group teaching we restrict to about 12 people at a time. These are mainly for the new staff and are always full. We're starting soon to provide courses for the more experienced staff.

One of the main areas which you would be asked to give advice on would be assessment. What do you see as the purposes of assessment?

The overall assessment is towards a qualification piece of paper - while within a course assessment is more orientated towards a person's progress or attainment in that particular course. However, one can't get away from the fact that this contributes towards the final piece of paper, which some get and others don't.

The majority of staff see assessment as a motivating force for students to undertake work or work harder on specific projects. This comes through a lot in what students say - that they tend to work better, more conscientiously, if they know it's an assessable piece of work. The danger here is that students tend to disregard work which is not assessed, and that staff start to weight everything as contributing towards final assessment, which means that the students don't have the opportunity to make errors (where making errors is part of the learning process) because this will have an effect on their final grades, and consequently only select those things that they can do, rather than those [unclear: dtmes] that they think they would get most out of doing.

Do you think there is a difference between how staff see assessment and how students see it?

I think there is inevitably a difference. If you put it on a continuum from radical to conservative, you would have more students on the radical end (i.e. abolition of assessment) and more staff on the conservative end. In the middle you'd probably have a great bulk of students and staff together. Taking a look at the interests of students and staff you would expect a situation like that to occur.

Drawing of people scaling a mountain that holds a diploma on top

I think any assessment situation, and indeed any teaching situation as we see it puts the lecturer or tutor in a situation where s/he has knowledge which s/he must implant into the ignorant student. The moment you mention the word "teacher" s/he is looked to as the person with the knowledge and the information. It's also true that a number of students falsely see it in this way and get very upset if the teacher acts in any other role. If teachers sit back and say "you can learn yourselves" they often get criticised by students for not doing their jobs. They are meant to be up the front telling students what is right or wrong, true or false.

Do you think students and staff should have as much choice as possible in deciding on methods of assessment for specific courses?

I think students and staff should have a choice. I think at some stage the institution has to set boundaries on how far this choice is to extend. If staff and students decide that there will be no assessment for a particular course then this starts to become an institutional concern because the course is one of the factors which add up to the piece of paper the institution will eventually give out. And so other staff members become involved. We've got to look at the consequences of what we do in one course. This is not to say that we should be restricted. It's a matter of being realistic and seeing that you are not working in isolation from other courses in the programme that students are taking.

There are actually numerous choices open to staff and students when they get together to decide on a course assessment technique. There are basically two types of assessment - in-term final assessment and end of term final assessment. End-of-term final assessment is classically a closed book exam, but there is nothing to say it cannot be an open book exam, a pre-published form of examination or a resubmitted essay from earlier in the

course. The variety is tremendous. We've got some courses in the university based on the Keller programme (a series of short mastery-type tests). The variety is available, it's simply a matter of people not knowing what exists.

Do you see any value in the classical closed book examination as a method of assessment?

It is a form of assessment which is very common throughout the university and frankly its value has been overestimated. I make a distinction here between the holding of a final examination of some sort and the classical three-hour closed book examination - its the latter which is highly overrated. It's often misused and there's evidence to suggest that most of it is simply a memory test. The idea that it measures understanding, creativity and insight has not really been proved. The use of final examinations can have a role to play. An open book examination can play a very important role at the end of a course to measure the person's ability to use the references etc. The essay which is resubmitted at the end of the course is another valuable assessment method, particularly in advanced courses. You would write a paper or essay, the class would discuss it, and then you could take it away and rehash it in the the light of what has been said. This is what happens when staff submit papers - they send them off to referees, comments come back, and they are usually rehashed before they're sent off again.

*The head of the Teaching and Research Centre, Professor Clift, interviewed for Salient by John Ryall.*

*Phone: Lionel Klee*

Photo of Professor Clift

At present in this university there is a good deal of debate about assessment methods, of courses, and particular teaching practices. Do you see any reason for this increased activity?

I'd agree that there seems to be more debate on these aspects since I arrived here three years ago. I'd like to think that it's been growing and maybe the starting point was the student recommendation for the consideration of workload problems in 1973, which made students en masse more aware of what was happening around the place. The faculties have also played their part and I believe they were honest in their concern to find solutions - and this has led students to believe that they can be heard in these matters. It's also made staff more aware, and so you'll find more of them ready to discuss assessment with students. So, it's not a sudden occurrence, but rather an encouraging trend that has been developing over a period of time.

## A Compulsory Examination for all Examiners

All questions are to be answered. This examination is untimed. Consultation with others (including students) and reference to books and other sources is recommended.

1. What objectives do you assess?
2. Justify and criticise your choice of assessment methods. Refer to research in your answer.
3. Describe, justify and criticise your methods of grading.
4. With reference to research findings describe, justify and criticise your marking techniques to overcome the following when using non-objective tests.
  - The "halo effect"
  - variations in standards on a single occasion
  - variations in standards on different occasions
  - variations between examiners
  - differences in students' handwriting
5. How do you ensure that your standards are similar to standards adopted in comparable examinations?
6. Assess your answers to questions 1- 5

Since this will require you to answer questions 1 - 5 again for this assessment, the answer to question 6 is never ending! Nevertheless questions 1 - 5 should be considered seriously by any examiner.

*From Donald A Bligh et al. Teaching Students. Exeter University 1975*

## Abortion

### — The Other Side

*I am a registered medical practitioner, I hold the appointment of Professor in Perinatal Psysiology in the Postgraduate School of Obstetrics and (gynaecology, University of Auckland, and I am a member of the*

consultant staff of National Women's Hospital, Auckland. My qualifications, other appointments, and publications, are set forth in my curriculum vitae and in my list of publications.

For the past nineteen years my main field of research and clinical practice has been the care of unborn children. Initially this work established accurate diagnostic tests by which the condition of the unborn Rh baby could be assessed. In 1963 I developed a technique for the transfusion of blood to the baby in utero. This work demonstrated conclusively that the unborn child, like any other person, could be ill, and could have his disease diagnosed, his condition assessed, and his malady successfully treated. The diagnosis and therapy of each of these babies before birth is as precise and specific as the continuing care and attention they receive after birth.

Although this early work was concerned primarily with the problems of the Rh baby before birth, the experience gained, and the techniques developed, are now being exploited for the diagnosis and management of an ever-widening range of disorders in unborn children. This situation highlights the fact that, in modern antenatal care, we are concerned with the welfare of two patients: the mother and the child.

In a number of genetic and biochemical problems, definite diagnosis can be established as early as the 14th week, and, in the Rh baby, therapy has been undertaken as early as the 18th week of intrauterine life. With advances in technology these limits are being moved back earlier in pregnancy. The division of intrauterine life into segments (zygote, embryo, fetus, etc. is a semantic phenomenon, and is in no way supported by biological or medical fact. We are caring for the same child throughout pregnancy, before as well as after birth.

Because of the facts uncovered by my research, as a doctor I have no alternative but to regard the unborn child as my patient, and to protect and respect his life as I would the life of any other patient. In my opinion, therefore, abortion is abhorrent, and represents a policy which would be regarded as immoral and criminal with a patient in any other age group. From clinical experience I am convinced that unborn children are individuals and human beings, who should have legal protection, and who are capable of receiving and responding to medical care.

For that reason I was disturbed by developments oversea in favour of liberal abortion policies. The argument, as I understood them, seemed to concentrate on the wishes of the mother rather than an accurate and factual evaluation of what is involved in an abortion. In particular it seemed to me that the facts relating to the unborn child were being distorted (whether deliberately or through ignorance I did not know so as to give the public the impression that the fetus, particularly in the first 12 weeks, could hardly be treated as a "child". It appeared to me that the New Zealand public could be vulnerable to propaganda of this kind, and as a counter-measure I was glad to be able to assist with the formation of the Society for the Protection of the Unborn Child.

Photo of a doctor and Professor of Perinatal Physiology at the University of Auckland

As any high school biology text-book will tell us, life begins at conception and ends at death. In between, life does not develop it is simply there.

What does develop is the morphological structure, the earthly home of life, the physiological performance, of that structure, behavioural traits and personality. And, as we increasingly expand into a community of like individuals, we can speak of development of social responsibilities, of ethical awareness and legal status.

Unfortunately, this expansion of concept is accompanied by a deterioration in fact and specificity. Any modern textbook of embryology will accurately recount the earliest stages of morphogenesis of the human body. A little behind but catching up are accounts of the physiological performance and behaviour of the embryo and fetus.

In other words, when dealing with observation and sensory data there is good agreement. But, as we expand into social, speculation and value judgments successively replace fact and understanding; dispute and disagreement replace unanimity.

Instead of steady advances in knowledge and practice, we find the earliest days of human life being tossed about in the market-place, the Courts and the hustings, the victim of social policies hair-raisingly erratic and increasingly alarming.

Our generation is the first ever to have a reasonably complete picture of the development of the human from conception. In the 1930s the liberation of a human egg from the ovary was first observed. In 1944, through a microscope, was seen as the union of the human sperm and the ovum. In the 1950s the events of the first six days [*unclear*: first steps in a] journey.

In the 1960s three further advances occurred. First as I have said, the direct diagnosis and treatment in a baby before birth became a reality. Secondly, the physical environment and physiological behaviour of the fetus became accessible to study. Thirdly the genetic code was cracked, the alphabet established in which is spelled out the instructions which guarantee that every human is unique and different from every human than ever was or ever will be.

These 40 years of discovery put an end to centuries of guesswork and controversy - of ideas of generation, animation, ensoulment, encapsulation. For a generation which reputedly prefers scientific fact to barren

philosophy, we might have thought that this new information would engender a new respect for the welfare and appreciation of the importance of intrauterine life.

Instead, around the world we find a systematic campaign clamouring for the destruction of the embryo and fetus as a cure-all for every social and personal problem. I for one find it a bitter irony that just when the embryo and fetus finally arrives on the medical scene there should be such sustained pressure to make him - or her - a social nonentity.

In this Orwellian situation, where so much semantic effort and logical gymnastics are expended in making a developing human into an "un-person", modern anatomical, genetic, immunological, endocrinological and physiological facts are a persistent.

How much easier to echo that simple statement, "But there's nothing there yet", without pausing to reflect that if there is nothing there, then why the unholy rush to remove it? Nevertheless, not everyone is away with the fairies, and for the benefit of those still in touch with reality we can briefly review some aspects of intrauterine life.

## Aspects of Intrauterine Life

We each began life as a single cell. Forty-five generations of cell growth divisions were needed to reach the 30 million million cells of an adult. Of these 45 generations of division, eight, or nearly one-fifth, have occurred by the time we were implanted in the uterus, 30, or two-thirds, by the time we were eight weeks old, 39 by 28 weeks' gestation, and 41 by the time we were born. The remaining tedious four occupied the whole of childhood and adolescence, and then there were no more.

This dramatic and rapid sequence of cell replications in early intrauterine life is matched by an equally dramatic and rapid differentiation and morphogenesis.

He promptly [*unclear: journey down the home for*] capsule of fluid for himself.

By 25 days from conception, the developing heart starts beating, although two or three weeks must elapse before we can reliably detect heart beats with current technology. These first strokes of the pump are not associated with a circulation, but with an ebb and flow system as envisaged by physiologists before Harveian, for the cardiovascular system is initially valveless. But soon valves develop and, with a pump to provide a pressure gradient and valves to give direction, we have a circulation.

By 30 days, just two weeks past mother's first missed period, the baby - one quarter of an inch long - has a brain of unmistakable human proportions, eyes, ears, mouth, kidneys, liver an umbilical cord and a heart pumping blood he has made himself.

By 45 days, about the time of the mother's second missed period, the baby's skeleton is complete - in cartilage, not bone, at first; the buds of the milk teeth appear and he makes the first movements of his body and new-grown limbs, although it will be another 12 weeks before his movements are strong enough to be transmitted through the insensitive uterus to be detected by mother's sensitive abdominal wall. By 63 days he will grasp an object stroking his palm and can make a fist.

These structural changes, of course, are not mediated by any external agency, but internally, directed by the zygote and embryo. In this regard the zygote with his cargo of genetic information is much more than a mere blueprint of a new human.

A blueprint is simply a plan, and does not include the machinery to fulfil that plan - but a zygote does. He even has the power to phenocopy himself, to reproduce a sexually as about one in 400 zygotes or embryos does in identical twinning - and there is no known external agency which affects the incident? of identical twins.

However our new human has in hand even greater designs and undertakings than simply his own internal organisation and development. He also develops his own life-support system, his placenta, and his own confines, for it is the embryo and fetus who develops his membranes, forms his amniotic fluid and regulates its composition and volume.

Women speak of their waters breaking and their membranes rupturing, but such expressions are so much nonsense - these structures [*unclear: belong to the baby This reality*]. Tests on the amniotic fluid are tests on [*unclear: the not ex other. His own*] anything to the chance co-operation or others, and therefore he must organise his mother to make her body a suitable home.

## Achievements of New Individual

First, and most pressing, he must prevent the menstrual shedding of the endometrium. He does this by producing chorionic gonadotrophin to prolong the normally strictly limited life span of the corpus luteum, which in turn maintains the endometrium to undergo a decidual transformation.

This is a splendid feat of power amplification, understandable in electronic circuitry and very common in

physiology, whereby an embryo barely out of the microgram range influences the corpus luteum in the milligram range, which in turn affects the endometrium measured in grams.

Very soon the embryo bypasses the corpus luteum and takes over direct control of the endometrium from a very early stage of human pregnancy neither the maternal pituitary nor ovaries necessary for its continued endocrine success.

In this regard the explanations in a dozen textbooks of witch's milk, of sebaceous retention cysts, of labial hypertrophy and withdrawal bleeding in the baby girl as the result of fetal exposure to high levels of maternal sex hormones are quite wrong.

It is the mother who is exposed to high levels of fetal hormones, for these hormones are manufactured by the fetus and his own placenta. These hormones are influential beyond mothers pelvis, for they modify maternal cardiovascular, respiratory and renal (kidney) function to cope with fetal requirements.

Another crucial environmental problem which must be dealt with is the homograft situation - the fact that the fetus and his mother, inevitably immunological foreigners, would not exchange skin grafts and could not be safely given a blood transfusion one from the other, yet must tolerate each other's tissues in parabiosis for nine months of pregnancy.

Again it is the fetus, not the mother, who copes with the problems. And finally it is the fetus, not mother, who determines the duration of pregnancy, for unquestionably the onset of labour is normally a unilateral decision by the baby.

This relationship between a baby and his mother is clearly simply much more than simple biological parasitism. The term parasite, so frequently used to describe the fetus, is often used, not in the limited biological sense, but with the sociological overtone of describing someone who takes all and contributes no-thing. Neither sense is applicable to the fetus.

True, he is parasitic on mother for his nutritional requirements. In the same sense many wives could be said to be parasitic on their husbands' incomes; but just as wives would indignantly maintain that they contribute much to a home and a marriage to justify their keep, and that really is what is involved in a division of labour, so also does the fetus justify his keep by organising and maintaining the pregnancy.

Such a relationship is more accurately described as parabiosis or symbiosis (living together), and physiologically there is no question who guarantees its success.

This concept, that the fetus is in command of the pregnancy, is hardly news to any mother with an un-planned pregnancy, but the idea is new and the consequences are far-reaching in obstetrics. No longer can we understand the physiology of pregnancy if we re-main in ignorance of the physiology of the dominant partner in that relationship.

All the problems in pregnancy which can be solved by pulling and pushing and cutting have been solved the only unsolved problems, spontaneous miscarriage, premature labour, toxæmia and so on, await a better understanding of fetal physiology.

These achievements of the fetus also cause us to reconsider another point - the concept of maturity. It is perhaps one of the misfortunes of medicine that we study our subject as young adults, and our standards of normality are those of the young adult - usually male. And it is a part of the arrogance of young adults to consider that the only people who matter are young adults.

Dark image of hands

## **Fetus Obviously Immature**

Since maturity equals adulthood, the fetus is, by definition, immature, but immaturity acquires a nasty overtone suggesting inferiority. Thus the tendency has developed to consider the fetus, or neonate, as a poorly functioning adult rather than as a splendidly functioning baby.

Every age and stage of life has its excellencies and its weaknesses, and fetal life is no exception. We do not regard the fetal circulatory system, different as it is from the child's or adults', as one big heap of congenital defects, but rather a system superbly adapted to the circumstances under which a fetus lives.

We should not regard fetal and neonatal renal (kidney) function, assymetric as it is by adult standards (he handles a water load well, but not a solute load unless he has plenty of water), as inferior, but entirely appropriate to the osmometric conditions in which it has to work.

We should appreciate that the fetus has a much more prompt and reliable response to haemorrhage than adults, that a fracture which would incapacitate an adult for three to six months will heal in three weeks in a bandage in a baby, that the ability of a fetus to heal surgical scars or thermal burns would be the envy of a plastic surgeon. In these contexts at least, it would be more appropriate to consider the adult as a poorly functioning fetus.

Even when we accept that it is the fetus who is in command of the pregnancy, that it is mother, not baby,



who is the passive partner in the relationship, people might still feel that the fetus is nevertheless but a new superconductor of some endocrine orchestra, a mindless programmed robot controlling his mother. Nothing could be further from the truth.

As the fetus develops structures - including sensory structures, he uses them. Development of structure and development of function go hand in hand. Indeed, if the function cannot be served without developing a differentiating the structure, equally, without the stimulus of function the structure does not develop properly.

Further, we are aware in extra uterine life that every individual represents an interaction of nature and nurture, of environment and genetic endowment. The same is true in the uterus. The fetus does not live in a metabolic Nirvana, or in a dark and silent world, in a state of sensory deprivation. The uterus may buffer, filter, and distort the outside world, but does not eliminate it. Stimuli do reach the baby and he responds to them.

We know that fetal movement is necessary for the proper development of bones and joints, that the fetus without room to move or without muscles or nerves to move with, is born with severe restriction of range of joint movements.

We know that fetal comfort determines fetal position, that changes in maternal position provoke baby to seek a new position of comfort, that contractions and external palpation provoke fetal movement and that the fetus will repeatedly evade the sustained pressure of a microphone or recording.

We know how babies change ends in the uterus while they still have room - they propel themselves with their feet, either frontwards or backwards, and how they change sides - with an elegant longitudinal spiral roll, rotating first their heads, then their shoulders, and finally their legs.

In early pregnancy the fetus is free to move as he pleases, and he does precisely that. He can turn complete flips in one and a half or two seconds. In late pregnancy, with increasing fetal bulk and diminishing amniotic fluid volume, there is less choice, but fetal comfort determines which way a baby will lie in late pregnancy and present in labour.

Of course, in selecting a position of comfort in late pregnancy, the fetus may have chosen a position which is difficult or impossible for vaginal delivery. In this regard he can be accused of lack of foresight, but this is a trait not unknown in adults.

Thus the fetus is responsive to touch and pressure, simple facts confirmed by any obstetrician who has ever stroked the palm of *[unclear: a]*

## Response to Painful Stimuli

The fetus also responds violently to painful stimuli - needle puncture and injection of cold or hypertonic solutions - stimuli which you and I find painful, children will tell you are painful, and the neonate, to judge from his responses, finds painful.

However, I have been told by advocates of abortion that we have no proof that the fetus actually feels pain. Strictly, they are quite correct. Pain is a peculiarly personal and subjective experience and there is no biochemical or physiological test we can do to tell that anyone is in pain - phenomenon which makes it very easy to bear other people's pain stoically, which is an important point for obstetricians to remember.

Image of feet

By the same token we lack any proof that animals feel pain. However, to judge from their responses, it seems charitable to assume they do. Were this not so there would be no point in having an organisation like the Society for Prevention of Cruelty to Animals, and I for one would be unhappy to think we would withhold from the human fetus a charitable consideration we were prepared to extend to animals.

The fetus responds to sound and light in utero. The fetus is startled by flash photography of a pregnant abdomen, and with a fibreoptic conduit and photomultiplier we can detect the shadow cast by the fetus on the posterior uterine wall.

In utero the light is shifted far to the red end of the spectrum and the fetus is using only his rod or low-light intensity vision, but if there is any light present at all there must be activation of visual pathways, because single-rod cells respond to single photons. The fetus lacks any images and sufficient light to practice cone vision, so that at birth he can see but does not know what he is looking at. Confident recognition of images takes five to eight months of extrauterine life to acquire.

With sound it is different, because intrauterine sounds have a pattern and a spectral composition not very different from extrauterine sounds, and the fetal inner ear or hearing mechanism is of the same magnitude and therefore responds in the same frequency range as children's or adults' ears.

It is easy to demonstrate fetal responses to external sound, and audiometric curves may be constructed by noting changes in fetal heart rate to pure tones presented by hydrophone or air microphone.

The fetus lines up under an image intensifier in a *[unclear: responds to the]* contribution to an orchestral performance and to the dentist's turbine drill. Both habituation and conditioning have been demonstrated.

However it is not simple external sound which bombards the fetus. The pregnant uterus itself is a very noisy place. The loudest sounds to which the fetus is exposed are maternal borborygmi peaking to 85 or 90 decibels, about the intensity of sound of traffic in a busy city street.

Reaching and below 55 decibels the content is richer in pattern and meaning, the intermittent voice and the all pervading vascular bruits pulsing in synchrony with maternal heart beat in the great arteries supplying the uterus.

We do not think it entirely chance that babies are lulled by holding them to your chest, or the old wives' alarm clock, or the modern magnetic tape of a heart-beat, that the tick of grandfather clock in a library is a reassurance rather than a distraction, that people asked to set a metronome to a rate which "satisfies" them will pick a rate in the 50 to 90 beat per minute range, and that the majority of drum rhythms in the world reflect the measured beat of a human heart. We think this rhythm is deeply imprinted on human consciousness from fetal life.

The fetus drinks amniotic fluid in a phasic pattern from at least as early as eight weeks' gestation. By the third trimester there is a fascinating variation, some babies coyly drinking 10 ml per hour, and others boozing away at 90 ml per hour, and this variation correlates well with independently assessed feeding performance in the nursery.

The fetus drinks more amniotic fluid if it is sweetened, less if it is given an unpleasant taste. He may get hiccups, easily recognised, and as these occur in an episodic or phasic pattern, commonly at the same time each day, we suspect that they are related to fetal drinking sessions, and that he is already experiencing some circadian rhythms, of his own or exposed to mother's.

All babies are experienced in swallowing at birth, and some also in suckling. In the neurological examination of the neonate the "seeking" or "rooting" reflex is elicited by stroking the circumoral area of the baby. He turns his head to the side of the stimulus and opens his mouth, obviously a reflex by which he homes in on the nipple, which its size, consistency and colour is simply a homing device on a positive pressure feed system, the breast.

In so far as it is very common to see fetuses lying with hands and feet in close proximity to their faces, it is not surprising that they elicit a seeking reflex themselves. Therefore, it is not dymanic, plastic, resilient, in command of [*unclear*: his environment] and destiny with a tenacious purpose.

## Awareness of Intrauterine Life

Of course, not everyone is aware of this picture of intrauterine life. A medical social worker in the Department of Obstetrics and Gynaecology at Monash University, Melbourne, presented to women booking in at an antenatal clinic a blank diagram of a trunk and asked them to draw on it just where they thought their baby was and what it was like at their particular maturity.

She collected a fascinating assortment of amoebae, jellyfish and tadpoles located everywhere from the pelvis to the diaphragm. Such naivety is surprising but hardly alarming, because it is amenable to teaching and there are many excellent books and films as teaching aids.

More sinister is the attitude of people who do, or would, know better, but choose to suppress or deny their knowledge. A Select Commission in South Australia in 1966, having to accept on the evidence before them that logically human life was a continuum, beginning at conception, then disarmingly remarked: "However, many people simply will not accept this conclusion", and proceeded to the novel argument that criminal law should be amended to cater for popular ignorance.

A less blatant but more persistent variant of this flat denial is seen in the use of words. Despite the time-honoured use of: such terms as "quick with child" and "heavy with child", the Society for the Protection of the Unborn Child is criticised for bringing children into the issue of abortion at all. You may speak of terminating a pregnancy, not of exterminating the fetus.

Now pregnancy is a state, and a self-terminating state at that - no pregnancy goes on forever. Sometimes in late pregnancy, with severe toxæmia, serious haemorrhage or fetal illness, we will deal with the problem by terminating the state of pregnancy, but not by exterminating the fetus - rather, we will energetically strive, and probably succeed, in saving the child.

Here a clear distinction is made between the pregnancy, the state, and the fetus, the entity. In the abortion argument this distinction is wilfully confused; but the facade cracked a little with the Edelin case: the defence was advanced that the abortionist was not required to expect the child would survive; indeed the whole purpose of the act was to guarantee that it did not.

Even the "liberal" interpretation of R.v. Bourne perpetuates the confusion for what Mr Justice MacNaghten considered was "the probably consequence of the pregnancy will be to make the woman a mental or physical wreck". In the vast majority of abortions nowadays no-one is suggesting that continuation of the pregnancy

represents any particular risk to the woman. It is the survival of the child that must be prevented.

Others acknowledge the existence of intrauterine life, but qualify it in terms which suit their purpose in destroying it. One writer in the New Zealand Law Journal a few years back proudly paraded his elementary knowledge and ignorance of biology and medicine by suggesting that we should take an evolutionary view of abortion - that as the conceptus was in turn a amoeba, a jellyfish, a tadpole, a monkey, etc., so it increasingly deserved recognition and protection.

His argument, of course, is flatly contradicted by other abortion advocates, American researchers who insist the reason they must do research on human fetuses is because they are human, not animal.

However, apart from the absolute nonsense of this writer's premise, his argument has certain attractions if logically continued beyond the point where he found it convenient to abandon it.

If the human fetus were an animal, then its welfare might be entrusted to the Ministry of Agriculture and Fisheries, where I feel it might well be safer than at the present mercy of the Health Department. Moreover the hackles of the SPCA would rise at the physical treatment it received.

Another qualification or disqualification attached to our developing human is that he is incapable of independent existence or is preivable. However, the concept of independent existence or viability does not negate the existence or human-ness of under which that life can continue.

By the same token, as a [unclear: physio can] define quite accurately the [unclear: ph] conditions (and ridiculously [unclear: cir] they are) under [unclear: when the] lives of everyone here today may continue. Anyone proclaiming incapability of independent existance, even in a social sense, as a forfeiture of a claim to life should think carefully the next time they plan to call a doctor themselves.

## Fetus as a Potential Human?

The definition of the embryo or fetus as a potential human or human being, or human life, is interesting if only because of the frequency with which it is used by doctors and biologists who probably would consider that they were speaking as scientists.

In the first place it is, of course, a non-definition it does not tell us what an embryo or fetus is, but only what it will become. But secondly, the word "potential" as Dr Diana Mason has already pointed out to this Commission, is not a medical or scientific term at all, but a metaphysical term. The corresponding terms in biology and medicine are growth and development, and if we speak of a growing or developing human, or human being, or human life, we have quite a different sense and we are back with reality.

However it is not name-calling which will harm the embryo or fetus. Rather, the necessity to deny medical and scientific knowledge of the fetus derives from the fact that the fate proposed for him has little or nothing to do with medicine or therapy.

Professor Sir Norman Jeffcoate, then President of the Royal College of Obstetricians and Gynaecologists, could state that in modern obstetrics not more than one pregnancy in 1,000 would justify contemplation of abortion. That would amount to about 60 pregnancies a year in New Zealand, but the Remuera Clinic or Aotea Hospital could dispose of that many in less than a fortnight.

When we care for pregnant women, when we diagnose and treat illness in unborn babies, medical and Scientific knowledge is essential. When people practice abortion, such knowledge is an emharrassment. The only thing medical about abortion is that doctors do them and must handle complications afterwards.

How severe mother's heart disease, renal complaint, diabetes or mental illness, no-one would be suggesting abortion was essential if the mother wanted the baby.

Regrettably, it is not just medicine and science which are perverted in the justification of the taking of human life in utero. Ethics, morality and legality traditionally were designed to protect others. In abortion they are invoked as a balm for the conscience of the wrongdoer.

In mathematics, science and medicine you may start with a premise of whose validity you are uncertain and expand it logically, searching for contradictions. Lack of contradiction does not prove that the original premise is valid, but at least it is some help on the way. It shows that at least the case is internally self-consistent.

However, for anyone who seeks the slenderest thread of consistency in the abortionists' case, the search will be a frustration and a disappointment.

We are told that to make a plea for the fetus is "emotional"; but every request for abortion is an emotional one, and I am unaware of any pro-abortion legislation anywhere in the world which was not introduced and supported by fiercely emotional argument.

We are told tha to attach any significance to fetal life involves a "value judgement"; but terms like "quality of life", "enjoyment of life", involve a value judgments which, like the values of the Values Party, are a great deal less charitable than a value which protects and cares for life.

We are told that the law on abortion must be interpreted "liberally" - but that the Hospitals Amendment Act

must be interpreted strictly word for word - despite the obvious intentions of our legislators.

We have come a long way in fetal diagnosis and therapy in the last 25 years. We have also come a long way from the Geneva Declaration which stated: "I will preserve the utmost respect for human life from conception."

Strictly, we do not need to talk about the development of life. We need to talk about the protection of talk about the protection of life, because destruction of life is what abortion is all about.

*This article and the submissions published earlier in the year from the Women's National Abortion Action Campaign (WONAAC) were paid for on a cost-of-production basis. The editor wishes to dissociate himself from specific graphics used in both cases.*

Image of a fetus

THE CONTINUING ADVENTURES OF.... HAROLD HEADD WRITTEN AN DRAWN FER YEW BY... RAND HOLMES LATER SLAM ELMO?? WAS THE PLACE OPEN?? YEAH NAW! CHRIST'S TEETH! ...WHAT'S THAT!?? IT'S A PIG MAN! SEE... ONE OF THE BIG SPORES HAD THIS NATIVITY SCENE STILL O SET UP FROM XMAS ...AN LIKE IT HAD LIVE ANI-MULES ...SO I LIBERATED THIS-ERE PIG YEAH... WELL I CAN SEE IT'S A PIG... BUT WODDA YA GONNA NO WITH IT? I'M GONNA "OFF" THE SUNUVABITCH WITH YER 303 AN HAVE ME A MESS OF HOG JOWLS AN CHITLINS!! ...THASS WHAT I'M GONNA DO KLIK SZNURKK HONK CHOMF MUNCH CHEW SPLINTER NO! NO!... FER FUCKSAKE ELMO!... ONE SHOT OUTA THAT AN WE'LL BE UP TO OUR EARS IN "REAL PIGS"! GRUNK CHAWF SLUSP KA-CHUNK ON.... ...I'LL USE MY BELT KNIFE (MESSY.. BUT EFFICIENT!) HERE PIGGY PIGGY.. OMERE YOU LITTLE SWINE! IT'S NO USE HAROLD... I CAN'T DO IT!... HE KEEPS BLINKING THOSE BABY BLUE PIGGY EYES AT ME! SAUFFLE SQUEEEEE CHOFF MAGE CHOMP WELL JEEZUZ ELMO!... DO SOMETHIN!... THE LITTLE BASTARD JUST ATE MY NEW ROD STEWART ALBUM!! SHIT!... NOW HE'S STARTING ON MY MOTORCYCLE SEAT! TO BE CONTINUED

Photo of a woman wearing a dress and shawl with tassles

RENEE GEYER BAND GRUNT MACHINE PRESENTS IN CONCERT RENEE GEYER FRIDAY JULY 30 OPERA HOUSE 8.30PM CO-PROMOTION GRUNT MACHINE AND N. Z. STUDENTS ARTS COUNCIL.

## Odds and Ends

*By Ramsey MacDonald*

### ***Matthew Connor: When I rule the world***

*Phone: Lionel Klee*

Over 100 students turned up to the Memorial Theatre last week to witness the return to this campus of one of the great orators of the modern world, Matthew Connor.

Last year Matthew Connor appeared twice on campus, the first time as I racist, sexist, and rampant free-enterpriser, and the second time as a revolutionary advocate of the working class and the dictatorship of the proletariat over the nasty ruling class, the bourgeoisie.

Within 12 months Matthew, like all pseudo-revolutionaries, has realised that they only way to fame and fortune is to join an established political party, in his case the sell-out Labour Party.

During last week's lecture on the Muldoon Government he was bombarded with questions on workers' rights and in good Labour Party tradition, he side-stepped them and went on to rave about how he would be the next Prime Minister.

With arms flailing above hie head, and his mouth jabbering out of control, he promised the assembled audience the world, and in the process was abused, applauded, covered in paper darts, and forced to become the victim of a McAleer "brown-eye".

The only interruption to the faultless performance was a stoppage after an hour the change the tape that Matthew was using to record the standing ovations that he received.

Salient salutes you Matthew Connor. Despite your flagging revolutionary spirit, you are definitely entertainment par excellence!

The adventures of 'Gym' Cassidy and the 'Dance-room' Kid.

'Gym' and 'Dance-room' are away at the Olympics representing the Gym in Underwater ping-pong and international Women's Fitness Classes (Tuesday 1 pm and Thursday mid-day). Unfortunately the introduction

of the sex test at the Olympics may eliminate our heroes from the latter event.

If you want to watch the Gym reps' at Montreal then come along and watch the Games on the Gym T.V. A quick game of badminton or a Badminton class (Tues. 10-11, Friday 10-11, 11-12) and put your feet up with a cup of the famous Gym drink. Chateau de Drink machine 1976 and watch your favourite athletes.

While 'Gym' and 'Dance-room' are absent life gets back to normal at the Gym and Tuesday 203 sees the Acrobatics class under way with assorted bodies flying heavenward. On Tuesday at 12 and Thursday at 1 Lynda's Yoga classes are famed for a relaxing experience in the confines of the Dance-room.

Next week we have live telecasts from Montreal featuring Vic's star athletes, so read this space next week for live telecasts. Gym Press .... Gym Press .... Gym Press

The intra-mural soccer, volleyball and basketball all need new teams so come along to the Gym, Volleyball Tuesday 12, Soccer Wednesday at 12. basketball Thursday at 12.

#### Notice

We apologise for wasting your time in reading this notice.

## Newsheet

MONDAY 26 JULY 12-2pm Assessment meeting to discuss Assessment Week. Board room. All Welcome  
12am WILLIE MAE REID, American vice-presidential candidate, black activist and feminist speaks in the Union Hall on 'The U.S. Elections in the aftermath of Watergate'. TUESDAY 27 JULY 12-1pm Campus Eucharist. Celebrant Bishop E.K. Norman of Wgtn. University Lounge, S.U.B. WEDNESDAY 28 JULY 7.30pm International Club. Don Borrie, just returned from N. Korea speaks on the present situation. Smoking Room. WED - FRIDAY 10am - 3.30pm An exhibition of photos shot in Cambodia just prior to the Khmer takeover which depict how ordinary people carry out their lives with a war around them. Foyer. THURSDAY 29 JULY 1.10pm A programme of Baroque music played on a Baroque violin will be presented by Peter Walls with Roy Tankersley (harpichord). Gavin Saunders (viola) and Jan Preston (piano) will play Hindemith's Viola Sonata Op. 11 No. 4. Music Room, Hunter Building. Admission Free. SATURDAY 31 JULY 2pm Tape and discussion on the Chinese Revolution. 76 Dixon Street. FRIDAY 30 JULY - 8.30pm Socialist Forum - Debate and discussion on a wide range of political topics. 76 Dixon Street. SUNDAY 1 AUGUST 11.30pm Mt Kaukau Ramble: a walk up Mt Kaukau, bring your own lunch and refreshments, all welcome. If popular intend to form university club. Other rambles are contemplated and suggestions welcome, ph: 728363 for enquiries if weather doubtful. Assemble at Khandallah Swimming 2pm Young Socialists weekly meeting including a discussion on the pros and cons of "Terrorism!" Everybody welcome. 76 Dixon Street. Advance Notice Monday 2nd August 5.30pm Anglican Society AGM Ramsey House. Please attend!

## Political

*Anthony Ward here concludes the two articles on ideas tossed around at the first Australian Political Economy Conference, with articles on women's roles, education and the Sydney Political Economy movement.*

## Women's Position in Society

There were four well attended seminar sessions on the political economy of women at the Conference. A sure sign of the growing awareness of the oppression of women and the virulence of sexism.

There is considerable tension in the women's movement (more marked in Australia than New Zealand) between those who see sexism as the primary oppression in society, and those who see sexism as subordinate to the general capitalist system, stressing the role of class oppression. Those at the Conference emphasised the latter interpretation, but the conflict was clearly present.

Looking at the left, a cynic might suggest the capitalist system does nothing so well as splitting its critics. Sectarianism and ideological niceties have their place, to be sure, but nowhere near the importance some writers seem to put on them. With the much vaunted "revolution" not near, such attitudes are of little help. After all, beyond the ideological debates, most left wingers support the same things.

So what follows is an attempt to synthesise the theories put forward for women's oppression. The classic "Marxist" argument, giving little importance to sexism beyond its place in the economic struggle is, in my opinion, too mechanistic. The alternative is myopic and seems hard put to explain other forms of discrimination in society.

## Starting with Production

Starting, as with all good theories, at production. Women's role in production is three fold:

- as a coequal worker with males
- as a member of the reserve army of the proletariat
- as involved in the reproduction of labour power

The first category is the smallest, and gives little basis for the study of discrimination against women. In the second, women (along with ethnic minorities and migrants) play a role in reducing workers' wages.

Marx's theory of the reserve army notes that when there are few unemployed, workers are more secure in their jobs and consequently can be more successful in wage and conditions negotiations. However, if there is a pool of unemployed, employers can pass over recalcitrant workers and hire members of the unemployed.

In both New Zealand and Australia since 1945, with high (male) employment rates, married women form part of this reserve army. They are peculiarly suited to it in the capitalists eyes - they are there when the economy booms, and when it slumps they can be sent back to the kitchen without the dole.

Women's third role is in the home, reproducing labour power. By this term we mean reequipping workers for the following day's work, i.e. providing food, accomodation etc. And also "bringing up" the next generation of workers.

From these three roles in production, one can see the class position of women and some of the causes of discrimination. The women Mucky' enough to be in the first category are predominately middle class, because of the type of jobs that are open to both sexes. In the second, the working class predominates. In the third, women's class position is given by her husband's.

Discrimination can be seen as stemming from the different roles in production and reproduction of labour, and the antagonism of the reserve army situation.

## Other Sources of Oppression

Yet as the economic level does not determine the other levels, sexism does not stem entirely from the capitalist production network. Oppression of women has a long and disgusting history, from the shutting out of women in ancient Greece to the immense numbers of women persecuted for heresy by the Church (the major "crime" being miscarriage).

This sexism had been institutionalised in the politico-juridical and ideological levels long before the capitalist mode of production became dominant. However, with this development the pressures increased. As we noted in the discussion of the state, one of the needs of capitalist, society is the atomisation of potential opponents.

Sexism, and racism, do this very well. This does not suggest a conspiracy theory. It argues that the structure is such as to reinforce 'useful' divisions. Where exploitation is not in direct contradiction to capitalist exploitation, it becomes an alternative force of social manipulation and control.

**IF YOU ASK FOR MORE MONEY I'LL GET A WOMAN WHO WILL WORK FOR LESS THAN YOU RATHER THAN GIVE YOU MORE MONEY! WOULD PUT A MAN ON YOUR MACHINE! WOMEN'S WORK IS NEVER DONE... - OR PAID PROPERLY - OR RECOGNISED AS WORK**

There is also a mystificatory function, in presenting secondary contradictions as the primary ones in a social system. Thus the differences between feminists seeing sexual oppression as primary and Marxists arguing economic oppression.

This does not in any way deny the reality of the specific oppression of women, nor the relative autonomy of that oppression. One cannot collapse all aspects of sexism into capitalist exploitation. But the analysis of the economic and structural reinforcing factors of sexism suggests the emphasis of the struggle.

## Investigating the Movement

It is also interesting to analyse the class positions of the different parts of the women's movement. Working class women in advanced capitalist countries, as well as women in the third world see economic exploitation as the number one question. Those taking a radical feminist line are most often from the middle class of the former countries.

The class distinction does not mean that the problems analysed by either side are not valid. It does mean that to advance successfully to a coherent analysis of women's oppression the distinction must be investigated. As is growing more clear in some of the Literature, and was stressed at the Conference, such an investigation is but starting.

It is surely vital for understanding and proper action on the question of the oppression of women.

Significantly, the strongest arguments to link theory to action (and criticism of abstractness) came from the political economy of women's sessions.

*Reference:*

*Juliet Mitchell: Women's Estate (Penguin)*

# Political Economy Movement at Sydney University.

The Political Economy Conference took place against a backdrop of protest at Sydney University. Protest over the stranglehold of reactionary professors and Vice Chancellor on political power in the university. Two days before the Conference opened there was a big demonstration against the VC's lack of action - two weeks after it closed there was another, considerably more violent one. What is the background to these developments?

## Round One

The struggle in economics started in earnest at Sydney in the late 1960s. It stemmed from two directions: the wave of student protest against Vietnam and racism that led to questions being asked of the economics courses; and the appointment of two new professors in the economics department. This appointment was to revamp the department, revising the course framework (and making it more mathematical)

The revamping, and the arbitrary and authoritarian way it happened, led to quite a protest. A survey carried out by two tutors in 1969 showed a great depth of student feeling against the new courses (many were disrupted) and desire for some say in the course material.

The reaction of the Department was hostile. The two tutors were sacked at an early opportunity, in late 1970. Protest was high for a while, but without effective organisation, it soon died down. Round one to the heavies.

## Round Two

The quiescence was disturbed in 1973 when a more organised group of students ran a series of lunch-time discussions to consider relevant material. A conference on Radical Economics was also held. Interest was growing.

In the middle of 1973 there was a furore in the Philosophy Department over the introduction of a women's studies course. This was opposed by the Professors of the Department and others in the University hierarchy. Tactics employed in the struggle were important. A strong junior staff group in Faculty, well-coordinated with direct action taken by students (there was a University strike on the issue) together won the day.

Spurred by this example, the economics dissidents got moving. A Day of Protest was held on July 25. It led to discussions on tactics as well as the alternative content political economy could deal with. Yet, despite the strong voice of students, the Economics 'heavies' proposed no change in their courses for 1974. Round two was a draw.

## Round Three

Student members on Faculty moved a committee to investigate into the Economics Department in late 1973. This committee reported back in March 1974. "It seriously attacked the professors and university administrators, and recommended political economy courses at all four levels of the degree. It also suggested that the only suitable way of running these courses was in a separate Department of Political Economy.

From the acceptance of this report by the Faculty, a long bureaucratic struggle ensued. Again the tactics of coordinated 'proper channel' action and student demonstrations (including a Day of Outrage on the anniversary of the Day of Protest) were used. Again they worked, this time even better.

Courses in Political Economy at stages one and two were set up, but the Vice Chancellor (who is himself an orthodox economist) refused to have anything to do with a separate Department. The intransigent professors grudgingly agreed to the compromise. Round three a qualified victory to the masses.

## Round Four

1975 saw renewed strife. One political economy tutor was sacked at Christmas, and others denied

promotion or pushed out of the University. Ted Wheelwright, an associate professor and leading political economist was denied the third Chair in economics. It went instead to a little-known mathematical economist, whose credentials were far less impressive.

Staff in the economics department favouring political economy circulated a paper claiming the conservative professors with the Vice Chancellors concurrence, could be expected to use their power to undermine the new courses. Such was the power framework.

In the meantime, students flocked to the first year course in political economy. Half the students doing first year economics chose political economy instead. With the many restraints on choice (eg all business and accountancy students are advised to take orthodox economics) this is a major victory. It shows clearly the interest of many economics students in wider issues such as the social problems stemming from production. Round four on points to political economy.

## Round Five

This year, 1976, opened with political economy courses, at stages one and two, well attended. However, a large question mark hangs over the students in these courses. There are, as yet, no third year options, and the orthodox economics courses seem to many singularly-uninteresting compared with the political economy alternatives.

Another report, this one to the Academic Board (which approximates our Prof Board) recommended an autonomous 'unit' of Political Economy, right through to Honours Level. This report, again backed up with strong student/staff pressure, was pushed through with even the conservative professors backing it to some extent. However, it was blocked by the Vice Chancellor.

Consequently widespread student discontent fared again. A mass meeting just before the Political Economy Conference (which was addressed by a well-known demagogue from New Zealand) gave the VC two weeks to make up his mind. These demands were backed up by the Conference plenary session.

Three weeks later, with still no decision, another demo was held. One hundred students attempted to force their way into the Vice Chancellor's office. A little damage was done, and police called onto campus to sort out the situation. The VC made some remarks about the demo discrediting the political economy movement. Round five getting more vigorous, with no clear winner.

## Where to from here?

The struggle to get more political economy courses must go on. It can only however be successful with the tactics used so well till now - a two line struggle with staff and students pushing for results. The two demands of the demos are "Political Economy now!" and "Staff/Student control".

Yet the confrontation so far has raised interesting questions. Why has a university, supposedly seeking after 'truth', struggled so long and hard against people who wish to challenge the accepted truths? Could it be that Sydney University, as a class institution feels somehow threatened by radical economics?

Reference: Arena 38 (1975)

## Economy

Frankly this has Been my FINEST year as a principal! I've got the teachers DIVIDED and STALEMATED on the question of SALARY DEMANDS! I've got the LABS, TEACHING MACHINES, GYMS, POOLS and TV BOOK UPS clicking over like one perfectly tuned machine! My speeches are quoted VERBATIM in the local PRESS! COMMUNITY LEADERS back me RIGHT down the LINE! IF I could just figure a way to get those down KIDS the bell out of here, the place would run like a DREAM!

## Education

The lectures on education were delivered at the Conference by Sam Bowles and Herb Gintis. These two also presented ideas to an Education Conference over the following two days. They are the leading Marxist analysts of education in advanced capitalist countries.

The Marxist approach to education takes on two roles: one on analysis of education in capitalist society, the other a critique of liberal ideas of schooling (particularly of Dewey and Illich). We'll take them in this order.

Schooling, the argument goes, has two essential functions in capitalism. There are:

- to reproduce workers in a technical sense



- to reproduce the social relations of production

Of course, schools are not the only institutions carrying out these functions. As much of the analysis of the state shows there are many others - the Church, the family, and so on. There is increasing agreement that schooling's role is a vital one, even the most vital.

## Reproducing Workers

So what is the production of workers in a technical sense? Briefly, it means giving workers skills to fit into production. Such as the ability to read and write, do simple maths. Beyond this, some jobs specific skills are taught - technical subjects, even the professional schools at universities.

It is not enough to just produce these skills though. There is an immense body of evidence suggesting that employers do not see higher levels of education as evidence primarily of skills. Rather it is evidence of abilities to fit into the productive framework well.

It is thus no accident that schools are structured very similarly to industry: there are rigid authority patterns for example. More importantly, the stress on competition, on individual achievement, performs a very great cohesive function.

Individualism both atomises the working class and justifies 'failure'. As people see themselves as individuals, they see problems as also individual - affecting just them. Thus the possibilities of combined action to combat the problems are glossed over.

The school system justifies failure by telling students that if we 'fail' the tests, it is our own fault. An unequal social system can thus gloss over continued inequality. If people get low wages, it is not because of exploitation, but their own failure to make use of opportunities.

## Reproducing Society

In reproducing a society, there is much more schools do beyond the productive network. There are also religious, ethical, sexual and racial attitudes reproduced. And attitudes toward authority, toward society. These attitudes are normally structurally useful to capitalism: if they were not the dynamics of the structure would tend to eliminate them.

But such attitudes can often be in contradiction with the continuance of capitalist society. Another important contradiction lies between the teaching of skills and the social cohesive function. In teaching someone to use a gun, one cannot be entirely sure this skill won't be used against the social order. In teaching someone to write, one perhaps will not predict they won't end up writing for Salient [?]

And what about the ideal of education? That it's passing on a body of knowledge from generation to generation and encouraging criticism? In part, this is reinforcing class values, for knowledge is rarely for the people - its for a small, normally ruling elite. Beyond that, this argument dovetails into the critique of liberal schooling. The second part of Marxist theories of education.

## Liberal Schooling Ideals

Dewey, and the people who followed him in arguing for liberal education, saw education as having four major functions:

- to produce skilled workers
- to make up for social inequality
- to develop the individual's capabilities
- to pass on a particular body of knowledge.

In capitalist society, the primary role is the first, and in many respects is in contradiction to the others. Bowles and Gintis here disagree with Illich, who ducks the question of production. They point out it is production that keeps a society going in the most basic way, and education must take notice of this.

How are the other aspects in contradiction to this goal? Social inequality, according to Marxists, is not something that just happens or is caused by innate inferiorities. It stems from the exploitative nature of the productive system. Consequently, in preparing workers for their positions in society schools are reinforcing social inequality rather than removing it.

Similarly with an individual's capabilities. Capabilities can be developed, so long as they stay within boundaries. The capability to develop beyond an exploitative society is not one. However, as with all such cases, the contradiction here can lead to unusual results - a stress on humanitarianism can often lead to challenges to the whole system.

## Course Content

The "body of knowledge" is more complicated. Again, there are very real constraints. We all know of lecturers who mark down essays not toeing their 'line this is more a problem of the structure than of individuals. The subjects we are taught are shot through with ideology.

But one cannot talk of a body of knowledge in the abstract. One must ask "knowledge for what", "knowledge for whom?" Most theorists of schooling see knowledge as an end in itself. I suggest that unless people see knowledge as being useful or important to them it passes quickly. How long do we remember the rubbish we cram for exams?

Lasting knowledge comes then down to social practice - and that may be of various types, but it ultimately is a question of either helping people take greater control of their own lives or of denying them.

The major contradiction in this section on knowledge is between the generally repressive system it is part of and the ideology of "freedom of criticism". As the availability of radical ideas develops, so the contradiction becomes more acute.

Marxist critique of liberal schooling stems from a different analysis of the problems which are, rightfully, being tackled. This sees the problems as rooted in the productive system of capitalism. However as noted above, there are many developments from the liberal approach which are in contradiction to the designs of capitalism. The question is really whether these developments are seen in this light, or more in 'reformist' terms.

Once again, this summary has done scant justice to a very fruitful field. Please get into it.

### References:

*Louis Althusser "Ideology and Ideological State Apparatuses" in Lenin and Philosophy'.*

*Graeme Clarke: Assessment (NZUSA available from Studass).*

*Trevor Pateman (ed) 'Counter course'.*

## Films

Image of a man wearing a tuxedo

The following films from the festival will soon be seen again in local cinemas.

### Stavisky

Alain Resnais' *Stavisky* is a glittering recreation of 1930's French high society. If it invites comparison with *The Great Gatsby* by and its ilk, it is only to show what tripe the latter really are, and never loses sight of its penetrating and often very saddening serious moral and political themes.

### Fear Eats the Soul

Rainer Werner Fassbinder's *Fear Eats the Soul* is the powerful story of a young Moroccan worker and an ageing cleaning lady who fall in love. The reactions of their peers are at times a little too satirically chicle to be as biting as they should, and a couple of scenes edge towards a rather crass sentimentality. But they do no more than edge, and the moving performances of both leads make this a film well worth seeing.

### The Seduction of Mimi

Lina Wertmüller's *The Seduction of Mimi* is a delightful romping comedy about a young worker struggling to stay alive in a world controlled by a Mafia family who all have three moles on their right cheek. It borrows unabashedly from a host of Italian and American film conventions, but only really manages to struggle along in their wake. The slapstick is a bit simple, the mock Fellini is artificially contrived, the theme a bit repetitious. However, it occasionally comes into its own with considerable flair and is always very amusing.

### I.F. Stone's Weekly

(showing at the Penthouse)

A documentary of the "maniacal zest and idiot zeal" of one of the world's greatest journalists. Jerry Bruck Jr did an excellent job of capturing the extremely efficient genius of I.F. Stone. It was also a useful political documentary on the absolutely ridiculous or at most, the complete dishonesty of American politics and journalism. The documentary was even true to I.F. Stone's own pessimistic outlook when it ends with Stone

saying there is little hope of any change when young poor people rebel in order to gain more material wealth and yet who are joined by young rich people who are denouncing the wealth. By ending on this note the documentary effectively kills any value the film may have had in attacking the status-quo. Not half the film Mil house was

## **Fantastic Planet**

An animated science fiction feature set on a planet where humanoids are unwilling pets of giant creatures called Draags. The story is very simple and idealistic with the humans and Draags eventually reconciling their differences and living happily ever after in what I thought was a rather syrupy and naive ending.

The animation technique is unusual and life on the planet is depicted with great ingenuity.

Director: Rene Laloux.

## **The Invitation**

A fairly innocuous film about an office worker who invites his fellow workers to his mansion for an afternoon party to celebrate his new inheritance. The camera placidly watches the behaviour of the guests gradually degenerate as jealousy, frustration and hypocrisy take over amid their host's kind hearted and naive attempts to quell the bad feeling. Most of the humour is provided by the very superior butler hired specially for the occasion. Director: Claude Goretta.

## **The Middle of the World**

### **Switzerland 1974**

This was an attempt by Alain Tanner to draw a parallel between international politics and interpersonal relationships. He seemed to be trying to awaken us to the real nature of human endeavour on all levels by making clear the falseness and self-deception that haunts so many of our love affairs. Then by way of news broadcasts and little sections of narration he shows that the same dishonest relations exist between countries.

In my opinion the film was a failure as it was too ambiguous.

VUWSA Films Coming : Memorial Theatre. Tu 27 July 2.15

## **Straw Dogs**

Director: Sam Peckinpah

Actors: Dustin Hoffman, Susan George

"Heaven and Earth are ruthless and treat the myriad creatures as straw dogs: the Sage is ruthless and treats the people as straw dogs." - Lao Tzu.

A mathematician/writer and his wife attempt to live a peaceful and quiet life just outside a small country village miles from nowhere. But they get mixed up with the violent affairs of the little town and as a result Hoffman ends up defending his cottage almost single-handedly against a bunch of the most ruthless wildmen seen on the screen.

"I can think of no other film which screws violence up into so tight a knot of terror that one begins to feel...." Sight and Sound.

If sheer technical skill was all that was required in a film then this film would certainly be one of the best. That is not to say, however, that there is little more to it than pure spectacle. In fact it is a serious film of considerable social value.

## **Celebration at Big Sur W 28 July 2.15**

A film of the rock festival at Big Sur in 1969 after Woodstock. It is similar to Woodstock and it attempts to put the viewer into the live audience - to live a something like "being there" experience. The film not only records brilliant performances from many greats such as Joni Mitchell, Crosby, Stills, Nash and Young, Joan Baez and John Sebastian, but also includes interviews with them.

## **Waterloo Th 29 July 2.15**

Director: Serge Bondarchuk

It is to the credit of this film that it deals with the historical event itself, and not the trivia which surrounds

it, like so many other historical films do. It accurately or as accurately as an encyclopedia does, accounts the events of 1815.

Rod Steiger plays Napoleon and Christopher Plummer plays Wellington. They are helped by a list of other movie greats such as Orson Welles and Jack Hawkins.

It is as entertaining as it is educational. For example there are many funny moments when the caricature personalities make fools of themselves.

# Music

## Concert Preview

Wednesday, July 28th, 12.30pm, in the Music Room (H332)

In conjunction with the Music Dept., the VUW Music Society is presenting a concert of pieces composed by members of the 1976 Music Education class. Music Education (MUSI 131) is a course taken by Ross Harris, a well-known Wellington composer, and is specifically geared towards the teaching of music in schools.

The aim of the course is "to introduce students to those aspects of twentieth century music which can be used creatively in school music. For example, graphic notation, controlled improvisation, electronic music, theatre music, and simple serial composition. Tutorials introduce a wide range of contemporary compositions" (eg Stockhausen, Webern, Peter Maxwell Davies, Carol Orff).

Various members of the class have already taken many of these into the primary classroom to observe their practical application. In the MUSI 131 class itself, all of the ideas discussed are put into practice in the form of assignments, where the student composes pieces exploring the possibilities of each idea.

One of the most interesting things to emerge with this form of teaching is, that as formal music students (or, in most cases, students who have a traditional back-ground in music), we find that our imaginative impulses have in the past, been directed towards what we have been taught about traditional musical structures. Consequently, many of the pieces which are performed in class do not work, either because the student has tried to explore the given "idea" in terms of a traditionally acceptable musical mode, or else the imaginative impulse behind the composition is extremely inhibited (socially rather than musically) The exciting aspect of introducing many of these new music ideas to school children (especially at primary-school level) is that they are far more socially uninhibited than the Music Ed. students, and they are not bound by preconceived musical notions, such as key, rhythmic conformity, mode or harmony.

For the concert on Wednesday lunchtime, the class has selected several of the more successful pieces to have been written this year, for performance. They cover a wide range of individual 20th century musical concepts, and involve various performers, from 2 or 3 students to the whole class. A couple of electronic pieces will also be included, as one of the options in the course is a half-year's work in the electronic music studio.

Students who are interested in new ideas for teaching in schools will find this concert particularly interesting, as will anyone who would like to hear and see something more imaginative, creative and exciting than the cafe or Union Hall on a Wednesday lunch time.

John Reid's SQUASH CENTRE SQUASH: 50c per half hour Normally \$1.00 RACKETS: 30c GEAR HIRE : 20c per item CONCESSION HOURS 9 - 12 and 2-5 WEEKDAYS STUDENTS CONCESSIONS DOWNSTAGE BRUCE MASON NOT CHRISTMAS BUT GUYFAWKES Bookings Now Open Phone 849-639 all reservations. Watch your local papers for details of lunchtime and late night shows. With support of QEII Arts Council

# Film Festival

*by Simon Wilson*

The standard at this years festival was almost uniformly very high. I saw no mediocre films, and only two which were tenible. Top honours go to (in order of screening): Miklos Jansco's *Elektra*, Jean Jacques Andrien's *The Son of AMR is Dead*, Maximilian Schell's *The Pedestrian* and Alain Tanner's *The Middle of the World*. Claude Chabrol gains two wooden spoons for *NADA* and *The way to Pleasure*.

Nearly all the films were concerned with some combination of politics, sexual politics, love, the individual at odds with himself and his world, and social relationships. Which is to say that thematically they remain at the centre of twentieth century art.

The most envigorating aspect of the festival was the amazingly high technical standard. *Aguirre the Wrath*

of God, the Son of AMR is Dead, Elektreia. Stavisky, and The Pedestrian all displayed superb camerawork. Strong colour was very much used, especially in Ludwig-Requiem for a Virgin King, Aguirre, and Stavisky; and inversely the black and white of Bar Salon and washed out greens and browns of Wrong Movement were used to very good effect. Editing was outstanding in Wr Mysteries of the Organism and The Pedestrian. Ludwig made brilliant use of Wagner's opera, and The Pedestrian and Wrong Movement achieved an uncannily haunting effect with their scores. The melodramatic use of Italian opera in The Seduction of Mimi was also excellent.

The Son of AMR is Dead contains the most unnerving vocal soundtrack I can remember hearing, even though it has been judiciously subtitled so that only the thematically relevant dialogue is understandable. To give an example: at one point the protagonist is talking into a public telephone. There is muffled conversation in the background. Slowly, his voice becomes unsynchronized with the image: thoughts have replaced words. When a similar shot is established later in the film the dominant voice this time belongs to someone else off camera in the room. The while film is controlled by a subtle montage of voices which lead the protagonist to realisations about himself which are never stated but always viscerally present in the film.

## Elektreia (Hungary. 1975)

Director: Miklos Jansco

This recreation of the Electra legend from a play by co-screenwriter Laszlo Gympo is a superb combination of classical Greek tragedy and revolutionary propaganda. It is visually spellbinding, thematically overpowering, technically faultless, and just thirteen shots long.

On a barren plain with just one open-aired building hundreds of people are dancing in sombre lines. Riders herd horses, galloping from place to place. A fire-eater belches fire, a man dances with a sword, dwarfs walk in a line banging cymbals and drums, peacocks strut, doves flutter, naked and semi-naked men and women with painted bodies adopt poses, men walk in single file cracking whips in unison, a woman in blue wanders.

It is the day of "The Feast of Justice" and the woman is Electra. Aegisthos, the king, appears with shaven head and fear in his body and his eyes, He is accompanied by a tall handsome courtier, and together they tell Electra to forget. Her father Agamemnon was murdered for giving the people freedom, which they could not use. Aegisthos the murderer claims justice for his action in the name of wise government. But Electra awaits the return of her lost brother Orestes who will avenge the death of their father. While she remembers, no one can forget.

The celebration gathers momentum and a sacrifice is performed: the victim collapses in a pool stained with blood in which naked maidens stand, their backs painted with grey and white patterns. It is announced that on this day no-one may fear to tell the truth, and the people praise Aegisthos for successful crops and fruitful marriages. Electra is married to a dwarf. With a white veil floating over her she accepts all humiliation, she waits.

Suddenly a column of red smoke is seen billowing over the plain. Underneath it a small group are advancing. There is a man in a red cape, riders on horseback and a minstrel in a wide-brimmed black felt hat who sings songs of change. They bring news of Orestes' death. Electra kills their leader, and for this is given the choice of submission to Aegisthos or death for herself. She remains defiant, and the messenger rises to reveal himself as Orestes, the unconquerable liberator. Aegisthos is rejected by his people and brought to judgement. His courtier performs naked with a woman the beautiful dance of death. Their bodies moving in perfect symmetry, they transform what was once an aesthetic celebration of regal splendour into a profound experience of death. Aegisthos and the courtier are then killed. Electra and Orestes have fulfilled their duty and shoot at each other, collapsing only to rise again and fly away in a red helicopter. They return and dance with the people.

Janos Kende's brilliantly handled camera is forever on the move, tracking in wide areas and panning as it goes, zooming in to examine and out to reveal, twisting and turning back on itself, seemingly never following a straight line, and always moving with a purpose. By the use of this technique instead of the usual cutting, we are completely entranced by the flow of the action, never knowing what new spectacle will be revealed and constantly aware that just as in Greek drama everything one sees has been pre-ordained.

Because the action and dialogue (mainly chants and interior monologues) elucidate the background as the story unfolds, and because Jansco assumes a prior knowledge of Euripides' play, we are able to follow the plot of the film and at the same time appreciate its relationship with the original tale. By eliminating Clytemnestra (who was originally responsible for Agamemnon's death) an overt political theme is established; and by marrying Electra to a dwarf instead of Euripides' good peasant, the deformed nature of man in bondage is exposed: the dwarf is both a symbol of Aegisthos' subjects and of the petty nature of Aegisthos' power.

The English title (meaning 'things revolving around Electra') provides a verbal link between the classic

cyclical concerns of the legend and the contemporary revolutionary theme and the flowing action and camera movement reinforce this.

Although *Elektreia* works primarily on a visual level, the soundtrack has much to contribute. The sound of whips being cracked in unison, later repeated as the sound of gunfire, has a disturbing intensity. Similarly, the rumble of horses, established early in the film, achieves a horrifying significance as it becomes that of men and women running, driven on by the whips. This sound is further used for the helicopter, as a symbol of freedom.

The ending of the film, from when Electra and Orestes shoot each other onwards, initially appears to be disturbingly over indulgent. That it is not the people but their actions that matter we have already realised, and that permanent revolution is Jansco's predominant theme is now also clear. The revolutionary songs, the gaiety of the dances, the red helicopter, and the story of the fire-Bird which rises each morning bringing beauty and freedom and life to the people, and dies each night to be reborn in even more splendid form (told by Electra), all reinforce this theme. The justification for these sequences is that we are not to forget we are watching more than a contemporary version of a Greek legend, that this is more than an aesthetic masterpiece.

Of course, such justification may not be valid: film art is very rarely a matter of aesthetics alone; and equally rare is the audience who will accept overt and simple dogma when the artist has established a more probing means of communication within the body of the work concerned. Certainly there is no rule, and if the same high artistic standard can be maintained throughout, blatant reiteration of the message is easily acceptable. Jansco failed in only two small ways. As a symbol of revolution the unassumingly handsome Orestes lacked the depth of the less beautiful but more fascinating Electra. And towards the end we are subjected to about ten seconds of happy, laughing, running, people. Taken on its own they might be expected to start singing 'It's the real thing at any moment. But these are minor faults.

*Elektreia* is an extraordinarily rivetting piece of cinema-drama, and in that the brilliant camera-work and direction were quite unlike anything else it remains the high light of the festival.

*Pierre Clement in Jean-Jaques Andrien's 'The Son of Amr is Dead'.*

Photo still from the film 'The Son of Amr is Dead'

## **Aguirre, The Wrath of God**

W. Germany 1972

by Rod Prosser

A film packed with political fire, as a group of mutinous conquistadors travel on hopeless one-way journey in search of El Dorado somewhere in South America.

The church was exposed for what it really is - an agent for the most obnoxious crimes throughout history - and in this case aiding bloodthirsty colonists whose guns and whips are still being felt throughout South America today.

A magnificent film with great power. Visually it was unlike anything I have seen before. The most beautiful film in the festival. Directed by Werner Herzog.

## **Everyman for Himself and God Against**

W. Germany 1974

Another Herzog film. It is based on the true story of Kasper Hauser who was denied any human contact or movement for the first 17 years of his life. When he is finally released he is totally without culture and through the attempts to educate Kasper, Herzog exposes the irrational bourgeois society, who try to shove God and other senseless rituals down Kasper's throat. Every bit as good as *Aguirre*.

## **Welfare**

USA 1975

Frederick Wiseman's documentary of state bureaucracy versus the destitute. It is almost three hours of actual scenes within the Welfare department building. No narration, comment or outside scene is offered throughout the whole film. It was extremely tiring and boring and yet those who stayed till the end had more than enough time to think deeply about the subject. Bureaucracy is killing humanity, especially in a time of economic hardship and unemployment.

## **W.R. Mysteries of the Organism**

Yugoslavia/W. Germany

This film billed as the high point of the festival, possibly fell flat with a New Zealand audience, since we

are ignorant of the theoretical discussions of the revolution, which form so much a part of the lives of people in other countries.

The film set out to deliberately criticise any point of view that is held dogmatically. Dusan Makavejev is especially critical of the way Marxism has become a religion with many people and compares what some states do with it to decadent western advertising (Ma(r)x Factor).

It is in part a response to the work of Wilhelm Reich, who for example was especially critical of the way the Russian revolution suppressed the importance of sexual freedom in its development.

It is a deliberately ambiguous film which was cleverly designed so that no one could go out of the theatre smugly confident of his or her own beliefs. Although New Zealanders I suspect, owing to their general apathy, and judging from audience reactions to many things in the film, could do that anyway.

## People of the Metro

Czechoslovakia 1974

Director, Jaromil Jans, made three little stories of the workers on the Prague Metro which come together in an amazingly warm and enthusiastic film. The stories were very ordinary and everyday and yet it is an incredibly entertaining film. The accompanying music was especially brilliant.

Perhaps the most valuable aspect of the film was the unusual clarity with which Jans has enlightened us about Czech society. Very similar to the brilliant (and mistitled) film *Loves of a Blond* by the then Czech. Milos Forman.

## Nada

France/Italy 1974

For me this was the high-point of the festival. A group of Leftist terrorists conduct a ruthless kidnapping. The state, through its agents, massacre the group after they have surrendered. Claude Chabrol's conclusion is "State terrorism and leftist terrorism although their aims are different, are the twin jaws of the same trap." Although this film was a valuable lesson to revolutionaries throughout the world, it lacked the fire, impact and ability to hit deeply into the subconscious, which I am seeing as more and more important if a film is to alter peoples attitudes. Chabrol is too much of a realist, unlike the surrealist Luis Bunnuel who has been much more effective as a revolutionary.

The second Chabrol film in the festival *Une Partie de Plaisir* was a complete washout. It was a re-enactment of the scriptwriter's slow break-up with his wife. Apart from the odd stab at the bourgeoisie (especially young dope smoking music listening parties) this film, as with almost all private love-affair movies, left me completely indifferent.

The exchange between Neil Rowe and Mervyn Thompson has been postponed until next week because of lack of space.

— Reviews Editor)

## Sports Council 76

Sports Council is an incorporated body which is not under the direct control of the Students Association. It has its own elected President, Secretary and Treasurer, along with 5 other committee members. The Council is elected each year from the A.G.M. of Sports Clubs, and at present has 8 members representing a wide range of sporting interests.

The Council has its own budget guaranteed by a subsidy of \$1.50 per student under the Constitution. Its most basic function and perhaps its most important is the allocation of this money to Sports Clubs to assist in the improving of Sport, and to ensure that every student may have the opportunity to participate in Sport on campus.

## Chris Hardy

Sports Council presents Blues Awards for outstanding achievement in Sport. Nominees must make an active contribution to their Sport and have a sufficiently high standard of play.

For the past few years, the membership of the Council has been relatively stable, with members staying on for more than one term of office. This has meant good working relationships have evolved, both within the Council and also with the Sports Clubs and the Association.

## **President: Warwyck Dewe**

Warwyck is a Commerce graduate from Victoria who has been involved with sport at Victoria for a long time, spanning his enrollment in 1967 to the present day. He has represented the university for many years at both hockey and water polo and swimming. He was Club Captain and Treasurer of the Swimming Club, with 2 years experience of both positions.

## ***Dick Langford***

He was a water polo rep for Wellington in 1973, and a New Zealand Universities rep in 1973, 74, 75, 76. Warwyck organised the highly successful Easter Tournament held at Victoria in 1972, and was the Social controller for the Winter Tournament held here in 1974.

His interests range wider than past the immediate sporting arean, and he has been a Treasurer of Publications Board 1972 1973 and 1975 1976. He was Vice President of N.Z.U.S.U. in 1972, and was President of that body for 1972-73. At present, Warwyck is a member of the Board of Directors of Student Travel Bureau Ltd, and of Student Services Ltd. He is also advertising manager for Salient.

## ***Roger Miller***

Warwyck sees a great need for Sport and recreation on campus and in the community at large. He would like to see more government spending on providing and uplifting recreational facilities. "I'm also concerned at the lack of people coming forward to administer and assist with recreational activity on campus. At present its administered by a groups of old hacks, like myself."

This will be his last year on Sports Council having been a member since 1961 He will be sorely missed.

## **The Secretary**

Chris is also a B.A. part time at Victoria and is also enrolled at training college. She has been Secretary for 3 years, and represents the Basketball and Netball clubs. She does a lot of the administrative work of the Council and works in close liason with the Treasurer on Club affiliations and grants. Chris has represented Victoria in Swimming and water polo at tournaments and has also organised a tournament at Victoria; the 1974 Winter Tournament She was Sports Officer for a short time. She too feels that more young people should be coming forward to co-ordinate sport on campus

## ***Peter Thrush***

## **The Treasurer**

Dick Langford holds the specialist position on Council. His job is to audit all the Club books, before they can receive their grants. This is not an easy job at the best of times, but Dick inherited problems at the beginning as his predecessor had gone overseas, leaving all the books in quite a mess. Nevertheless, with help from Warwyck everything is now in order.

## **Jonathon Ross**

Jon is a 4th year LIB Hons student. This is his first year on the Council, where he has represented the views of the cricket club to good effect. A Wellington cricket rep for the last two years, John has been an NZ rep for the years 1974, 75, 76. He was Captain of the legendary Vic cricket team which this year won the cricket at Easter Tournament in Otago.

## ***Warwyck Dewe***

Jon also plays squash and golf. He should be around next year, and hopefully will provide some continuity of ideas to the new Council.

## **Mino Cleverly**

Mino is a first year BSc student who represents the swimming club, which he has been a member of for the



past 4 years. He has represented Wellington at water-polo and has played for the NZU team selected at Otago this year. He sought election onto Sports Council with the aim of making some sort of contribution: 'some people just expect things to be laid on.' He sees the function of Council as "protecting and furthering the interests of those involved with any sporting activity on campus".

## ***Mino Cleverly***

## **Roger Miller**

Roger is a 5th year Ba/LIB student who represents the rugby club. He is a Victoria rugby rep, playing in the Senior A team 1975-76. He has also represented Wellington, in the Colts in '73, the 'B' team in 75. He feels that it is essential for students to have activities they can pursue outside of the purely academic. "The sports club not only provide a recreational outlet, but more importantly they are a social centre around which students may meet, create friends and enjoy an interest in common '.

## **Don Sandford**

## ***Jonathon Ross***

Don's been at varsity since the early 70's (He's ashamed to say how long he's been here exactly) doing a B.C.A. He hopes to compel it this year. This is his 2nd year on Sports Council where he has represented the hockey club. He has been associated with that club for 5 years, as well as the cricket club and was selected as an NZU Hockey rep in 1973. That year he was also awarded a Victoria blue. This year he organised the successful Blues Dinner for Victoria University.

## **Peter Thrush**

As Sports Officer, Peter is a member of Council ex-officio. He represents the Students' Association's point of views, with an eye to seeing how the money is spent, but more importantly, he serves as a liason between the Executive and the Sports Clubs.

He has completed his BSc and is in his 2nd year of a law degree. Peter has captained the Volleyball team during its last three victorious tournaments, 74, 75, 76 and has been an NZU rep 1975, 76. He is also President of the NZU Volleyball Council and is at present organising a tour to compete in the Australian University Sports Unions Tournament in Brisbane in August.

He has been appointed Tournament Controller for Easter Tournament 1977, to be held at Victoria.

## ***Don Sandford***

*Photos: Lionel Klee.*

# **Letters**

Letters header showing people standing around a table

## **Non-Involvement of Malaysians**

Dear Ed,

Frankly I've had a guts full of moaning Malaysian students. They have the bloody temerity to come over to Codzone, rip-off our Education System receiving a dirt cheap "finishing" University Education at the New Zealand working man's expense.

They appear to show the same arrogance and contempt of Kiwis as they do their own oppressed working people.

In all my time at University, from my little contact with Malaysians (they tend to be very unsociable to Kiwi male students as a rule) they seem to be a very cliquy mob who don't give a bugger about their own or

their host country, the most socially aware activities I gather being to visit the prostitutes and queers down at the Bistro bar.

While perhaps there are a few decent types amongst them, Malaysian students as a rule are a dead loss, they contribute nothing to this country, unable to see beyond the bottom of their drinks or Mah Jong sets.

I take my hat off to Unsympathetic Malaysian who at least came to grips with Social issues in Malaysia, which is something most Malaysian students avoid like the plague.

— Worried Worried Kiwi.

## Support for Malaysians

Dear Sir,

It is heartening to see the 2 letters by "A worried Malaysian' and Overseas Student' (Salient, 12 July). They serve to indicate that we, Malaysians are not to be easily reckoned with.

Furthermore, the essence of which is that hygiene and cleanliness is more of a personal matter and personal emphasis rather than a country's brand.

It is when such problems become aggravated and affecting the standard of health that it becomes a social issue.

"Malaysian Malaysian"

## More on Malaysian High commission

Dear Sir,

One finds it hard to follow the logic of "worried students'" objection to the siting of the Malaysian High Commission building in Khandallah. They argue thus:

- Malaysians dry their clothes from windows;
- They cook putrid smelling food "at all hours";
- They will bring their "slum dwelling habits" into the area;
- They are prone to violence as judged from students fighting against the police on the 'pretext' that their government was not helping the poor;
- They will make satay out of cats and dogs.

Friends, it is sad to see you distorting facts in some instances and building your arguments on lies in others.

It is true that some Malaysians do dry their clothes off long bamboo poles hung outside windows. This is often seen in multi-storey flats. Economy of space is the reason here. Poles, cheap and easily available, can easily be taken in and out of windows say seven storeys up. A separate space need not be allocated for crowded clothes lines therefore. Anyway, that's what we do in our country. You will be hard put to find a Malaysian here doing likewise. The reasons are not there for us to do so. Indeed if we want to hand our clothes off windows, there is nothing wrong with that. Stop being so blind, economics determine a lot of what people may do in different countries and people in less developed countries will manage the best they can with what they can afford.

Your fear about Malaysians cooking putrid smelling food "at all hours" is built on a blatant lie. I will not bother to go into this therefore. The way you talk, I doubt if you have ever visited a Malaysian flat.

It must have been a strange one-week tour you took because you saw something which Malaysians have never seen - "drug addicts and prostitutes abound." I sure like to know where exactly you saw such a sight all over the country probably!

Defecating into rivers and fish ponds is not exactly carried out in the open as "worried students" suggested. You will be surrounded by four walls with a door in one of them - and the door can be hinged too, thank you! As for the fish, if they like what they are taking, what has that got to do with you? I assure you that the quality of the fish is no different. In any case, I am sure that there are no rivers or ponds in Khandallah where the staff of the High Commission can build a W.C. is there? Come to think of it, that sounds like a good idea - maybe the digging of a pond can be arranged!

Demonstrating students were violent with the police. Therefore all Kiwis are violent since the students are Kiwis. Man, one sure doesn't expect such logic from a university educated student. You have got a blind spot

somewhere mate. You argue too that the students were protesting on a "pretext". The 'slums' you saw, "prostitutes and drug addicts abounding" seem to contradict what you say.

"Worried students", stop fearing for your cats and dogs. We make satay from chicken and pork.

I have just this to say as a concluding note. You probably have a wierd tourist guide if indeed you have been to Malaysia at all or else you saw only what you want to see. I sure hope that one day, your sympathy for your fellow men will well exceed the concern which you seem to show for your pel cats and dogs as well as your properties.

The world has great need for more love and understanding.

Sincerely,

B.C.

## Malaysian and NZ Systems Analysed

Dear Sir,

The reaction to "Worried Students" by Malaysians have been largely confined to trading insults.

They were of a defensive nature, but do not attempt to deny the truth of the insults on which they were based.

The interesting thing is that the debate has managed to highlight similar social problems and issues in what appears to be different societies. The debate in my opinion should really start at the point where the similarities arise and we should ask Why?

I believe that the answer lies in the nature of the class system in Malaysia and New Zealand.

To understand why there is poverty, unemployment, slums, civil strife (e.g. demonstrations and strikes) prostitution etc; we should examine the inherent contradictions in the system. This may be seen in the unequal social and economic relationships between: the owners of the means of production and their

Both countries are neo-colonies in character, with an imported capitalist system superimposed on the existing society. This is not strange since they have a common source: Britain. (It is agreed here, that differences exist between the two societies but only as a trotter of degree and not in kind), wage slaves; the rich privileged and powerful class, and the poor. Under privileged weak (majority) class, the exploiter and the exploited.... All these contradictions are linked together for e.g. the owner of the means of production are often the rich and exploiters...

In order to see how poverty arises as regards workers let us examine an outline of the situation in Malaysia by using the contradiction of the employer and the worker. The workers may be described as wage slaves, a fact which sums up the lot of the workers in Malaysia.

In Malaysia, the late Tun Razak stated: "First and most important, we offer a politically and economically stable country, with a government which actively encourages the inflow of foreign capital. Wage rates in Malaysia are among the lowest in the Asian region. The daily wage of an average factory worker is about US\$1 to US\$2 per day around Kuala Lumpur... In the smaller towns and other states the rates could be even lower. Our daily wage rates, therefore are even less than your hourly rates."

This is a shameless admission of certain realities of the workers depressed situation. What the late PM of Malaysia was describing was the poverty stricken situation of the worker. One has to be born rich to work for those wages-average \$NZ30 per month! Further what he meant by "politically and economically stable" was that unions have been reduced to impotence by law and therefore cannot effectively defend the workers.

On the other hand the foreign investor (so adored by many BCA students) and local compradore capitalists are guaranteed a carte blanche in exploiting the natural and human resources in Malaysia. The Malaysian government has refused to implement a minimum wage guarantee but has suggested that workers should receive of only 80 cents a day! (25 NZc) "Incentives" are offered to the plunderers such as "tax holidays" for periods worked out proportionately to the amount of money invested in the country, no restrictions on the outflow of profits, cheap rent on industrial sites e.g. 50c (NZ 5c approx) per acre! and a cheap and easily replaceable labour force, to be drawn from the thousands of unemployed.

Malaysia as such, has been described as a paradise for the foreign investor, second only to S. Africa.

If a workers has only \$NZ30 a month to spend, not just on himself but on a family of 5 or 6; would there not be hunger, poverty, living in "slum" conditions and the connected human sufferings? One might add that indebtedness is a widespread problem in Malaysia. In NZ there are many people mortgaged up to their necks

and also having to pay off a house full of H.P. goods. The situation is similar.

To better their conditions workers seldom have any recourse to justice. The government is careful to ensure their foreign masters are not displeased by appearing to stand on the side of the workers. So workers go on strikes and demonstrations as mentioned by some Malaysians in Salient. Is it so wrong to do this, when you have no way out except to obey the authorities and accept their unfavourable solutions? It is easy for us to condemn workers in NZ because we might have been inconvenienced. Do we think of the workers in Malaysia? Do we think of the hundreds of years of struggle by workers all over the world against their employers for better working conditions and higher wages? Are we employers or mere workers?

NZ is now facing the danger of a "Malaysian worker solution" which the National government is seeking to implement. This is being done by various means. The government deliberately creates disunity among workers by slandering the unions and deprecating their worth as representatives of the workers. It seeks by legal means to break up the power of the unions e.g. the voluntary unionism law that is at present being put forward in Parliament. All this is insidious and NZers lend to go their blind oblivious ways and not seriously question what their 'govt' is doing to them as workers. When the unions have been smashed the workers will find that over a period of time they begin to lose their bargaining power and suffer a drop in their standard of living since they no longer have powerful unions to fight for higher wages... It happened in Malaysia. Labour became "cheap" and people can't afford to lose jobs as they are easily replaceable, especially factory jobs. Workers become less willing to light their employers.....and therefore become weaker and weaker... Is this the NZ we want it to be?

I have attempted to see how poverty [*unclear*: 1] and human sufferings have arisen in Malaysia and I believe that a similar process is already being set in motion in NZ. NZ is less fortunate than Malaysia in natural and human resources (cheap labour?!). The employers represented by Parliament see clearly that the day is drawing near when third world countries will sever their chains from their industrialised predators and begin to demand better deals from the latter, as is happening. How can NZ afford to pay for these demands in competition with its richer cousins? Connected with this, to maintain their profits, the employers must have a pacified work force which does not demand higher wages or challenge them so often as to disrupt "production" (hallowed word) which would increase costs. If they will have it they will cut worker's wages. They are already cutting overtime where feasible and possible. This process is tied up with the process of capitalist production. When it is not profitable to produce, workers get entrenched. Workers suffer. Why? If you are a mere student living on your meagre bursary you might understand. If you have to work you might understand even better. If you do not, you either live on fresh air or is too rich to bother.

The above discussion does not pretend to explain all the workings of the capitalist system but hopefully to point out some aspects of it which I consider are relevant to the points raised by "Worried Students" and Malaysian correspondents.

I welcome further discussion on this topic so that I can learn from more 'expert' writers as well as to elaborate on my own ideas. I also hope Malaysians will attempt to look at their society differently and not to rely on the BCA solutions approved of by the Malaysian government.

Why?

## To Abort or Not to Abort

Dear Sir,

If you won't print any other bullshit I write, please print this! That article in last weeks shit heap "Spue - feminist?", straight after the article - March For Repeal of Abortion Laws - objective reporting? Why why why? It seems human beings aren't conceived or born anymore, but only achieve a definition. Wow what a neat society we live in, logical, rational.

My anti-abortion feelings are [*unclear*: ot] rational, nor can they be argued logically. Who can rationalise life anyway, or ideals, beliefs. As for a large male catholic group down the back - bullshit. It really fucks me off how some people (debate reporters) can be so narrow. You agree human life is valuable (intrinsically) and to cause willful death is wrong? Why is abortion Ok? Christ - where do you draw the line. People are people as soon as they are conceived! I am not a catholic, nor do I claim any affiliation with any group - religious or otherwise.

"A woman has the right to make decisions about her body" - what does this mean? (i) why did she let herself get up the duff in the first place, (ii) is an unborn baby just another organ in her oppressed, unjustly treated body?

Most religious ideas and preachings are fucked, but does that make them all wrong.

The abortion people hate the antiabortion people and both think each other has wierd ideas. Hart people think those who support the tour are racist bigots and they think Hart wanks. Straight people hate the gays and reckon they are wierd and queer, and gays are oppressed, discriminated against (they think). Capitalists fight socialists. Students want more money. Nobody likes Salient and its fucked policies and principles. Christians try and convert heathens. Dope smokers hassel piss sinkers. People complain about sex in Salient. And the mountains laugh.

Let's not kill people, even very liitle ones. As my good friend Agatha Bin said "The world is round, money is round and people go round - funny A".

Lets not kill people, even very little ones.

The Mug of Arloo.

LET'S CHECK THIS LIST OF IDEAS THAT KARL MARX. INCLUDED IN HIS PLAN.  
COMMUNISTS BELIEVE" There is no God. Life ends with the grave. Religion is like a drung that dulls the mind.

## Letters

*Letters can be handed in at the letterbox just inside the Salient office or handed in to the editor personally. However if you wish to pay 8c postage then send your letters to PO Box 1347, Wellington. Letters should be double spaced and on one side of the paper only.*

## Good Case for Bursaries

Dear Sir,

I know, and you know, that we are a good case for our bursaries, but publishing rubbish like that tear-jerker about Kathie Rose - "Case Study of a Poor Student" just weakens our case. Can't you think of a better story than descending to the ridiculous

Criticism:

- Forgive me if my logic fails me, but to get Special Admission you've got to be over 21 - therefore Kathie Rose has had at least a couple of years to earn a bit and save towards coming to varsity. Personally, if my finances were so far up the shit that I couldn't afford \$10.00 Special Admission fee, then I would consider it reasonable to defer varsity for another year.
- Having established a bad case of poverty as evidence by the singular lack of \$10.00, and personal debts to friends, no raincoat etc, it should be obvious to those with even the most limited faculties that a part-time job would be necessary, so embarking upon a full-time varsity course was near-sighted and irrational.
- As for that sickening story about the Maori Education Foundation "I felt there were more needy cases than me" - if her thinking is so warped and witless as not to see herself as needy after all that's just been said then either a) she's not got adequate brain power to handle varsity, b) What's more likely she tried for a M.E.F. grant and was turned down on grounds of intellectual incapacity or otherwise, or else she knows they wouldn't throw their money away on such a deadhead.
- Quote "Because I work 30 hours a week I get more than I would if I was on a full bursary, - so I can't see how even those students manage".

- how very telling! On one hand she tells us how hard up she is - can't buy books etc, then confesses to earning more than the full

I agree S.T.B. is pitiful, I'm having a struggle myself an \$24.00 a week, but I did have the gumption to get a job in the summer, without much trouble - not highly paid as I'm a girl but I saved hard and could pay my own fees etc as I've used up my fees bursary.

To tell a personal hard luck story I lost my bursary years ago, and instead of trying to bludge off friends, family, state etc, I quit varsity, worked like hell for a couple of years, and saved enough to support myself entirely while I won back my bursary. With no help whatsoever from my family, who live in another city. So surely Salient could've dug up a better hard-luck story than Kathie Rose's, which only damages our cause as being too ridiculous to credit.

- No Bludger

## Enjoy Life - Not Bursaries

Dear Editor,

Why don't people such as yourself and John Blincoe pull your heads in over the bursary question. Student's don't need you to set yourselves up as quasi-intellectual spokesmen silling in your ivory towers, telling them times are hard as you both did last week (Salient 12/7/76). You are little more than two examples of radical trendies trying to create issues because there are not enough around to harp about since the tour went ahead. Most students these days adopt (he attitude that they must help New Zealand out of the financial mess the last Labour Government created and are prepared to do the best they can with their available resources. For God sake men Men moaning smile, for once, be happy and enjoy life.

Yours in happiness,

John A. McIlwaine.

## Reply to International Club

Dear Sir,

May I put the following completely hypothetical situation to the members of the International Club.

Consider yourself on an aircraft flying between two distant cities. Suddenly about halfway between the two, the aircraft is hijacked by a group of unknown Middle Eastern people. The aircraft is forced to fly to an unknown destination, and upon arrival at this country, lets call it Uganda, the Head of State welcomes the hijackers, who are not citizens of that country (Uganda), as virtual national heroes. The hostages, including yourself are guarded by members of the army while the hijackers are able to wash, eat and rest. You see no hope of release as the general rumour is that Uganda keeps the aircraft and the hijackers do what they want to the hostages (that includes you). Suddenly, an unknown force arrives, kills all the hijackers, you realise it is from your own country, and suddenly you are saved.

How would you feel?

Yours,

D. Heath.

## Applecrumb Brilliance

To the Knights, wights and blights of Weir Mouse, Awsome and respected lords,

Accept my mumble apologies for so crassly insulting you. And in token of my heartfelt esteem, please accept the following as contributions to your '[unclear: c] floor' show. A light breakfast, moderate lunch and hearty dinner have been catered for.

Arise, ye jerkers from your fumble,  
Arise, ye denizens of Weir  
Each to your own bed now must stumble  
Or else your mates will call you queer.  
Eat more, root more, sink more piss  
Is the Weir House dream of bliss  
Belly, balls and bladder bulging  
Still they cannot stop indulging  
Most of them can stand the strain  
There's lots a room around the brain.

The main course is dedicated to Friday night balcony strutters.

If you ever come to Wellington, New Zealand,  
And out your James Cook window pause to stare  
You might ask a passing flunkey "What's that museum?"  
It's a monument to pricks, they call it Weir.  
The blokes up there are proud of their subculture  
"Well sink a keg while fucking Germaine Greer,  
We're tough as six inch nails and just as sharp mate,  
And poofter gear we swear to never wear."  
But all they do is dream about their" Thugby,  
The pursuit of bladders bloated out with beer,  
They'll precisely place the touring All Black team, but  
Soweto is a town but God knows where.  
If you're a Scotsman dinna fash yoursel, man  
The windy city's chilled your hairs pair,  
The cold has shrunk your one and only member,  
You may think you're small but they are wee-er.

And I bid good-bye to all the Knights of Chesternong at twilight Castle.

Applecrumble.

## **Salient Makes Another Mistake**

In paragraph 2 of my review of the Baroque Players Concert in the previous week's Salient, there was a line or two committed in the typesetting which distorted the meaning (and the grammatical sense) of the sentence.

The paragraph should have read:

*"Peter Walls's approach to Baroque Music seems to be a realisation of the intrinsic emotive force which is present in the music itself: the rhythmic changes which occur within single movements, the subtlety of phrasing, and a tightness and control of overall rhythm and dynamics. This is in contrast to a more popular style which tends to regard the notes on the page as being rather uninteresting...."*

The bit about the contrast was important, as my comments about "the popular style" were not very complimentary, and not meant to be direct to the Baroque Players, which is the way it read in last week's issue. The last thing I wanted was to run down a group as good as they are.

Kathleen Culliford.

p. s. the final letter of J.S. Bach's name is an H, not a K!

## **I'm Not Complaining!**

Dear Sir,

I am bewildered why people must always refute the quality and quantity of the food in the cafe. It is an unprecedented gourmet's delight, the staff are congenial, the atmosphere is convivial, and I have never had occasion to complain about any aspect of the service.

Andrews.

## **Stolen Property Wanted Back**

Would the prick who took my purse and book from the Info. Science Dept on the afternoon of Thursday 15 July please return my book, key and library card. As I presume you would rather remain anonymous, would you please send them or suggest some other way. My address is on the library card.

Pissed Off.

# Salughtering the Person

Dear Edit person,

I got some time off from my foreperson on the Von Zedlitz site today, so I ceased my personal labour, and came to the SRC with my person friend. A certain woperson got up, speaking on behalf of wopersons in general, in support of a motion to change the world "chairperson" to "chairman" on the grounds of its being too unperson a gable. Eric Freed person agreed, saying that since 1976, he'd never been able to get his name on the door.

Another motion was one of censure against a member, accused of person slaughter, a crime that persony people see as the bane of person kind. This person had, in a most inhuperson personner, set his/her/its dog, a dober person pinscher on the post person, and persongled one of his/her/its arms. Mot ungentlepersonly of him/her/it.

But, to get back to the first motion, it is for all New Zealanders and New Zealandresses, a real step forward. It is no load of old personure, as some think.

Yours,

R.S.V. Plate.

# Waiting for a Superpower War

Dear Sir,

Drawing of a superhero cooking

I have viewed with concern the recent rise of the Russian menace and the threat to our way of lite. I am concerned because that menace appeared so suddenly, coinciding as it has with the ascendancy of Muldoon and Fraser and a strong challenge to Ford from Reagan in the States. Why? I ask myself, has wicked old Russia assumed a threat of such proportions, almost akin to that of the '50s? I find it difficult to believe that the old villain is any more of a danger to our security than she ever was. Have we, and our leaders, since the Berlin Wall really been sleeping on a powder-keg, blissfully unaware of the mounting danger to our peace, freedom democracy etc Western style - or does the answer lie elsewhere?

A possible answer revealed itself when I recalled an American publication, 'Report from Iron Mountain', published in the U.S.A. in 1967, introduced by L.C. Lewin but the source bieng anonymous. It caused an enormous stir at the time only to be unheard of by the 1970s - 'The Pentagon Papers' will no doubt suffer a similar fate. The book purports to be the findings of a committee set up by the U.S. Government to investigate the possible effects of world peace i.e. the total absence of war, upon U.S. society. The U.S. Government quickly denied knowledge of any such committee which was understandable since the book slates that war plays an essential part in U.S. society, and the alternative, as alternative there would have to be if society were not to fall apart, would be so much more unpleasant. What right thinking, peace loving government would admit to even considering such a report?

What has this to do with the price of fish? Read the book and you'll see - I hope. Consider the following propositions:

- A society is only ever truly united when it faces a threat from without. We've been a bit short of enemies lately, what with long detente with Russia and almost embarrassingly good relations with China. That old bogey. Communism, a Godsend to Capitalism in providing a threat to fight against, has, over the years, lost its appeal as an enemy and needs a revival.

We've had no wars since Vietnam, stirring stuff for a while but had limited appeal and lost its magic long before it finally came to an end. Communism is O.K. but difficult to come to grips with on its own what we need is something more concrete. China's out of the question at the moment for various reasons, but our old enemy Russia, big, power full, well armed and obviously imperialistic, fits the bill beautifully - so long as it doesn't get too serious of course.

I should at this point draw attention to the relative lack of reaction from Russia, or so it would appear,



to the accusations pouring in from the West - not to mention China. Could it be that another cold war with the U.S. is just what the Soviet heads of state need to reignite the fire of the 'revolutionary spirit' that has perhaps been flagging of late? For similar reasons China might welcome an intensification of feelings amongst Chinese against their neighbour. Indeed the cynic may well wonder whether the three of them, Russia, America and China, with their respective dependents, didn't jack the whole thing up between them since they all stand to gain from the situation - disregarding, of course, the man in the street.

A bit far fetched, you may say, but the Kiwis were never so united as when they were fighting the forces of the Nazis and the Japanese. Not to mention being fully employed physically and mentally with little time to consider other problems.

- War, or even the threat of war, is good for the economy, the Capitalist economy, at least. For reasons obvious to the economist, armament production is far more lucrative than building houses for the homeless or schools for their kids - a particularly salient point to consider when in the throes of a recession. Please note the National governments cuts in various areas of public spending, the one notable exception, perhaps, being the armed services who've been promised an increase in their allowance.
- The greater the perceived threat from outside the less your 'man in the street' is likely to take much notice of what is, or is not, going on at home. Recent years in Western countries have been marked by strong pressure from groups in moral and social areas such as education, women's liberation, race relations, homosexual law reform - to name a few. The presence of an aggressor lends to effectively divert attention from these internal and continuing problems which our leaders often prefer to ignore.

The constant threat of war could be seen to be the ideal state since actual, full-scale wars such as WW 11 tend to upset the status quo and often in a way quite unpremeditated by those who allow or encourage them to happen. The relatively localised wars that were witnessed periodically since WW 11 such as Korea and, more recently, Vietnam, have helped provide the necessary economic stimulus, social unity and diversion without too much threat to the status quo - though things were never quite the same afterwards, 'Little wars', then, may be seen as a workable proposition. The problem is that they sometimes can get out of hand but then nothing's perfect.

Yours faithfully,

Barney Quaddel;