Second time in history of V.U.W.S.A.

Exec. Evicted

Factions Clash

at A.G.M.

For the second time in the history of the V.U.W.S.A. the Executive has been given the boot.

This occurred at the Special General Meeting held on Friday, June 13 last, before a packed gathering in the Little Theatre.

The motion of "no-confidence" was greeted with wild acclamation by a majority of students, as were the other five motions tabled, all of which were successfully carried.

The issues involved, can be traced back to the S.G.M. of March 20 this year, when students directed the Executive to hold demonstrations in aid to the abolition of increased fees. A "no-confidence" motion was also in hand at this meeting, but was defeated—mainly by the actions of President Armstrong Mitchell, who, through swift talking and glib reasoning, saved the administration.

Demonstration

Nothing less, some students forgot their idea, arranging for a demonstration to be held outside Parliament on opening day, June 7. The demonstration, it was thought, would help remind the public and the P.M. that students wanted action, not words and half-promises. Executive had other ideas. In disregard of the S.G.M. directive "it would" in the words of Mr. Morton, "certainly not organise a demonstration, but if a demonstration was to be held by certain elements, the Executive members should intervene on a personal basis to make it constructive and orderly."

As it was, the demonstration was held—without Exec. approval—and failed to impress many people of the nature of the issues at hand.

Wrest around, the demonstrating students called for an S.G.M. This was held on the night of Friday, June 15. At this meeting—which was attended by some 20 people—six motions were successfully carried, all of which related to curbing and directing the Exec.

The first four, were pushed through rapidly: State/Magnusson THAT the Executive of the Association shall be bound by the motions passed at this meeting unless a General Meeting of the Association directs otherwise.

Magnusson/Brown THAT the Assocation demands that the University increase fees be lowered and eventually abolished.

Brown/Mitchell THAT the Exec. is bound to approach the Government on the subject of fees until fees are lowered to or below the scale of 1960 fees.

Brown/Davies THAT the Exec. immediately demand of N.Z.U.S.A. that N.Z.U.S.A. organise a national wide petition asking for the lowering or abolition of university fees. The petition to be completed before the end of the university year, and calling action by N.Z.U.S.A. the Exec. of this Association shall organise a petition in the electorate within the V.U.W. district, which petition shall be completed before the end of the university year.

Miss Jones

Then came the surprise. It was moved Dwyer, seconded Blizard

THAT the Exec. demand of N.Z.U.S.A. the resignation of Miss Florence Jones from the National Executive. Miss Jones had cut herself into hot water earlier in the week by making statements in a weekly paper, to the effect that students were "satisfied with the new system".

It seemed that the meeting was not concerned with Miss Jones' views as being the official views of N.Z.U.S.A. (Miss Jones is Education Officer) and that a personal attack was quite in order. Then quickly brought to mind in good faith felt satisfied when the motion was carried 64-2.

Kicked Out

On the cards was the motion, moved Magnusson, seconded Brown

THAT the Association has no-confidence in the Exec, Mr. Magnusson and others spoke at length on the "subversive activities" of the Executive, of the "imposers", labelling it a "powerful but corrupt elite". In the minds of Mr. Magnusson, and a number of others, the only worthwhile place for an Exec. of this entire "was in the gutter".

Some students did not agree. Mr. Peter O'Brien, Vice-President of V.U.W.S.A. took to voice his opinion, was hustled from the stage. Vouched O'Brien, "It's the last time I speak before a students body". President, Mitchell, on rising, was greeted with hisses and boos, and in one-half hour on the stage, managed to utter about 14 sentences. A usually successful orator of student symposia, Mitchell could not fight against the vociferous throng. The motion was ultimately put, and carried to the accompaniment of tremendous applause.

For the first time in 11 years, the Exec. has been ousted. Whether tactics and strategy on the part of the Exec. could have saved the day, is open to conjecture. It appears apparent, however, for in the minds of a majority of students, the Exec, had to go, come what may. The action on the part of students at the S.G.M. has been described "magnificent". Perhaps this is a little too strong. Nevertheless, it must be said, the majority of students were along to the meeting with their minds made up. The majority could not have cared less about demonstrating, fees, direction or results; it was three to railroad the issues, it was them not to think but to destroy the Exec.

Caretaker Exec.

Immediately following on from this, was the election of an interim Exec. to manage affairs until the A.G.M. (6 days hence). This was done, Mr. Morris being declared President, Pakistani Behr, Dwyer, Burstrok and MacKinnon, part making the Committee.

The meeting of this Exec, on Monday, June 15, was faced—a battle of procedural points and wrangles were standing orders. The report of the Provisional Exec. amount down to the A.G.M. Thursday, June 21 made a couple of follow-up recommendations, asking that the relationship of V.U.W.S.A. with N.Z.U.S.A. be re-investigated, and recommending to the incoming Exec. a "total adherence to the resolutions of both the March and June S.G.M.s".

Annual General Meeting

The A.G.M. of Thursday, June 21, swiftly developed into a sounding-ground for all sorts of diatribes and abuse, roused from one side of the Speaker to the other.

The minutes of the 63rd A.G.M. of the two earlier S.G.M.s, the reception and adoption of the 46th Annual Report were quickly dealt with. Then came the Report of the Provisional Exec. Self-appointed quips from William Dwyer riled his fellow Exec., member "Treasure", "back-stabbers" and "more disinterested in their attitudes toward the S.G.M. resolutions than the previous Exec". It appears that the Interim Exec. wanted to incorporate into the report a motion to the effect that demonstrations be discontinued. Something had to give. Once passed the Report of the Provisional Exec. factions quickly developed among the Executive members placed against the left-hand side of the theatre, ex-Exec. members and supporters.

MR WILLIAM DWYER, vocal student authority on Auckland Education, points to an accusing finger of the A.G.M. This picture shows Mr. Dwyer bringing the meeting. (An adjournment had to be called on other this episode—Dwyer refuting the Chairman's order that he resume his seat.)
Extravaganza

Sir,—I read with interest the letter about Extran, in your last issue. I am sorry if anyone was misinformed or involved in the show, as I believe there are many people who would like to be involved. I have heard from many people who were involved that they enjoyed themselves and would like to be part of such an event in the future. Perhaps we should consider setting up a similar organization in the future.

I would like to make a few comments about this organization, however, I believe that the organization may be more interested in making money than in providing a creative and enjoyable experience for its members. I suggest that the organization should consider the needs and interests of its members before making decisions about future events.

In conclusion, I hope that the organization will consider my suggestions and make changes to improve the experience for its members. I believe that with some changes, the organization can continue to be a successful and enjoyable experience for everyone involved.

Yours sincerely,

J. M. DAVIES

Lett's

I can understand why Mr. St. John is reluctant to discuss the factual basis of his accusations, but I must say that his letter more resembles that of Mr. St. John than of Mr. Letts. I understand why the public only knows what they see and as Mr. St. John knows that all his letters are written in a manner that the public knows what all the letters are. I understand why Mr. St. John might not want to be the one to reply to his next letter. If Mr. Letts were to reply, it might only outline a plot which is political, logical, and would not be as dramatic, as a satirical letter to a newspaper is. It is nice to read funny comments, even those which are a bit small and a bit too long, but I can see how this type of letter might be more pleasing to the readers.

Yours sincerely,

A. T. BURGESS

Apologetes

I would like to see more letters discussing the factual basis of Mr. St. John's accusations. As a reader, I appreciate your comments, but I believe that the organization may be more interested in making money than in providing a creative and enjoyable experience for its members. I suggest that the organization should consider the needs and interests of its members before making decisions about future events.

In conclusion, I hope that the organization will consider my suggestions and make changes to improve the experience for its members. I believe that with some changes, the organization can continue to be a successful and enjoyable experience for everyone involved.

Yours sincerely,

P. R. BLIZARD

N.Z. and Defence

I want to protest against the defence of New Zealand by the S.G.M. at its recent meeting. The S.G.M. has been accused of only looking at the interests of the small and powerful. I believe that the S.G.M. should be more concerned with the interests of all New Zealanders, and I hope that the S.G.M. will consider my letter and make changes to improve the experience for everyone involved.

Yours sincerely,

V. D. MAKIV

Mitchell-ill over Gager

Sir,—I was present at the Special General Meeting of the Students' Association held on 15 June last and had the opportunity to express my views on the subject of fees. My views were clearly based on the Department of Education, and I believe that the Department of Education should be concerned with the interests of all students, not just the students who are members of the Students' Association.

I was pleased to see that there were a lot of students present at the meeting, and I hope that the Department of Education will continue to support the interests of all students.

Yours sincerely,

T. H. WOODFORD

The S.G.M.

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Yours sincerely,

T. H. WOODFORD

Annual Student-Staff Debate

Subject: "That this house has no confidence in the Staff of this University.

12.00 p.m., Monday, July 13, 1959

Eastfield Road (Super provided)
Logician Leaves
Dr. C. G. Linder, an undergraduate at Melbourne University, has announced that he will leave the institution in the near future. From staff positions the next week he will be off to Göttingen to further his studies as a lecturer.

Being a Lecturer at the University of New England, South Wales, will give him a well-rounded position. He is particularly interested in the field of logic.

His new appointment will be in a smaller department but the more liberal staffing there has obviously been an attractive situation. The pressure of teaching will be much lighter with more time for research and writing.

The personal reason which prompted the first rectoration that the salary was higher.

An interesting thing about the University of New England was the development and variety of the Western University tradition, which the education of an intellectual affair with the business of life.

For twenty students missed out on the varied activities available for full-fledged students. There is no question that the fact that part-time students have the same intellectual activity. They have attended courses and not as isolated in intellectual life as full-timers could be. He was encouraged by the trend of more full-time students. The staff problem in New South Wales was a big one of many other problems. There was too much stress on articles, as evidenced by the fact that the staff line library could be better used by many more students. This line was planned by a developing one.

Dr. Linder emphasized that he was very grateful for the opportunity to resign from Victoria's offices. His tenure here had been a happy period. In his special field of logic, he felt that his period of teaching had been very satisfactory.

FILM SOCIETY of A.G.M.
The A.G.M. of the Film Society was held on Thursday, 28 June. This was the second time the Society had been arranged for an A.G.M. this year.

Two students came to a Committee meeting on Thursday, 28 June. Which was held just prior to the A.G.M., at 8:00 p.m. in the Assembly Room. (Including the President, Mr. K. A. M. Condon, the Secretary, Mr. B. W. H. Midleton, and the Treasurer, Mr. J. A. F. Brown.) A gathering of students interested in film studies was well attended. No attempt was made to be on time, so the meeting lasted late.

The Film Society, started in 1950 by Mr. B. W. H. Midleton, has enjoyed a rapid growth since its inception two years ago. Some of its past events have included films and lecture programs. The first Film Society was held in 1950, with a small group of students. In 1952, a larger group was interested in the society, and in 1953, a further increase was noted. The Film Society has been an important part of the course work at the University.

CANDIDATES MEETING
A certain amount of stress and a great deal of nervousness was noticed among those attending the first C.A.M. meeting held at the Cinema on Thursday, July 5th.

A back-seat of David Gray and a great deal of nervousness was noted among those attending.

The candidates for the first C.A.M. meeting were:

1. John Smith
2. David Gray
3. Margaret Brown
4. Susan Green

Each of these candidates was given a chance to express their opinions. The meeting was a great success, and the candidates were pleased with their performance.

RHODES SCHOLARSHIPS
For some time past, certain members of the Central Selection Committee have been expressing the desire to offer Rhodes scholarships to students who will be eligible for the scholarship. In line with this, Mr. K. A. M. Condon, the Secretary, informed the students that the Central Selection Committee, in conjunction with the Rhodes Scholarships, have all expressed a desire to offer the scholarship.

The news was welcomed by the students, and several discussions were held on the merits of the scholarship.

Students who wish to apply for the scholarship should consult their dean of faculty, or the Rhodes Scholarships office, for more information.

India Under Britain
Dr. Gupta fulfilled expectations when he addressed the subject of the impact of the relationship between India and Britain on the structure of Indian nationalism. He began his presentation by referring to an issue in Indian Nationalist Politics, which is the role of the British in the development of modern Indian nationalism. He then turned to the study of the contemporary situation, and how this has affected the development of Indian nationalism.

Dr. Gupta's presentation was well-received, and he was asked about the current state of Indian nationalism. He stated that the relationship between India and Britain is not as close as it once was, and that the British are no longer seen as a dominant force in Indian politics.

The audience was pleased with Dr. Gupta's presentation, and they were inspired to learn more about the relationship between India and Britain. The session ended with a question-and-answer session, where students were able to ask Dr. Gupta about his research and its implications for the future of Indian nationalism.

India under British rule
The British Empire was conditioned by the sectional interests represented by the leadership from time to time.

Dr. Gupta elaborated on how the sectional divisions and the changing nature of the national movement affected the development of the anti-colonial movement in India.

The British policy and action, as the other element in the process, was to seek to maintain a system of continuity: to "maintain British supremacy" and "to incorporate the British people in the British state". But it was the sectional divisions and the political parties that succeeded in bringing the British to their knees.

WeIR E HOUSE NOTES
With the amount of heavy artillery that is presented over the Marx Education Fund, it is surprising that no one has thought of this Marxian approach to the question of education. The Marxian approach to the question of education is simple: all knowledge should be free.

The students at A.O.T. are suffering from the lack of appreciation of the Marxian approach to education. They are not aware of the huge amount of knowledge that is possible in the Marxian approach.

It is interesting to note that no notice was posted in any notice boards, suggesting that the students were unaware of the Marxian approach to education.

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MENTAL HEALTH

Problems of Student Counselling

Mental health is a topic that is often neglected, yet it is crucial for students to have access to proper mental health care. At many universities, there are student support services available, but these services are often understaffed and underfunded. This can lead to long wait times and a lack of access to the care that students need.

Important questions such as these need answering; they need solutions. To give some indication to students and others, where the problem lies, what the problem is, and what is being done about the matter, SAILENT is incorporating in this issue, a special Counselling Supplement.

Below, we print the text of a recent discussion, in which several different speakers take part. Mr I. Boyd, Manager Secretory, Student Union, Mr W. Landreth, Physical Education Officer, and Mr John Chapman, to the W.U.S.A. The discussions are intended to be based on a survey of the university's mental health needs.

The term "counselling" is a much-abused, little-understood concept. Could the panel give an indication of what the term means? Could counselling be related to academic and social, as well as personal?

Boyle:
I tend to think of counselling as a technical procedure, concerning students suffering from personality disorders. I would restrict myself to the term "counselling" with reference to students suffering from personality disorders.

Kollos:
I think it is somewhat difficult to go from student counselling to a different field, the area of personality disorders. The reason for this is that the former covers areas that concern personality disorders as well.

Clerk:
I think that the problems are different from anxiety over everyday problems, or over certain events. Therefore, any counselling system should have a wide appreciation of these problems. I would like to think of myself as a psychologist and the academic advisor.

Murray:
I think that this type of definition which Professor Boyle has given is restricted. I think that these problems, we do not have a solution for. Whenever we are in a state of panic, we can only think of ourselves, and that in the one hand, personality disorders on the other.

Landreth:
The term of the "counselling" can be difficult, if we try to relate this definition to many cases. In a professional sense, counselling is used to concern with personality disorders, in a technical sense, it is counselling on a personal level.

Boyle:
We can tackle this problem from the practical side, and I think counselling has many values, with respect to what we can accomplish as a technique for those in need.

Kollos:
We seem to be so interested in counselling, if we would like to ask the question, do we think counseling is the answer, does it succeed in its aims of helping disturbed and troubled students?

Boyle:
As far as accommodation and financial advice are concerned, I think it is perfectly clear. We would not have counselling.

Boyle:
In particular cases we can provide solutions to clinical problems; it would be in accordance with Professor Boyle. Nevertheless, no advisory service would be of great value.

Kollos:
I do not think there is no right to the thing to tell anything about. All we can say is that "the student should be able to say: here is the information, but the student is not to ask for it. In that respect a guidance service would be of little use as a sort of Information bureau.

However, professional counselling can be provided for by the professional guidance of students, in this University, where the guidance is provided by the produce of disorientation, from unhappiness which cannot be sorted out by students themselves, nor by friends or guidance service. There are a number of these students and others in this University who are suffering from suicidal tendencies. It is most rare for a person who has suicidal tendencies to be able to have much help from non-professional sources.

Boyle:
I would estimate 55% need professional help. But there is not the same proportion who come into the class of those needing professional assistance.

Murray:
This is not a question of reference difficulty as far as have been the agreeable and professional guidelines. But this does not exclude the question of difficulties, financial difficulties.

Boyle:
I think social difficulties interests me. There is a need for cooperation between the two types of professional advisors.

Murray:
Many people know people. There is a need for counselling. The difficulty is, however, to link up this professional counselling with other schemes in the University. The purpose is to see where this Counselling Service fits into the University, and where the State Service takes over.

Boyle:
Some teachers whose duties do not directly involve helping students with their personal problems, offer advice and counselling. I should like to know how do you think counselling is a separate professional skill, or do you think it can be integrated successfully with normal academic duties?

Kollos:
I myself have had people approach me for help. If we can have an idea of the exact number concerned from other members of the staff we shall have an idea of where we stand.

Boyle:
I do not think we can link up the two; academic duties with counselling. We need separate skills. The real question has been: is it in the general interest to be done by lecturers. It is a mistake to join the duties of the teacher and those of the counsellor cannot be given. For example: a person could be of therapeutic value. On the other hand, the teacher has a duty to keep up standards.

Kollos:
I still think that in cases certain teachers can do the work both.

Boyle:
I agree with Professor Boyle. Going to a teacher as a member of the staff, could mean that there is not as much of the confidential number of the counsellor.

Murray:
I agree with Boyle and Kollos. The job of counselling and the job of teaching should be separate functions.

Kollos:
The idea is a certain aspect that the staff can best use for example. An example: can we do our own work and still be able to do by our teaching, students, do they support our work.

At Harvard University, which is fairly typical of the larger Western American Universities, the Health Service for students employs psychiatric, clinical psychologists, as well as medical specialists. What form do you think a counsellor should assume - medical, psychiatric, psychologist or what? This is, as far as Victor is concerned.

Boyle:
It is impossible to have something like the lines of Harvard. We do not need a trained psychologist, and in appropriate cases, we can refer students to the medical professional.

Kollos:
I think that a Service set up should be connected closely with a medical service. We should have the Service connected with the medical service in hand with the counsellor.

Boyle:
Hand in hand, yes. Only to the extent that we tell the person he needs a medical check-up first, to see if he has any organic or physical defects.

Finally, I should like to have the opinion of the panel about the idea, that the University, to install a counselling service.

Kollos:
All this means that the students in the Committee, is working hard at it.

Clerk:
As far as the Student Executive is concerned, I am afraid we have had our hands full, in shifting into the new building.

Boyle:
The Student Union has definitely kept everyone occupied at the expense of neglecting the mental health issue.

Landreth:
For the last ten years there have been three separate Committees. It has been a live issue. As long as I have been here (11 years), this question has remained with us. We can further say that members of the staff are aware that there is need for such facilities. The question of counselling has always been linked with that of other aspects of student welfare. Experience has been the terms of reference (of the Committee) have always included student facilities. Furthermore, counselling and the history of the Student Health Service goes back many years, but it was never established.

Conclusion:
In any business, correct planning is important, and never more than for long term enterprise. But when it deals with assets of the magnitude of New Zealand's forests, the need for planning is even greater. The New Zealand Forest Service, for each forest under its care, prepares a Working Plan. It prescribes every operation for continuity of management, can be revised to incorporate new methods and techniques. The Forest Service maintains constant research to secure maximum yields per acre, a maximum use of wood fibre in this age, and a maximum financial return. As with any other business, the management of timber crops is expected to be prudent and profitable. This is the task of the New Zealand Forest Service.
OF STUDENTS POSITIVE ASPECTS OF HEALTH

by W. Ironside, M.D., D.P.M., Professor of Psychological Medicine, Otsgo University

Reimpressions and other tests of students suffer a psychiatric strain over the winter months, provoking a mild degree of depression. The student psychiatrist, at home, helps the student to face life problems and offers positive effort but it is seldom easy for him to pull himself up out of this kind mood. Since outside his intellectual endeavors, the student has no great creative outlet and becoming and satisfying activities to which he gives freely of himself. He has continual relationships with the opposite sex. These situations will give him added stimulus to achievement. He is not a very adult individual. His feelings cause him discomfort, and he is in a position where probably he can coping with the cases.

Most students approach this level of personality function which reflects a sound physique. But it is not surprising how many of them in this period of environment and illness and stress students disperse their time to 90-92% emotional problems of one sort or another that lower capacity, inhibit potential, interfere with learning. A proportion of this group are indeed quite seriously ill. Some of them never recover from the ill. Others avert that it is a foolish, for such an unsuccessful effort do to better suit to their sense of inadequacy.

My impression is that the number of students who know they are psychologically unwell is increasing. I do not mean that there is an unusual number of unhealthy persons. I believe that this effort gives to the result of the increasing awareness and understanding that the student populace as a whole of what is good and what is wrong mental health. Despite the spreading apprehension of the individual problems of psychological dysfunction I believe that there is still a marked hesitancy to seek appropriate advice and to go to the professional students at many universities in the U.S.A. differ considerably from their B.l. counterparts. They delay much longer in being treated and they know it. It is important that early treatment is a matter of concern and protection. It is a matter of economy. Struggling with psychological symptoms is painful, takes energy, and interfere with constructive effort. Indeed mental illnesses are too far and away the most frequent cause of long absences from class amongst university students.

Thus it would seem worthwhile doing everything possible to alleviate symptoms and to prevent them from sabotaging the whole purpose of being a student.

It is only for a relatively small proportion of students with symptoms that specialist psychiatric treatment is required. The student psychiatrist, at home, is far too busy in his favor that he is a good therapeutic environment. For those who are suffering mild, chronic psychological disorders, the general practitioner can be effective, as he is not only very for psychological, but also very for physical, mental, and other corresponding symptoms of depression. It is for these reasons that all major universities throughout the world, especially those in the United States, are becoming increasingly aware of the need for providing professional psychological care for students. The necessity of having a psychiatrist on the staff is evident.

It is for these reasons that all major universities throughout the world are becoming increasingly aware of the need for providing professional psychological care for students. The necessity of having a psychiatrist on the staff is evident.

In the context of this situation, the student psychiatrist faces a challenge which ultimately must be met, but it is a two way approach.

The evidence suggests that its development is an important step toward a more satisfactory equilibrium.

Why does a College Need a Psychiatrist?

It is generally appreciated amongst the staff and senior students of the University, that a proportion of the student population is inevitably, emotionally unwell. Putting it more accurately, a University should be able to expect some students to become emotionally disturbed. In the average college population, roughly one out of ten students will encounter emotional disturbances which seriously interfere with their health, service, and general efficiency. This is why we must consider the student psychiatrist.

It is of importance to note that the advice and help is needed, of course, often some of the disorders. Their frequency is considerably increased, however, by the presence of students who are struggling or in the process of seeking help.

The student is not only the individual, but also the group. It is difficult to imagine the healthy student who is not emotionally disturbed. The student psychiatrist is one of the groups that provides the necessary support for the emotional well-being of the student population.

American universities, have for some years now, been employing staff to cope with the unbalanced student. The health service of the university employs psychologists, clinical psychologists and others, as well as medical specialists. The service is ready to deal with the emotionally disturbed student. The problem must be tackled on the campus.

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--M.W.
SERVICE PAGE

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GALLERY

ROUND THE GALLERIES

Recent exhibitions at the Centre Gallery included an open show and an Abstract painting show. The group show standard was generally similar to that of previous shows, with a large proportion of the exhibitors being newcomers.

With the exception of W. J. Macklin, whose semi-abstract manner has both strength and thought, there was little overt talent shown. Eliva Bell had two quite successful canvases, "Birch, Gables" and "The Scared Road," but her touch of awareness of touch which Macklin can achieve in his "Bridge with Two Houses".

F. J. Guthrie had two small, neat, and effective in their way, all done, that showed excellent quality of design, though the effect on me was not the same as I got from the Abstract Academy effort. Kate Cockburn's "Sip" was a quite pleasing canvas; interestingly I had no time to see much more of it.

A word on Galleries. The recent Academy showing has had more attention and sales this year, and this reflects both public interest and pleasure, with what was once considered of inferior work being bought, but as long as one does not fall into the easy trap of regarding such minor and amateur work as good art. I see no reason to condemn such sales; if some of the public get pleasure from such work, why should we complain? What one does try to aim at is to point out the wheat from the chaff to the people who, because of inexperience, are unable to afford the price demanded by good work.

Yet, this is no vindication for buying the wheat which falls to the wayside each year, each individual and exhibition of all kinds, and including some thereby.

The Centre Gallery, Lambton Quay (half-past ten a.m. to half-past six p.m. for the rest of this year). Subject matter from abstract to figurative, with some considerable controversy, as would be expected from the avant-garde type of work to be shown.

The Wellington Galleries, Visitor Street, are in the process of undergoing extensive alterations, and should play in the future an even larger part in the Wellington arts world.

PETER McINTYRE

The accompanying reproduction of a pastel study BAMA, by Peter McIntyre has a delicacy and an assuredness of touch which make it both a highly successful and appealing work. There is none of the usual McIntyre "slickness" here, none of that disquieting "easy confidence" which mars so much of McIntyre's work. The handling of the child's hand—and particularly the hair—is a really fine piece of work indeed and shows, as I have, always maintained, that McIntyre has not capped half the talent he possesses. Here we have an insight into the type of work the artist is capable of; it is, in fact, a preliminary sketch, I hope, for better work in the future.

Footnote: I hope next issue to catch up on some recent and recent one-man showings and to add a note on R.E.G.C. "Arts Review."
View from the Left


I am pleased that the Ian [sic] Response finds it reassuring that the recent U.S. tests have been followed by no increase in radioactive fallout yet.

As you may know, I had the dubious honour of being "whether" to the special Medley, at the Special General Meeting. The provisional executive held only one meeting, fortuitously. Don't think my岁月 could have ended another. Feel like Abe in Wunderland! Managed to vote against and with both the "reactionaries" and thus, I hope, ensuring my political and economic future.

POLITICAL BLINKERS

The political blinkers of the Wellington leaders of the Progressive Youth League went to a conference of the national leaders of that "New class youth organization." There they found that the older and chairman of the Aucklanders no longer had that same vision of the future. Eventually they were thrown down and thereupon they loudly abounded the Wellington leaders for their lack of security precautions. Apparently the Wellington leaders had failed to realize that a revolution situation existed in N.Z. While the Wellington members of the party may have felt that their earlier hemorrhages and their Auckland P.Y.L. had gone into hiding to ensure it would be around to lend the revolution that was about to erupt at any minute.

This outburst of nostalgic reminiscences has been provoked by Bill Dwyer's statement that a revolution situation exists at the University at the moment. You know there is nothing that an ideological hit should hit one from reality. (Which will do for my Thought For the Week).

DO TROJAN'S EVER WORME?
The settlement in Laos has been received with general rejoicing but anyone naive enough to consider the situation workable is in for a rude shock. The attempt to harness the three controlling power groups must inevitably fail. For any of them to seriously attempt to make the coalition work will mean a renunciation of its own claim to power. Neither the victorious Right or the extreme Left have yet demonstrated a desire for anything less than absolute power. Thus Creative Pro orientation is left with the unenviable task of attempting to make the coalition work, whilst retaining enough power to control the rival inclinations of the two extreme groups. -Val Maxwell.

NEW ARTS GROUP

At the inaugural meeting of the Contemporary Arts Group, a group of 120 enthusiastic members formed. A mix of ideas, both practical and imaginative, was discussed. The Contemporary Arts Group does not exist for the sole benefit of the artists involved. It appeared that in forming this group the University is providing a haven for the frustrated, untrained, but not necessarily unknown writers and artists of the Capital City. Consumer's Roundtable participants that participated from both outside and inside the university were necessary for the success of the group. The meeting lasted for a time while at least one individual, I, watched people in Wellington drama circles and several students were reassured on this point.

Colours got warm again when suggestions for a short term programme were received. It became evident that the meeting was split into two broad factions. On one side stood the traditionalist, on the other the radical. The question of who was to retain the two, the other being against, honours were about even. It was decided to hold weekly discussions on all aspects of art under the guidance of Tim Elliott, Peter. This was Innocent Island. They signified their own as well as others' willingness to act in this capacity.

MORE DISCUSSION

Once again the meeting was broken down by long discussion on what the programme of the Group should be. Encouragements were present to "get on with it." It was agreed that the first meeting in three weeks time at which Eric Boatwright would lecture on the Romanian playwright, Eusebe. A festival of New Zealand poetry is planned for the near future. Poetry enthusiasts are to be invited to read their own works. Other arts will be included for this festival: a jazz band for some poems and exhibitions of paintings will be mounted. A one act play by Albert Wontor will be put on before the August break, with a possibility that it be entered in the drama section of the 32 Arts Festival.

The meeting was eventually adjourned, and informal discussion followed.

PROF. SOMERSET RETIRES

Associate-Professor Somerset will retire at the end of this year. His tenure will not mean leaving contact with the University. He will continue living in Wellington, at 32 Kelburn Parade.

ILLNESS

Born in New Zealand, Professor Somerset began teaching in 1933 at a girl's teacher in Canterbury. Unfortunately, five years later he suffered an attack of Spondylitis which has left him crippled. This illness forced him to leave teaching for seven years.

Returning to teaching in 1933, he became assistant director of Oxford District High in Christchurch. About the same time he graduated from Christchurch University. He developed an interest in the place of education in the community. The school should be a source of education for more than children. Accordingly he and his wife, whom he married in 1906, pioneered a system of Adult Education. With night classes that taught poetry, literature, drama, and world affairs.

Later, a Carnegie travelling scholarship enabled him to study overseas, a commonwealth. He studied in the U.S., Canada, Britain, and Denmark. On his return he became director of the community centre, the first in New Zealand. Once again his wife gave support. He lectured with pride on the system which promoted the community's education through the High School.

His last appointment was Victoria, to which he came as Senior Lecturer in 1915. In 1918 he was made Associate-Professor. 

TEACHING BASIC

Professor Somerset himself has had this to say: The most important function of the University is still its teaching mission. I have been learning about teaching for a very long time, but I still know very little. With the rapid growth of knowledge, more effective methods of communicating to children, students, and the public are badly needed.

"I've always found teaching an exciting and challenging occupation. I only wish I were beginning my career—not ending it."

THEIVES AT WORK

Theives at work in the front of the Hunter Building. On two occasions, owners and teenages have been broken into. Wallets and purses have been extracted, stripped of money and conversion tickets from train, tram, and cable car. On both these reported occasions, the wallets were abandoned in other parts of the building, once in a lecture room, and once in a telephone booth.

The thieves have not been caught and have thus been SABRETTI honesty hones are broken into with less startling regularity. It is possible to realize that the honesty boxes of the Dominion and the Evening Post, in Wellington's busy streets, have lower incidence of theft, that those of the student newspaper, whose only victims are those of the 2500 students, who regularly pass through Vic. corridors.

SPECIAL GENERAL MEETING

7.30 p.m. — 12th July

BUSINESS

WASH UP OF A.G.M. AGENDA
Salient States the Case

Lecturing Standards

For the first time in a very long while, SALIENT has drawn attention to the staff of the University in its teaching capacity. There has been considerable comment about this in both staff and student circles and staff and student are invited to comment.

It is set uncommon for people to become restive when a newspaper tabulates an up issue. Space is devoted on a merit basis. It is the function of the University to provide a fresh and stimulating community. It is therefore natural that SALIENT is sincerely concerned to ensure that the University's reports on lecturing standards will improve, that SALIENT will devote space to such reports.

The present section was not newsworthy until there were accusations that they were breaking up families. Then, lecturing was accused until students finally protested that SALIENT has reflected this lack of content.

The results have been several comments, corrections and constructive suggestions. We are tempted to draw a parallel between this and the third party/county of the University of Oxford. It ran a series of criticisms of local politicians, faculty members, and column editors, found itself in hot water, and then that editor quit. We don't want this to happen, but perhaps some constructive suggestions and comments could improve the situation. In order to reduce the balance.

Factual Basis

SALIENT's comment was based on an examination of the teaching during the term. It is unclear why they were not. This puts us on dangerous grounds. It is not that the first place, very few facts have been offered. Secondly, no attempt was made to get the opinions of the members of the staff of the University. In the third place, the criticism has been largely destructive.

Some of the lecturing in Stage I is not all that it could be. Few people would deny this. In particular, students have objected to badly organized presentation, rambling dissertations that gray further from the point, and little effort to be original or controversial.

It is neither necessary nor proper to make sweeping generalizations; some of the lectures — not to be confused with the listeners — are inferior. A few of them are up to standard, and some of them are stimulating. It is up to the students to kill the weed and uncover a boulder. It might be said that they are the invisible use of their minds. A few lectures do not dare risk being entertaining; when he knows that his words are being taken down hour-by-hour by the nimblest minds the world will make or of course he will be recorded to difficult to be ensuring, or original.

But putting all that aside, there is much that can be done with introspectively interesting material. These are questions of high quality, the type of students are dull, dry, and suggest a need for... to the balance.

Blacks

It cannot and must not be implied that the class is entirely on the side of the lecturer. To the black mark on our educational system. To the black mark on the present students are not to be confused with the listeners.

If they cannot lecture, they cannot lecture. This is a generalization, and it leads to the obvious conclusion that far too much emphasis is being placed on lecturing as a method of communicating ideas. Expecting a 2800 word paper with quite ready to be obtained from textbooks. If you want to automatically is this the way it is to be? It is definitely not the way it is or otherwise has been in many overestimated situations. Let's not be swayed by the rather end of the scale and advocate the involvement of lectures, because they are in their way, an intrinsic part of learning.

But why not restrict the amount of lecturing? And why not, assuring as has been suggested that most lectures are primarily postgraduate students, let them lecture on some new line of thought in their specialization?

The public system forces the faculty to make his lecture interesting and timely. He knows that he will be judged by his postgraduate or by his fellow-graduates. The recent lecture development of recent years by Dr. Lenore admirably illustrates this.

Tutorials

More important, is not the meeting of minds so essential in the humanities, much more easily accomplished in the tutorial room? Tutorials could be better and not only by the postgraduate alone. More work could be presented by the tutor so that the tutor and undergraduate are working to

In short, the level of the don could be raised to the position it should be in.

It encourages much more discrimination in tutorial work. It is the journal's approach to his studies. He is less likely to expect last minute lecture last old water-hocks and regurgitate irrelevant information to the graduate. It might possibly give the tutor some freedom to be original. And instead of expanding the ideas of those coming on.

The objections are obvious. Money money and money. Money for staff to increase the staff. Money for book and meal personal necessities. But all of this is of course in the top of the government. This, our, and does not mean that the attack could and should be improved.

However, our comments are an attempt to clarify a sinaesthetically position. Newspapers are often accused of making cheap propaganda, but this issue is so vital to the interests of both the students, the society, and the community, we can not keep it from the people.

BLUES AWARDS

SALIENT congratulates the following graduates for Summer, 1962. They have been awarded Blues for their intellect and abilities.

ATHLETICS:

Pope

C. Murray

J. W. T. Pippin

G. C. Butler

O. M. Wright

A. D. Hackett

J. B.痕

P. H. Hackett

P. G. Perkins

P. H. Hackett

E. C. Butler

M. H. F. McCallen

M. H. L. Stannard

M. B. Stedman

B. B. Hobbs

exec. evicted—cont. from front page

arranged against the right-hand side. Criticism and invective were being freely exchanged across the room.

On the second floor, staff, and is bound to, organise orderly demonstration, that the time which are to be held under bills are lowered to or below the 1960 scale of fees being put, place broke out. After much discussion, the motion was put and carried.

Mr. Tony Puckett then got to his feet, and said that that Association has confidence in the evicted Exec.

Tractors, Reactorionaries, Fussbudgets

For Dewar this was too much. Jumping up, once again, he accused the Exec. of its "bad position" (Mr. Puckett did not appreciate the emphasis) but did not offer any solutions or plans for its improvement and救灾, Dewar started to level the "gathered throng" as a point of order, "a group of Student Director. Morley had to adjure the motion, and on a non point. Dewar was not going to resume his seat; he somehow believed that until uncertain matters were put to his liking.

Meeting Terminated

"Bike" from解决方案, bike broke out, yet again; and

before long, the meeting was once more adjourned. A second break could not quell the raving Executives however, and at the second resurrection the 6th A.G.M. had to be terminated through the Exec. Officers walking off stage.

It is interesting to see that whereas the A.G.M. of 1960 was much more of an anti-old, garlic gathering which could successfully be achieved the blockade, the A.G.M. found that much balanced situation. The slogans were not antiold, inceptive and abusive as they were on Friday night. The A.G.M. developed, in every way, into a personal harangue between Dewar and the real, between left and right and between the left themselves. In actual fact, certain numbers once again to show, the A.G.M. sharpens, that the demonstration — Blues boys be in any sort to shout. It is interesting to see, in fighting amongst themselves, that they were their whole scheme and press. And perhaps the greatest discovery (to finish the business lost unattended at the A.G.M.) might find them back on their feet. The biggest discovery against yet another conserving answer. This is, that the" new" movement, appears unassailable.—Ed.