

Chronicle

Films Produced To Assist News Media

Teaching journalists the law relating to the media has not always been effective if the number of successful defamation—and other—cases is any guide. But a method designed within the University may make that training more effective.

Professor J. F. Burrows (Law) and Brian Priestley, reader in journalism, collaborated in the production of five 40-minute films on 'Media Law', which were shown this week in the University before going to newspaper centres, radio stations and television news centres throughout the country to assist in the training of journalists.

The series was produced by Stan Hosgood, of South Pacific Television. It is

estimated to have cost about \$1400, including the hire of actors, travel and film and tape costs. The estimate does not include the salaries of SPTV staff, studio costs nor the cost of the academic expertise.

The latter was provided by Professor Burrows and Mr Priestley, who jointly wrote the script with Professor Burrows providing the legal knowledge and research for the series. It was no easy task: the five programmes run for nearly three and a half hours and they are far from being 'talking heads' lectures. Some celebrated libel actions have been dramatised, bewigged local actors deliver the judgments in some leading cases and two journalism students pose the questions that worry them.

The series, which covers all aspects of law relating to the media, demonstrates, in Mr Priestley's words, that it is possible to produce something educationally worthwhile quite cheaply—given a studio, some people who know how to point a camera and an excellent producer-director.

The films are produced on videotape cassettes and arrangements for copying and distributing them will be undertaken by the Journalists' Training Board. With them will go several pages of notes to be used in discussions during and after the screening of each film. The scripts are so written as to provide natural breaks for discussion of the issues raised. It is intended that they will be shown to groups of about 12.

Role Of Council Committees

The University Council's Academic Committee will be responsible for reporting and submitting recommendations to the Council about academic matters and such other questions as the Council may refer to it.

The committee's recommendation to this effect, approved by the University Council on Monday, was in response to a Council decision last year requesting the committee to review its activities and to recommend to the Council those powers and duties it considers appropriate for the Council to delegate.

In March the Finance and Property Committee reported to the Council that it did not wish to recommend any change in its activities or duties at present.

The terms of reference of the Finance and Property Committee, approved in 1953, are 'such duties as the Council may refer to it and in particular (it) shall be responsible for reporting on the Budget, annual accounts, finance of all Departments... and all property, including maintenance.'

The University And Inflation

A reminder that the University has already been severely hit by inflation was given by the Chancellor (Mr B. F. Anderson) when he expressed the University's congratulations to some 900 graduands at this year's graduation ceremonies in the Town Hall.

"Graduation is a milestone in your lives," the Chancellor said. "But remember that a milestone merely marks off one goal and points the way ahead. As you enter a new life, with new challenges, new excitements and new rewards, I trust you will remember that an important investment has been made in you by the community, by your families and by those who have had the privilege of teaching you and training your minds to find answers to the problems of tomorrow.

"As science and technology have expanded and student rolls have grown, so public investment in higher education has increased," he said. "You are one of the important justifications of that investment, and the taxpayer will look with confidence for some return from it.

"I trust you will, in your lives and in your work, justify that confidence. Our society looks to the University for many

things: for its trained professional workers, touched, one hopes, with the humility born of an inquiring mind; for the guardianship of the accumulated knowledge and culture of the past; for the generation of new knowledge through scholarship and research; for experimental applications of knowledge to the solution of contemporary problems; for service to the community by its members; and for simply being an independent centre for the sort of criticism and dissent that springs from enquiry, knowledge and an appreciation of differing sets of values.

"The University of Canterbury has done and will continue to do all these things provided the investment made in its future does not become inadequate," the Chancellor said. "When Government expenditure is being pruned to reduce budget deficits, the University must appear an attractive target. It is expensive, though not as expensive as many of its overseas counterparts. Moreover, it has, along with the community, already accepted a lower standard of living."

The Chancellor said that if, for a short period, development plans are to be retarded, the restraint could be accepted in the knowledge of the investment already made.

Books

The University Of New Zealand: Decline, Devolution and Dissolution

J. C. Bagglehole's monumental historical survey of the University of New Zealand closed in 1936, but the U.N.Z. did not formally go out of existence until 1961. The gap in historical knowledge has now been filled by Hugh Parton's *The University of New Zealand* (Auckland University Press, \$16).

But Professor Parton, whose association with the university began as an undergraduate in 1925, has done rather more than simply round off the decline and fall of the U.N.Z., the child of discord between Otago and Canterbury, of which it was said that nothing in its life became of it like leaving it. His thesis generally is that had the recommendations of the Reichel-Tate Commission of Inquiry into University Education in 1925 been adopted by both the Government and the University Senate, there might have been a clear-cut watershed between an unhappy past and a brighter future for the federal university.

It was not to be. The legislation which followed the commission's report merely converted the U.N.Z. from a federal university *de facto* into a federal university *de jure* and the hopes of the ardent academic reformers, especially in Victoria and Canterbury, for meaningful reform, were dashed. The happy coincidence of a reforming Chancellor, Sir David Smith, and the growing pressure of student numbers after the Second World War was much more decisive. By the time another investigation of the university system was undertaken by the Hughes Parry Committee in 1959, the process of devolution of powers from the University Senate to the constituent colleges had gone so far that the dissolution of the U.N.Z. and the creation of separate universities were both proper and inevitable, he says.

The U.N.Z. was indeed an oddity that persisted far beyond the colonial jealousies that spawned it. The history of university education in New Zealand is essentially the history of the colleges. The U.N.Z. had, in the words of its last Vice-Chancellor, Sir George Currie, "no students, no laboratories and lecture halls, no academic staff—merely a brass plate and an Act". But it did have power—power to prescribe courses, conduct examinations and award degrees. To "maintain objective standards" it used overseas examiners for much of its life.

In fact its end, as Sir David Smith pointed out in his final address to the Senate, was far from ignoble. "As a University it is now approaching the consummation of its life work, dying itself so that its children may more truly live." In finally accepting the need for its own dissolution, it did what few institutions have had the insight and courage to do. As Sir Alan Danks says in a foreword, this history is possibly a tale of an exceptional situation when just this once the transition from ideas, hopes and plans to fruitful practical achievement seems to give substance to a Whiggish belief in progress.

Distinguished Engineer Dies

A thoughtful service for Sir Hector McNeil, a distinguished graduate of the School of Engineering, who died on New Year's Eve, was held recently at St Lawrence Jewry, London.

Sir Hector, who graduated B.E. in electrical engineering in 1929, was for 40 years successively an engineer, deputy chief engineer, general manager, managing director and chairman of Babcock and Wilcox, the British engineering firm, which under his guidance grew into a multinational firm with branches in all five continents. He was a member of the Export Guarantees Council, chairman of the Export Council for Europe, a member of the board of the National Bank of New Zealand, a past president of the London New Zealand Society and chairman of the New Zealand News U.K. Consultative Board. He was awarded a C.B.E. in 1966 and a knighthood in 1969.

In his address at the service, Sir Reginald Viner-Smith, chairman of the Lloyds Bank International, said the story of Sir Hector's work with Babcock and Wilcox was in many respects that of the power supply industry throughout the world: the development and construction of giant power stations in Britain and overseas, the big successes and also the difficulties—the changing technology, especially the application of nuclear energy and new scientific knowledge, notably in the field of metallurgy. "All the time there was increasing world-wide competition, requiring constant attention to the Company's markets. All these factors demanded a grasp of engineering essentials, a clear mind, an accurate assessment of the

capability of his team and shrewd judgment. All this Hector McNeil had."

Sir Reginald said Sir Hector's attitude to life was essentially simple and clear-cut. He formed his judgments of people generously, especially those upon whose support he had long relied. All who knew him well would agree that he had great charm of manner, a cheerful, almost boyish quality of enthusiasm, and a smile which won many hearts. In Lionel Fraser's autobiography there was a characteristic photograph of Hector and Lionel at Glenageary. He did not claim to be a particularly good golfer, but he was a popular captain of the St George's Hill Club and the sense of friendly competitiveness which he brought to the game was always infectious.

"One of my own last impressions of Hector was in his beloved New Zealand, where after his retirement, he built a delightful holiday home. Up in the north, in the Bay of Islands, it was close to Waitangi, where the Treaty with the Maoris had been signed in 1840. One day we went game fishing and another day we played golf. The sun shone and the sea sparkled. The evening years could not have been happier for him. It was sad that they were all too short. Let all of us be grateful for what he accomplished but even more for his friendship."

The fifth annual conference of the Higher Education Research and Development Society of Australasia will be held at the Mount Gravatt College of Advanced Education, Brisbane 11-14 May. A brochure demanding a grasp of engineering essentials, a clear mind, an accurate assessment of the

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People

Two Lecturers Appointed

Dr P. C. Harper, a research worker with the Lands and Survey Department, has been appointed a lecturer in the Extension Studies Department.

Dr Harper, who took a Ph.D. in zoology from Victoria University of Wellington after beginning his academic career in the United States, has published two books, 22 research papers, two identification guides and a number of popular articles on marine birds. These sprang from his wide-ranging research programme. He has organised and led 33 scientific expeditions to many of New Zealand's offshore islands and he spent two and half years aboard the Antarctic research ship *Eltanin* undertaking research on marine birds.

Dr Harper has taught ornithology and ecology in the United States and in the last two years has given numerous lectures on zoogeography, ecology and the conservation of New Zealand birds in the Wellington adult education programme.

Dr L. R. Foulds, a lecturer in mathematics at Massey University, has been appointed a lecturer in operations research in the Economics Department.

Dr Foulds, who gained a Ph.D. in operations research at Virginia Polytechnic Institute and State University, is a graduate in mathematics of the University of Auckland. He was a graduate teaching assistant at V.I.P. and in 1975 spent a year as a visiting lecturer in operations research at Canterbury. He was appointed a lecturer at Massey in 1976.

Dr Foulds has published numerous papers on operations research, some in collaboration with Dr D.F. Robinson (Mathematics) and they recently completed a book *Digraphs: Theory and Techniques*, which is expected to be published soon. Dr Foulds' areas of specialisation are applied graph theory and integer programming.

Dr D. J. McDonald (Sociology) has been granted leave from 16 August to 1 September to undertake curriculum studies at the Universities of Sydney and Melbourne and to attend and present a paper at the 1979 conference of the International Council on Social Welfare, Asia and Western Pacific region, in Melbourne.

Dr W. J. Baggeley (Physics) will be presenting a paper at the Ottawa congress of the International Astronomical Union in August. He will also visit the University of Southampton.

Professor P. J. Lawrence, Professor G. W. O. Woodward and Dr D. A. House have been nominated as University representatives on the Council of the Christchurch Teachers' College.

The following have been appointed University representatives on country high school boards of governors:

Methven High School, Mrs J. Jessop.
Temuka High School, Mr R. Nile.
Waimate High School, Mr J. A. Firih.

U.K. Study Centre

One of Gladstone's enduring bequests is a unique academic institution, St Deiniol's Residential Library, Hawarden, seven miles from Chester. It is available to academics on leave in Britain wishing to undertake research, write a book, catch up on their reading or prepare for examinations.

St Deiniol's has accommodation for 40 guests in single, twin and double rooms and contains a steadily gathered library of more than 100,000 volumes. It is a working academic library which has become increasingly significant as a home for nineteenth century studies—history, theology, philosophy, literature and classics.

The library and residential accommodation are open most of the year. New guests are asked to provide a testimonial. Applications may be made to the Rev. P. J. Jagger, Warden and Chief Librarian, St Deiniol's Library, Hawarden, Deeside, Clwyd CH5 3DF, Britain.

Call For Research Assistants

Applications are invited from members of staff wishing to obtain grants for research assistants for the period 1 July to 30 September 1979.

Applications should be made on the appropriate form, stocks of which are available in the Registry Concourse. Applications should be sent to the Registrar (Accounts Section) through the Head of Department and should reach the Registry by 21 May. Enquiries may be made to Mr J. R. Davies, Registry Accounts, Ext. 1717.

Grants made in April 1979 (reference 79/1/a) are available only to pay for services rendered to 30 June 1979, and this should be taken into account when applying for grants for this next period.

Applications will again be called for in July for the period 1 October 1979 to 31 March 1980.

Staff are advised that for a fair assessment of their applications they should provide information about their project and, if it is a continuing project, information about results already obtained. An applicant who has more than one project for which he seeks support should include such projects on one form and place them in order of priority.

The fund is intended for research assistants and not to meet costs which could normally be charged to departmental funds.

Prompt submission of applications is requested as they will be scheduled on 23 May.

Promotions Procedures

Changes in the procedures for promotion have been adopted by the University Council as a result of recommendations from the A.U.T. Liaison Committee.

The recommendations adopted were: That the Registrar call for applications (but not recommendations) for promotion, the applications to be sent to the Head of Department for appropriate consultation, comment and ranking. Confidential material appended to the application form and so marked by the applicant will not be sent to the Head of Department.

That the Head of Department should make a recommendation after appropriate consultation it is considered that in the absence of an application an injustice would otherwise be done.

That referees for candidates for Readerships should be fully informed of the criteria for appointment to a Readership, the structure of tenured staff, the percentage of each grade at the University, and the precise destination of their reports.

That in the introductory notes to the promotion form the penultimate sentence of that first paragraph be amended to read as follows: "The position of staff members who have been at the top of a salary scale for three years or more will be reviewed whether or not they have applied or been recommended for promotion."

Leave Reports

Student Influence At Sussex

The student body at the University of Sussex would have to rate as activist by New Zealand standards, according to Dr D. A. R. Happer, who spent study leave in the School of Molecular Sciences there.

He said the students had a considerable say in running the university. The day-to-day affairs were run by the Senate committee, a body consisting of all professors, an equal number of non-professional staff and about 30-40 student representatives.

"Since the turnout of the third group was usually in the neighbourhood of 100 per cent and the others much lower, the university occasionally found itself faced with decisions of the Senate committee that it was either unable, or had no wish, to carry out", Dr Happer said. "Considerable manoeuvring was necessary in order to delay action until a subsequent (and better attended) meeting rescinded the unpleasant decisions. This difficulty occurred once during my stay when the Senate committee passed a recommendation that all examination committees have student representation in order to ensure that students were fairly treated. This proposal was flatly rejected by the department."

"My impression of the overall result is the high degree of student representation was that in general their voice was hurt more than it was helped", he said. "There were a number of times during his visit, but these seemed to involve predominantly the arts and social science faculties."

Referring to leave costs, Dr Happer said that for one person the difference was not too great. The rent on his flat was covered by the rent of his house at home, his leave

grant coped with air fares and the cost of driving and selling a car and he was able to live comfortably on his salary, which was higher than that of equivalent academics there.

He had no financial support from Sussex and this caused a slight difficulty with immigration officials on his arrival. "I would advise anyone in a similar position to be sure to have on some evidence of financial support while in the U.K., and also a letter from the university they are visiting confirming their status there," he said. "Lacking the latter, I was given provisional entry for two months only and my passport disappeared for three months in the depths of the Home Office. It was finally returned—to the amazement of some of my friends who maintained that I was the first person they knew to recover a passport without going along and demanding it in person."

'U.K. Morale Low'

After spending study leave at two British universities and visiting briefly, Dr M. E. Forster (Zoology) believes that morale among British university staff is low.

"The reasons are complex," he said in his leave report, "but include a deterioration in academic salaries in relation to the rest of the community and very few promotions over the last four years. This second situation has led to a feeling among some people that there is little point in working hard and producing good research if there are no rewards. As I left there were signs that 'frozen' appointments might soon be 'unfrozen', thus creating more mobility within the system."

Dr Forster agreed with much that had been written about the high costs of leave.

AUNAS Elects Officers

Mr R. J. Gordon (Chemical Engineering) has been elected chairman of the Canterbury Association of University Non-Academic Staff—AUNAS.

Other officers elected at the annual meeting of the branch were:

Vice-chairman, Mr Dave Macrae (Maintenance); Treasurer, Mr Rudi Albers (Modern Languages).

Secretary, Mrs Dorothy Ball (Civil Engineering).

Committee, Miss Ann Schrader (Computer Science), Mrs Allison Torrance (Registry), Mrs Beverley Bristowe (Physics), Mr David Brown (Chemical Engineering), Mr Ron Chadwick (Electrical Engineering), Mr Ray Cooke (Registry) and Mrs Joy Cook (Law).

Technicians' Union

At the annual general meeting of the Canterbury branch of the New Zealand University Technicians' Union, the following officers were elected:

Chairman, Mr M. Poulton (Physics). Secretary-treasurer, Miss Averill McLeod (Computer Centre).

Council, Messrs Dave Greenwood (Zoology), Les Heath (Chemical Engineering), Tony Shatford (Geography).

Technicians' Advisory Committee Representative, Mr Roy Thompson (Zoology).

The closing date for the receipt of applications for the New Zealand/China Student Exchange Scholarships was kept forward to 31 May.

Two Courses On Lecturing

Two courses designed to develop lecturing techniques are being offered by the Educational Research and Advisory Unit. One is a short course of six weekly meetings and the other, entitled "lecturer couplets", will provide for two lecturers working together in a mutual examination of their techniques with the Educational Advisory Officer.

In the first course the emphasis will be on presentation and other aspects leading to efficient use of lecture periods. A session to examine appropriate forms of oral delivery will be included.

A brochure outlining the courses and including an application form has been distributed to departments and copies are available from the Educational Research and Advisory Unit, Registry.

Pastoral Care

Academics Debate Need

To what extent should academic staff provide pastoral care for students? The case has recently been argued at the University of Leeds, where Professor Philip Thody, professor of French and a recent visitor to Canterbury, opposed the suggestion of academic "wet nurses", and Alan Bullock, a lecturer in Italian, claimed that teachers were the best counsellors. Their articles are reprinted from the *University Teaching Methods Newsletter* of the University of Leeds.

Professor Thody wrote: I should like to argue against the presupposition, which is becoming increasingly common, that we as university teachers are expected to be morally responsible for virtually everything our students do and to spend as much time as they feel inclined to demand in listening to them explain their personal troubles to us. I am not going to argue that we should ever refuse to discuss academic matters with them. We should, when on our own intellectual discipline is concerned, be prepared to talk and listen to either students or colleagues at any time during our normal working hours of 0830 to 1800 hours. But I am going to argue that we should resist the temptation to transform ourselves into nannies, confidants and parental substitutes.

My first reason for arguing this is the obvious one: we are not competent to do this work. For us to undertake to advise students on their relationships with their parents, their siblings or their lovers—past, present and potential—their possible, real or feared children, is tantamount to my, with my impeccable record of mechanics about my salary, stopping to offer advice to a motorist with his bonnet up on the hard shoulder of the M1. There are people who can offer advice on these problems. They are those who have received medical or psychiatric training, who are priests or professional counsellors, who have been correctly prepared to deal with the emotional problems of late and retarded adolescence. The vast majority of us have not had such training. We are consequently likely to do more harm than good if we accept the often urgent invitation to help people with problems that they ought to take to a doctor, a social worker or a priest.

My second reason for arguing against the pastoral care of members of the academic staff is this: the need which some

note. I speak solely for myself, and in no way for the French Department. The other 18 full-time members of the academic staff teaching in this department are good, nice, generous people. They do provide pastoral care. But I can never remove from my mind the spectacle of what happened when the late Professor Ullmann was Head of the Department and, being an extremely generous as well as a brilliant man, let it be known that he and his wife were prepared to offer unlimited help and advice to students about to take Finals. Within a week, his home had become a kind of outpost of a psychiatric hospital; his wife spent almost all her time collecting students from the lodgings; giving them breakfast; driving them to the examination hall; holding their hands until the doors opened; waiting anxiously for them to emerge and generally allowing her own and her husband's life to be totally absorbed in dealing with problems for which young people of 22 ought after all to be responsible themselves. Professor Ullmann, I may add, used his 15 years in Leeds to create two disciplines: Semantics and Linguistics. I am often tempted to think that he might well have added even greater academic lustre to the reputation of the University if he had been less generous in using his time to listen to sob stories. I cannot hope to emulate his academic achievement; but it is a matter of empirical fact that when I took over and let it be known that Finalists would have to fend for themselves in these matters, there were neither suicides, absentees nor failures, students feel for this care is sometimes pathological, frequently imaginary, but always likely, like jealousy, to grow with what it feeds on. If we adopt the "open door" policy of sitting in our offices all day listening to the problems about boyfriends and even encouraging our students to telephone us at home to tell us about their social, financial and sexual predicaments, we shall soon be left with no time at all to do the work for which the taxpayer pays us our salary. When I was a young man, I did occasionally allow myself to be tricked into the situation where I listened to a student talking about his or her personal emotional

problems. However, I then read a book on British foreign policy in the 1930s. Apparently, then as now, seems only to create problems. I naturally lack the courage to practice what I preach. When students come to talk to me, I listen for long enough to know whether I can help them or not. If it is anything connected with their work, I am prepared to give as much of my time as they want. But if it is something which a professional trained counsellor, or more probably, a medically trained doctor, can advise them about, I make sure that they go to the person qualified to help them.

The primary loyalties that we have are towards our students as students and to our subject as an intellectual discipline. To do our work properly, to train the minds of the young in the habits of collecting, analysing, evaluating and perhaps even discovering new facts is a full-time occupation. It is one that we have been trained to follow. We shall not be able to do it properly if we allow ourselves to be transformed into a collection of presumptuous but untrained wet nurses for self-indulgently unhappy adolescents.

Neither do I think that it is purely an accident that both Alan Bullock and I should teach in the Arts Faculty. I strongly suspect that the kind of psychological problems with which our students like to afflict us occur at least in part because they are, in their opinion at any rate, under-employed. The student in Science, Applied Science or Medicine is, if I understand the conversation of my colleagues from those Faculties correctly, required to spend most of his or her working-hours with the nose firmly to the grindstone. Long hours in laboratories, hospital wards or lecture theatres deny the students in these Faculties the leisure in which to contemplate their interesting navels and fascinating complexes. Were it possible to find some means of convincing our students in humanities that they are in fact required to work 8 or 10 hours a day at their books and translations, I suspect that the number requiring acute pastoral care would be sensibly diminished.

I will end on a reassuring and anecdotal

'Inevitable Part Of Our Duties'

Mr Bullock took an affirmative view. A university teacher engages in a variety of activities within his profession, but his main function, as the label implies, is to teach, and it is within the broad spectrum of the

teaching process that pastoral care becomes necessary.

If I see the teaching process as having basically two aims, respectively academic and moral:

(Continued on next page)

Pastoral Care (Continued from previous page)

1. to develop the student's intellectual potential and to encourage his creative talent, thus enabling him to achieve greater fulfilment as a thinking individual, and, with luck, to give him practical assistance in choosing a career.
2. to develop the student's sensitivity as a human being and a social animal, encouraging him towards self-discovery and communication with his fellows, thus enabling him to achieve greater fulfilment in an emotional context.

These aims are achieved in two ways:

1. at the simplest level, by indicating a corpus of accepted knowledge in a particular discipline, e.g. the rules for the use of the subjunctive mood in translating into Italian.

2. at a deeper level by contributing to and widening the student's experience both cognitively and emotionally, e.g. how do Boccaccio's women on women relate to medieval ideas and do they help us to understand women's role in contemporary Italian society and in our own?

At the end of the educational process the student should be able to use specialised skills in order to achieve greater knowledge and greater awareness, e.g. he should be able to speak Italian adequately and thus understand ideas and feelings expressed by Italian thinkers in order to relate these constructively to his own intellectual and emotional experience. If the process is successful the result is intellectual and emotional enrichment; the benefits often go beyond the student to those around him, contributing to the thirst for knowledge and improving the quality of life.

To achieve this a combination of academic and moral fulfilment is not easy, and students frequently encounter a variety of problems which prevent them from doing so.

First-year students are particularly vulnerable to pressures which may seem trivial to us but which are frighteningly real for the people concerned. The mere fact of being away from home for the first time can create serious strain and produce cultural shock; some students are not highly motivated, and find it difficult to adapt to an academic environment; some are extremely shy and thus unable to form relationships, becoming isolated and depressed; some feel intellectually inferior and need reassuring; some are disillusioned by the poor quality of their peers (or even their tutors) and lose the desire to work; some are unable to adjust from a controlled environment based on home and classroom to apparently unfreedom, and panic. Occasionally contact with ideas which contradict traditional principles, hitherto accepted uncritically, produces extreme disorientation, especially if the contradictions emanate from ideas propounded by teachers, whom first-year undergraduates often view with quite unrealistic reverence. Final-year students are equally vulnerable due to the strain of working for examina-

tions which will probably condition the rest of their life, and in this context a bereavement, the break-up of an important sexual relationship, an irrational fear of taking one's place in society, can lead to unbearable stress in which the student needs assistance in order to survive, whether literally or metaphorically, and at the same time do himself or herself justice academically. According to the *Sunday Times* for 14th May 1978 ten per cent of finalists will suffer excessive strain and two per cent risk a complete breakdown in the summer examination (P. Wilby, 'Exams—Fever and Expertise').

Students who feel the need for assistance may decide to consult Student Health, but as we know many do not, either because they are reluctant to consider themselves medical cases or because they believe that Student Health is for emergencies like overdoses or physical problems like broken legs or period pains. They come instead to someone whom they already know, older than they are and with a greater awareness of life's problems, i.e. with advantages which the student lacks and so with the power to help him or her: a member of the academic staff. As the purveyor of a specialised area of learning the teacher still projects the image of authority and so of wisdom, even if many of the old barriers have long since crumbled; indeed it is clear that in many cases the tutor possesses all the advantages of a parent figure without the constraints of parenthood that bind the student to real parents. It is thus natural and inevitable that the teacher's counsel should be sought, particularly in Arts Departments, where a teacher may spend a whole year providing a series of relationships in which the student and teacher reveal a good deal about the teacher's own personality.

Earthquake Engineering Research Appreciated in America

Professor T. Paulay (Civil Engineering) was invited last month to present papers at the annual convention of the American Concrete Institute in Milwaukee and at the convention of the American Society of Civil Engineers in Boston. During his short visit he also gave lectures at ten universities.

Professor Paulay has a greatly increased appreciation on the North American continent of the work done by the earthquake engineering research team of the Department of Civil Engineering.

After the third printing of *Reinforced Concrete Structures* by Professors R. Park and T. Paulay, Wiley Interscience released recently a paperback edition for distribution in the United States. This text was also published in Mexico for potential users in South American countries located along the Pacific earthquake belt.

Another factor central to the teacher's role is the direct connection between a student's problems and the student's ability to work. The first person to become aware of a deterioration in student work or attendance is inevitably the tutor, who is thus ideally placed to discover the reasons for poor quality work or no work at all. It is simplistic to assume that students can continue to work at their usual level while attempting to cope with grave personal problems, and a tutor who is unwilling to help with the latter should realise that to do so enables the student to deal more efficiently with the former, thus allowing the tutor to discharge the tutor's own prime function more effectively.

As full-time members of the university community we have an obligation to be receptive to the needs of students, and we should realise that whether on the grounds of common humanity or as a practical means to a recognised end—the successful completion of course work—pastoral care is an inevitable and necessary part of our duties. In this context our function as university teachers is to provide education, as opposed to mere instruction, and this implies a commitment to aspects of moral welfare. The system of Personal Tutors shows that the need is officially recognised, and we should welcome anything which helps it function more effectively; one of the psychiatrists attached to the Student Health Service in the University of Sheffield claims that "the personal tutor in your faculty is and always will be the best counsellor, and I think we should try to teach and help staff to be personal tutors whenever possible". (*Student Mental Health* no. 141, p. 14).

Clearly this can only lead to an improvement in working conditions and relationships for staff and students alike.

Commonwealth Universities

A.C.U. Publications Cover Wide Range

Students and staff of the University who are planning research or post-graduate study in other Commonwealth countries will find practical help in the many publications of the Association of Commonwealth Universities. They are issued regularly in revised editions and may be consulted in the Library or purchased from the A.C.U. in London.

The publications are:

Commonwealth Universities Yearbook. This annual publication, of 2600 pages, is the most complete guide available to the facilities, organisation, staff and activities of universities of good standing in the Commonwealth. It contains more than 20 indexes to facilities for study. A chapter on each of 280 universities contains general information, including detailed sections on first and higher degrees, and a complete list of teaching staff arranged by subjects, 160,000 names index, general index, and major bibliography.

Research Strengths of Universities in the Developing Countries of the Commonwealth. Provides brief information about more than 1,800 research areas in which 96 universities in developing countries of the Commonwealth have said they can offer strong facilities to, and would welcome, academic staff and graduate students from other Commonwealth developing countries who wish to undertake advanced study or research. Prepared by A.C.U. in association with Commonwealth Secretariat. Published every two or three years.

Awards for Commonwealth University Staff. Describes more than 720 separate schemes of fellowships, visiting professorships, travel grants etc. open to university staff in one Commonwealth country who wish to carry out research, make study visits, or teach for a while at a university in another Commonwealth country. Also described are awards tenable in non-university institutions; and the services offered by organisations which encourage the movement of academic staff between Commonwealth countries; resort consultants or experts, or may provide financial help for interdepartmental links, equipment, training schemes etc. Published every two years.

Scholarships Guide for Commonwealth Postgraduate Students. Describes more than 1,250 separate scholarships, grants, assist-

antships and other forms of financial assistance open to graduates of Commonwealth universities who wish to undertake postgraduate (including postdoctoral) study or research at a Commonwealth university outside their own country. Appendices cover awards tenable at non-university institutions and awards tenable in U.K., by U.K. graduates. Published every two years.

List of University Institutions in the Commonwealth. Containing the names and postal addresses of all university institutions of good standing in the Commonwealth, the booklet also gives for each the name of the secretary, the titles, duration and qualification awarded. Courses listed last at least nine months and are mainly full-time. (Does not cover research degree courses or courses in medicine, dentistry and veterinary science.) Annual.

Schedule of Postgraduate Courses in United Kingdom Universities. Provides brief details of postgraduate courses at U.K. universities, including course title, duration and qualification awarded. Courses listed last at least nine months and are mainly full-time. (Does not cover research degree courses or courses in medicine, dentistry and veterinary science.) Annual.

Eye-Witness To Eysenck Affair

While on study leave in Melbourne Dr J. J. Small (Education) witnessed the student demonstrations that wrecked the lectures by Professors Eysenck and Jensen on race and intelligence.

He said the special lecture series for Professors Eysenck and Jensen at Melbourne University was a "ticket only" affair, but it was obvious from the 150 or so police outside the hall and the 50 or so inside, plus many large men in very plain clothes, that trouble was expected and that these were to be no ordinary lectures.

"My wife and I went to hear Professor Jensen on the first night. He started bravely enough, but he soon became ill at ease from the continual whistling and shouting and the organised chants of 'Racist Jensen!', 'Sieg Heil!' and 'Jensen out!'. He eventually retreated to a basement room where he was visible but still not audible on an enormous TV screen, thoughtfully provided in advance. As he lectured, the whole affair was a charade. The students won, and they made it clear that they had, tearing up dozens of copies of the address and scattering them to the winds.

"In support of free speech I turned up the following night to watch Eysenck. Although he too was quite inaudible, he performed with more aplomb than Jensen had. The noise was distinctly louder and the students closer to rioting and physical assault—apparently the point at which the police would have started work—but

their advisers shows what courses and study facilities are available; what the entrance requirements are, how to apply; the cost of study and residence; and how to make the most of a stay in Britain. 150-subject directory of study facilities. Descriptive article on higher education in Britain by a leading authority. Published every two years by Longmans for British Council and A.C.U.

Schedule of Postgraduate Courses in United Kingdom Universities. Provides brief details of postgraduate courses at U.K. universities, including course title, duration and qualification awarded. Courses listed last at least nine months and are mainly full-time. (Does not cover research degree courses or courses in medicine, dentistry and veterinary science.) Annual.

Eye-Witness To Eysenck Affair

Eysenck never seemed to falter. Amid the deafening racket he may well have been miming the lecture, of course, but at least he had all the non-verbal attributes of a good speaker—relaxed posture, smooth gestures, good eye-contact, and excellent use of slides—and he kept it up for the full 50 minutes."

He said the lectures scheduled for Monah were cancelled because the police declined to guarantee that they could keep order on another occasion.

Scholarships In Australia

Applications are invited from Commonwealth citizens resident in New Zealand for Commonwealth Scholarships for post-graduate study in Australia commencing in 1980.

The scholarships pay travel costs and tuition fees and an allowance of \$4,200 p.a. Applicants should normally be 28 years of age or under on 1 March 1980.

Further information and application forms are available from the Scholarships Office in the Registry (Registry 700 or 873). Applications close on 1 June 1979.

Notices

Submissions Sought On Role Of Professorial Board

At its February meeting the Professorial Board established a Committee to review and report on the role and composition of the Board. The committee invites submissions on the issues before it by Friday 15 June. Submissions should be sent to the Registrar. A previous report on this matter, adopted by the University Council on 30 August 1976, is available from the Academic Registrar (Mr A. W. Hayward), Ext 871.

Forthcoming Conferences

Forthcoming conferences include:

26-27 June: New Zealand Statistical Association, 'Survey Techniques, Exploratory Data Analyses', Shell Theatre, The Terrace, Wellington.

28-29 June: New Zealand Demographic Society, Victoria University.

16 July - 10 August: Summer School of Banking and Finance, at City of London Polytechnic. Further details from the Director of the Summer School, City of London Polytechnic, Calcutta House Precinct, Old Castle Street, London E1 7NT. Summer School on Law, at City of London Polytechnic. Further details from the Director of the Summer School (see address above).

17 September-12 October: Course on Radionuclides in Medicine at Australia School of Nuclear Technology, Lucas Heights, N. S. W. Details from the Principal, Australian School of Nuclear Technology, Private Bag, Sutherland, NSW 2232.

17-23 August: XVth International Congress of Theoretical and Applied Mechanics at University of Toronto. Details from K. Charbonneau, Executive Secretary, ICTAM Toronto, C/ National Research Council of Canada, Ottawa, Canada, K1A 0R6.

The New Zealand Asian Studies Society is holding its third conference at the University of Auckland during the May vacation. The conference is intended not only for those with a research interest in Asia, but also for any who are interested in Asia in terms of the social sciences, history or literature and language.

The conference falls into four distinct parts: academic papers in the fields of China, Japan, South-east Asia and South Asia; symposia (New Zealand-Japan economic relations; Bureaucracies in Asia; The poet in Asia; Intermediary groups in South-east Asian Society); sessions for secondary school teachers in social studies, history and geography, and a number of general lectures.

U.N. University

The University has been asked for comment on the work and effectiveness of the United Nations University.

Any member of staff who can assist, and has a comment to make on any contact established with the United Nations University or has a comment general terms about the University's current standing or potential usefulness is invited to get in touch with the Vice-Chancellor's Secretary, Mrs Eathorne, Registry Ext. 809.

The United Nations University, established in 1972, consists of worldwide networks of advanced research and training institutions devoted to 'pressing global problems of human survival, development and welfare' initially in the areas of hunger, human and social development and use and management of natural resources. It has no students and does not award degrees.

The 1980 ANZAAS Jubilee Congress will be held in Adelaide between 12 and 16 May 1980. The Industrial Relations Section Committee for the 1980 Congress has decided on the following topics for the section programme:

Industrial relations and the constitution; the role of governments in industrial relations; trade unions; national income policy; technological change.

An invitation to persons wishing to submit papers on the above topics will be accepted up to 30 June 1979. Please send an outline of the paper to the Joint Secretary, Industrial Relations Section 1980 ANZAAS Congress, 50 Grenfell Street, Adelaide, South Australia, 5000.

The International Commission on Polar Meteorology and the Scientific Committee for Antarctic Research will sponsor a symposium, "Progress in Antarctic Meteorology", as a special session at the International Union of Geodesy and Geophysics General Assembly, Canberra, from Wednesday 5 to Friday 7 December. Emphasis will be placed on the recent development of ideas and methods in pure and applied meteorology of the Antarctic and sub-antarctic atmosphere from the planetary boundary layer to the stratosphere. Papers are invited on the following topics:

Synoptic meteorology, transport of heat and moisture, atmospheric chemistry and precipitation, the role of the Antarctic atmosphere in the global climate system, the planetary boundary layer, and satellite observations of the high latitudes of the southern hemisphere.

Further information from M. Kuhn, Secretary I.C.P.M., Institute of Meteorology, Schoepfstrasse 41, A-6020, Innsbruck, Austria. The deadline for the submission of one-page abstracts is 1 June.

Pamphlets On Disarmament

In May and June last year the General Assembly of the United Nations held its tenth special session. It reached unanimous agreement on the terms of a 'final document' which sets out the basis of an approach to disarmament having the support of over 140 countries. Its main sections deal with a proposed 'programme of action' for disarmament and with changes to the United Nations institutions responsible for disarmament.

The document also includes recommendations that governments take steps to give publicity to the document itself and, more generally, to encourage the incorporation of material on disarmament into educational programmes.

Copies of the pamphlet are available at the enquiries counter, Registry concourse.

Accommodation

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