

CHRONICLE

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Canadian Appointed to Sociology Chair

Dr William E. Willmott, Professor of Anthropology and lecturer in Asian Studies at the University of British Columbia, has been appointed to the chair in Sociology left vacant by the resignation of Professor W.R. Catton.

Professor Willmott is a Canadian citizen, born in China, son of a missionary, brother of a sociologist in another Canadian university and is married to a New Zealander. They have four children.

Born in Chengtu, Szechuan, in 1932, Professor Willmott was educated at Oberlin College, Ohio, McGill University, from which he graduated M.A. in anthropology, and the London School of Economics, where he took a Ph.D. in social anthropology in 1964.

In 1961 Professor Willmott became a lecturer in anthropology at the University of British Columbia. He became an assistant professor in 1964, an associate professor two years later and professor in 1970. In the same year he was visiting professor of Anthropology and Asian Studies at Victoria University of Wellington.

Professor Willmott is recognised as one of the leading figures in Asian sociology. He undertook considerable research in South-east Asia for his doctorate, using his knowledge of Chinese vernacular, and has continued this interest by investigating Chinese communities in Canada, with particular reference to the little-known subject of their clan associations. He has written numerous articles on his work and is the author of *The Chinese in Cambodia*.

Centennial Gifts

The Canterbury branch of the New Zealand Federation of University Women intends to present a gift to the University to mark the celebration of the Centennial. The nature of the gift has not yet been determined.

Council expressed its thanks to Mr D.W. Bain, who has presented a Chancellor's gavel to mark the University's centennial.

Professor Willmott also visited the Canadian Arctic in 1958 to undertake sociological research for the Canadian Department of Northern Affairs and National Resources. At present he is undertaking historical and sociological research on the Chinese population in Canada.

Professor Willmott is a member of the Royal Anthropological Institute, the Association for Asian Studies, the Association of Social Anthropologists, the Canadian Sociology and Anthropology Association and the Canadian Peace Research and Education Association. He is a member of the editorial board of *China Quarterly* and a Council member of the Canadian Society for Asian Studies.

Professor Willmott is expected to arrive in Christchurch in September.

New Chairs in 1974

Two new chairs have been approved by Council for 1974. A third chair will be established in the Faculty of Law and a second in Chemical Engineering.

The following additional academic staff have been authorised for next year:

Accountancy, lecturer; Business Administration, one lecturer (Industrial Relations and personnel management); Chemistry, lecturer; Computer Science, lecturer; Economics, lecturer, Education, lecturer (guidance course); Forestry, lecturer; Geography, lecturer; Law, third chair and one lecturer; Mathematics, lecturer; Psychology and Sociology, lecturer; Chemical Engineering, second chair; Civil Engineering, lecturer; Electrical Engineering, lecturer.

THE YOUNG VISITERS

Daisy Ashford has her imitators among Christchurch school children. A class from the Westburn School was shown over the Ilam site recently by the Information Officer and among his subsequent mail were the following letters of thanks:

"It has been nice to go to the unversite. I have had a good time there. I liked the cemacel department and the eganing department. The museum it was the best place of all. The musroom was like a place with a stork in the middle of the musroom."

". . . the think I liked best was going into the soundproof room. When I grow up I are going to be a doctor. It was good fun in the museum."

"I would like to thank you for showing and telling us the wind tunnel that blew winds 101 miles hour and the big fan. I liked the little room where you could hardly hear yourself and thank you."

". . . I liked the theatre. I like the machine that the student made. The air changed into liquid was good too."

"The part I thought was best was in the lift and in the museum and the view when we went eight storys up. I have been

their before and I also liked the part when we went into the little roon and nearly couldn't hear ourselves in."

"I liked the laboratory the most. The university was bigger than I thought with all the big buildings. It is a nice place and you keep it very tidy."

". . . I liked the zoology part best. But the room where you couldn't was fun. The mushroom was very round. I wasn't allowed to see Billy the Lier."

"I liked the museum and the room you couldn't hardly hear yourself as well as the theatre. Mum wouldn't let me go to the play."

". . . When I got back to school I felt like going there again because it was so interesting, but we had to have lunch."

". . . I liked very much the colour of the big stones on the wall."

". . . The best part I liked was the soundless room and the theatre. Of cause my mother didn't let me go to Billy Liar."

". . . I liked the lift when we went to the top of the university and the win tunnel. I liked the new part and the testing part."

". . . The seats were very nice to sit upon."

". . . I hope we did not waste your time."

More Music Education Research Urged

On study leave last year, Mr D.F. Sell (Music) became increasingly aware of the need for increased music education research activity in New Zealand. As the only New Zealand university offering a degree course in music education, Canterbury must take the lead in this, he said. The introduction of a Mus.B. (Hons.) in Music Education would be the first step necessary to achieve this.

"Close association with music education bodies in other countries is particularly valuable, and I am particularly gratified that the association with the International Society for Music Education will be further strengthened with the nomination, in Tunis, of Professor Ritchie to the Board of Directors of that body. The fact that the next conference is to be in Australia in 1974 prompted me to suggest the possibility of the Fourth Research Seminar being held in New Zealand, a suggestion that was welcomed by the society," Mr Sell said.

Variety was the keynote of 23 universities he visited in nine different countries. A strong emphasis on music as a performing art was apparent in the North American universities, and in those, particularly in Tokyo and Manila, where there was a background of American influence. Standards of performance in many of the American universities were extremely high, but he was disturbed by the narrowness of musical experience of many students and teachers, and their lack of insight into the deeper aspects of the art.

"Nearly every North American university offers a degree course in music education, though in most cases it is in the form of narrow vocational training rather than aiming, as we do at Canterbury, to train students as perceptive musicians and educators, relying on their own abilities to develop along their particular specialist and vocational lines," he said.

"A greater flexibility in course structure than we have at Canterbury, especially at higher levels, is apparent in American and most of the newer British universities. The generally higher entry standards makes comparison with our own situation difficult, but I am convinced that our policy at Canterbury of a broad, general course in the first year, followed by increasing course flexibility in subsequent years of study is the best for New Zealand conditions.

"Discussions with Japanese, Filipino and Hong Kong musicians and teachers, especially at the Tokyo University of Arts, led me to give some thought to the role of New Zealand universities in stimulating a more serious attitude to Maori and other Polynesian music. Some Japanese are

particularly concerned with this, inspired, I was told, by their own experience of intense cultural Westernization since the war, and the resultant fall-off of interest in indigenous Japanese music. The introduction of courses in ethnomusicology in many western universities is superficially encouraging, though such courses are often criticised for their standpoints of condescension. It is curious that universities in Australia, New Zealand and even Hawaii, that offer courses in ethnomusicology, are concerned mainly with the music of South East Asia and India, often almost disregarding the indigenous music of their own countries.

"Accommodation and equipment at universities is always a matter of interest, and particularly so at this time when the

move of the Music Department to Ilam is within sight. Coming as I did, from North America where equipment and facilities are in some universities lavish to the point of being distracting (as one Canadian professor commented), the new School of Music building at Ilam seemed very small. Even most of the smaller university music departments in Australia, Britain, Canada and the U.S.A. are equipped with two or three practice organs, synthesisers and other electronic music equipment, record borrowing facilities and listening booths for at least 20 students, as well as numerous practice rooms. Keyboard laboratories are to be found in most North American universities and in many universities and colleges of education in other parts of the world," Mr Sell said.

Student Counselling Service Better Known

Mr A.R. Hornblow, student counsellor, believes that the counselling service is becoming more widely known and accepted.

He said in the annual report of the Student Health and Counselling Service that one interesting development in the pattern of referral, as predicted in the previous report, was the drop in the proportion of students referred by medical staff and the marked rise in the proportion of self-referrals, referrals by University academic and administrative staff and referrals by other students. In the period covered by the previous report more than three times as many students were referred by medical staff as were self-referred, whereas in 1972 the number of self-referred students was only slightly below the number referred by medical staff and it appeared that the counselling service was becoming more widely known and accepted.

Mr Hornblow said the dominant function, and that which governed day to day activities, was the provision of appropriate counselling for those who sought it, a total of 207 for the year. In all, 629 individual interviews were conducted, plus a further 38 joint counselling sessions. In addition to individual and joint counselling, a series of weekly sessions for two groups of students was held in the second term.

"Certain categories of students tended to be over-represented compared to the total student population, as in the previous year," Mr Hornblow said. "Those counselled included a disproportionately large number of Arts students, those 21 years of age or over and, to a lesser extent, female students and those doing post-graduate courses."

He said that the primary reasons for the referral of new clients were difficulties in coping with relationships or study-vocational problems. New clients were less likely to present their problem as one of self-view or emotional adjustment. A smaller group again were referred specifically for diagnostic assessment.

"For most clients the experience of counselling was that of being offered the opportunity to talk about whatever was concerning them, then work towards some agreed goal, or goals, over several sessions," Mr Hornblow said. In some cases psychological testing was thought to be appropriate, particularly when the information from such testing could assist a decision-making process. Sixty-four clients were given one or more psychological tests, 25 of these having been referred, in almost all cases by medical staff, for diagnostic assessment. Relaxation and desensitisation techniques were used to treat a number of over-anxious students. Fourteen students who made use of tape-recorded relaxation exercises found them to be helpful in controlling excessive examination anxiety and also performed well in examinations.

He said there was steady pressure during the year both to provide an effective counselling service to an increasing number and to engage in activities of an educational and preventive nature. While much had been accomplished there were indications that the increasing and often urgent need for counselling was causing less time to be available for other important activities such as instruction in study skills and adequate diagnostic assessment of students requiring psychiatric treatment.