

# **[unclear: Fight] Government Attacks on Overseas Students!**

Salient front page reading 'No discriminatory fees!'

## **Notices**

### **A Little Salient**

This week's Salient is in a truncated form, lacking almost all of the regular features. We apologise for this, but the problems associated with the Open Day Supplement which appears in this issue meant that it would not be possible for us to complete a normal size of Salient and still have got it out on Monday morning.

We will remedy the error next week with a bumper issue in which we will print all the copy held over from this week. If of course you want to make sure Salient never again has to be truncated like this, just pop in and offer to lend a hand.....

### **Chess**

Anyone who would like to play or learn to play chess, come to a meeting in the Lounge, Student Union Budding, between 11.30 am and 12.30 pm on Wednesday 23rd May, or contact:

Rachael Wood — 721-472  
Weir House

### **Israeli Cultural Evening**

Jerusalem Day —

Jewish Students Society invites all students to an evening of Israeli culture.

Free food, booze and entertainment.

Thursday 24th May, 7.30 pm, Lounge, Student Union Building.

### **Snooker Club**

Can you hold a billiard cue?

We are interested in seeing you. Every Wednesday night in the Victory Billiard Saloon (opp. Cinerama Courtenay Place), from 7.30 pm - 10.30 pm. For your \$5 club membership fee you can play from now until exam time.

See you on Sedoesday night!

### **Motorcycle Club**

Club night Tuesday 22 May, Smoking Room, Student Union Building, commencing at 8 pm. Includes a film show. All welcome.

Drawing of a person sitting in an armchair

### **Harrier Club**

Coming Events

May 26 — Sherwood Cup, Queen Elizabeth 11 park Paekakanki, sealed handicap event over 4½ miles.

Meet at front of Railway Station, 12.45 pm Run starts at 2.15 pm.

May 27 — T. V. 2 - Lion Breweries Invitational Race at Trentham, starts 10.30 am, 7500m. Those selected, E. Cairns, R. Robinson, I. Jamieson, P. Morten C. Lawson and B. Weeber.

## Gay University Group

The aims of the group are social, supportive and non political. Our second social evening was held on Sunday 29th April. About twenty people turned up for what was judged a most enjoyable evening. It was decided that at our next social evening (Monday 28th May, 8 pm) that a rap group would be formed.

The group thank The host for the excellent supper and the Gay Artists Group for its support.

If you are gay, female or male, and would like to join us, then for information ring;

Ken 721-167  
Trevor 862-449

Student Loans from your on campus bank If you need a little help and advice on making your money go further its there for the asking from the Bank of New Zealand. We're right on campus and ready to help. Student loans The great tiling about these is their flexibility. From just a few days to tide you over a rough spot or long-term so that you can plan ahead over the years you're studying. Interest is charged at a concessional rate. If you'd like to talk over your money problems with people who understand money and how it works call into the Rank of New Zealand on campus and arrange a time for a chat. Call at the BNZ on-campus office, and arrange to see Richard Starke, or phone him direct at BNZ Wellington branch, corner Lambton and Customhouse Quays, phone 725-099. Bank of New Zealand Here when you need us - on campus

## Education Fightback

## Government Attacks [*unclear*: Oversea Student]

One week ago, the Government announced that private overseas students must now pay \$1500 for every year of tertiary education in New Zealand. This figure, at which education is being sold to overseas students is 600% higher than the present amount. The only students to be spared this extortionate figure will be the students from the South Pacific Basin.

This move by the Government marks the culmination of several years of threats to and intimidation of, overseas students. During this period, the Government has been quite openly racist in its attitudes, and quite purposely misleading in its claims about the ill effects of overseas students on the university situation. With the general forthcoming education cutbacks, and the Government's known dislike to them, we might well have expected some form of attack on overseas students. After all, it is an established practice in the economic crisis for the Government to first attack those groups who are more vulnerable and least able to fight back. We know that Education spending is going to be drastically cut in the Budget and it would not have been unreasonable to expect overseas students to be first in the line of fire. But, there would have been few who would have predicted such a massive attack, (premonitions of things to come in the general field of education?).

## The Effects of the Increase

Don't let anyone tell you that these massive increases in fees will have little effect on overseas students. The effects on the number and types of overseas students attending New Zealand universities will be dramatic. Even under the present situation, being an overseas student is an expensive business. At the moment, overseas students come predominantly from middle class backgrounds. However, there are still a few who, through great financial sacrifice and determination, are able to come from working class backgrounds, s.

Quite obviously, an increase of anything like 600% in fees will put an education in New Zealand beyond the price range of the majority of overseas students. Even a great number of students from middle class backgrounds will be excluded from our institutes of higher (cost?) learning. But those students from lower

income groups, who should be the main beneficiaries of any educational aid, won't have a snowball in hell's chance of access to New Zealand Universities.

## A "Great" Aid Programme

Let us look a little further at this question of who is supposed to benefit from the system of overseas students in our universities. It has often been the New Zealand Government's proud claim that the overseas student population in our universities represents a significant part of our aid to Third World and some Second World countries.

If this had in fact been the case, that we gave significant educational aid to our poorer world neighbours (or if we gave significant overseas aid at all), then we would have nothing but praise for the Government. However the level of expenditure and the numbers of overseas students in this country prove the Government's claim that overseas students represent significant aid is little more than a farce. But up till now, the attitude that we are helping those who most need it has been present in theory, if not in practice, in Government circles. But with the announcement of a week ago, the Government's mouthings have lost all shred of credibility.

The New Zealand Government is now in the business of selling tertiary education to the highest bidder from overseas. It is a complete turnaround in our previous policy. And it would appear that this will not be the only reversal of previous Government policy in the near future. The policy of free access to universities for New Zealand students will also be done away with in the case of education cuts.

## The Causes of the Increases

Well, apart from the aspect of a precedent being set for further education cuts, [unclear: co] must also be voiced at the real reasons [unclear: l] the attacks on overseas students. The [unclear: n] reason is simply that the Governmental is [unclear: nning] to drastically cut the amount of [unclear: a ney] spent on university financing for at st the next five years. Other articles in lient have, and will, explain the effects these cuts to the whole field of [unclear: educat] But essentially, the universities will be [unclear: f ced] with a budgetary deficit [unclear: approachin] size of the Grand Canyon.

The Government is frantically [unclear: lookin] for ways in which to mitigate the [unclear: short-] falls that the universities will be facing. One of the Government's financial [unclear: wizar] (perhaps the same social philanthropist engineered our present economic crisis), seen that increasing the universities [unclear: inco] from overseas students by 600% will [unclear: he] the situation a little.

But as usual, the Government's [unclear: economic] policies are designed to facilitate [unclear: st term] expedient. And in the process, a [unclear: m] sure which will do little to overcome any financial problem, will result in very long term disadvantages and social evils, this can be said about the whole process of [unclear: e] cation cuts, but in this case the long [unclear: term] effects will be along the lines of the complete eradication of all overseas students coming from the economic strata which need education opportunities most. The policy will also result in a very small wealthy minority making up the entire overseas student population.

## Fees Increases for Local Students

*At right, Dominic Choong, General Secretary of the Federation of United Kingdom and Eire Malaysian and Singaporean Students Organisations (FUEMSSO),*

Photo of Dominic Choong with Malaysian and Singaporean students

And there is another likely [unclear: consequen] based on the experience in British universities, of the placing of differential fees [unclear: o] to the overseas students. When the British Government dramatically raised the fees [unclear: a] its overseas students, its response to [unclear: prote] against different scales of fees for overseas and British students, was to greatly [unclear: increa]

## [unclear: the] British Students!

[unclear: e] abandonment of the principle on as the right of all people, and [unclear: nentalion] of the 'user pays' [unclear: sys-acation], such developments are strong possibility in this [unclear: coun-d] you, or your family, be able to pay \$1500 a year for tertiary [unclear: ?] the answer is "yes", don't [unclear: hink] that many others could say This is the question that [unclear: over-nts] will have to answer before [unclear: mplate] enrolling in 1980.

## [unclear: Cost] of Overseas Students

[unclear: vernment] has long been fond of [unclear: erseas] students because of the [unclear: fi-iriden] they place on the education New Zealand. But this assertion [unclear: isleading]; and the Government [unclear: sely] used figures of cost to [unclear: mis-ublic].

[unclear: al] cost of running a university, [unclear: the] total number of students, [unclear: igh] figure. But it is a quite [unclear: mis-ure]. It ignores the fact that great [unclear: f] staff are kept in a job out of This includes academic and non-aca-[unclear: f] attached to the university, as [unclear: ast] army including publishers, builders, commercial cleaners and many more, [unclear: lis] high figure is not actually spent on [unclear: ent]; it is spent on keeping a large [unclear: con-] people employed. University [unclear: finan-] not operate in isolation from the fi[unclear: ations] of the whole economy.

[unclear: er], if we are desperate to employ student' figure, we see that over-[unclear: nts] do not cost as much to run as [unclear: land] student. Overseas students [unclear: seas] currency into the country. They already pay university fees which most New Zealand students avoid because of a fees bursary. They work in the vacations and thus generate commodities and profits for the owners of the places in which they work. It is quite wrong to claim that overseas students are a drain on our economy

## Discriminating Fees: Part of the Cuts Campaign

The simple fact is that the Government can no longer afford to maintain the level of spending on education. They have two choices: either cut the quality of education provided, or cut the numbers of students attending educational institutes. The nature of the economic crisis is such that both choices will be employed. By increasing fees for overseas students, the Government is attempting to cut the numbers of students at tertiary institutes. The Government sees overseas students as a vulnerable group which can be cut back with little opposition. We have seen these attacks before: in 1977 the Government cut the overseas students intake by 45%.

We must see these attacks on overseas students as the first part of the forthcoming education cuts. All New Zealand students should express their solidarity with overseas students against differential fees. To do so is in our own interests, as well as in the interests of the fight back campaign against education cuts.

The great majority of overseas students come from Malaysia and Singapore. Nearly all these students come from underdeveloped countries which lack educational facilities. These countries are underdeveloped, and New Zealand is developed, precisely because we, and countries like us, have a history of exploitation of the natural resources and labour-power of the underdeveloped countries. By only aiding in the education of the children of the ruling oppressive elites of countries such as Malaysia and Singapore, New Zealand will be adding further to its; complicity with the oppression of the working classes in these countries. New Zealand has a moral duty to aid in the reparations to these oppressed nations.

It is clear that the Government of this country has no intention to do anything of the sort. In this term, students have the opportunity to show the Government that we will not take cuts in the numbers of overseas students, and we will not accept the exclusion of working-class students from overseas. It seems that the Government is determined to go ahead with these and other education cuts. It is up to students to organise against all education cuts. It is clear that if we don't fight, we will certainly lose.

Stephen A' Court.

*A large contingent of overseas students joined last Thursday's protest march on Parliament, following the banner shown above.*

Photo of a student protest in the rain

Drawing of Queen Victoria

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feminism If you are interested in women, we have a comprehensive collection of books on feminism on display this week. Pankhurst, Wollstonecraft, de Beauvoir, Hite, Greer, Stopes and many others can be found at the Victoria Book Centre 15 Mount St.

COMMERCE STUDENTS Spare a few moments to think about your career If you hope to graduate in July or are contemplating part-time study in the second semester, this could be an opportune moment for us to give you a few facts. As a large national firm of chartered accountants we offer wide experience, early responsibility, rapid promotion, good salary, training facilities, opportunities for specialisation and gaining experience over seas. We suggest that you arrange a meeting with our staff partner in order to discuss the facts and your personal prospects. Please write or telephone — David Macdonald, Hutchison Hull Co Chartered Accountants, Challenge House, Wellington P.O. Box 1990 Telephone: 721 677

Arthur Thomas Retrial Committee Inc. Hear why there should be a public inquiry into the handling of the Thom case. Union Hall 12 noon Tuesday 22 May. Speakers: Allan Thomas (Father of Arthur Thomas) Nick Gresson? (son of the late Judge Gresson) Questions from the floor will be welcomed. A further public meeting is to be held at the Wellington Town Hall Thursday 24 May at 8 pm. Speakers will include Dr T. J. Sprott and the Committee Chairman Mr David Payne.

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## Education - the Fight is on!

May Council of NZUSA is an [unclear: institu-at] has been round even longer than [unclear: ksen], and is therefore such a [unclear: hallo-casion] that it occupies an important [unclear: n] any university's social calendar. [unclear: en] came along and took photos of [unclear: osling's] benign visage.

year's council (officially the [unclear: Ann-eral] Meeting of NZUSA) was held the green pastures of Canterbury [unclear: lty]. Umpteen zillion people from [unclear: niversities] crammed themselves University Hostels, ate [unclear: outrage-rank] to excess and talked about on.

### [unclear: led] focus

[unclear: Education] may seem the obvious thing [unclear: reteng] like Council to discuss. How-[unclear: was] not always been like this. [unclear: Coun-e] a habit of getting bogged down in and then there is seldom any [unclear: ity] about anything. This disunity [unclear: laps] been best expressed by the [unclear: I] threats being made by Canterbury out of NZUSA. These threats have essential for NZUSA to prove that efficient, functioning group.'

[unclear: The] year therefore represents a watershed association, and the mood at the [unclear: begi-f] council was that this meeting would [unclear: ake] or break us. In one of those [unclear: per-ists] of fate, the National government's tacks on society in general and [unclear: stu-particular] provided us with just the [unclear: int] we needed.

[unclear: The] attacks are of course the massive, [unclear: ne] board cuts in education spending on the cards. If NZUSA can rise to [unclear: lenge] and defeat these attacks, then [unclear: ve] truly justified its claim to defend [unclear: s] of students. Its success or failure [unclear: e] future to show, but if we are to [unclear: su-] will take the combined efforts of [unclear: mber] of NZUSA, which is every on every campus in the country.

### [unclear: Ministration's] View

[unclear: To open] the council. Professor Brownlie, [unclear: ncellor] of Canterbury spoke. His [unclear: was] interesting for two reasons. It us to hear the views of the other he inhabitants of the Universities, [unclear: ntained] what must be consdered [unclear: ficial] confirmation of the [unclear: impen-s].

[unclear: As ownlie] pointed out, the cuts are [unclear: al-th] us. For several years now, [unclear: Uni-][unclear: rowth] has not been matched by a [unclear: n] staffing. On top of this, the uni-will soon have to start examining va-[unclear: itions] as Government further cuts [unclear: gra-ne] positions are not "essential", the new go to other areas, or simply not be [unclear: ap-]

This will inevitably be followed by a [unclear: nsion] between those involved - the [unclear: ill] have to be made between large [unclear: id] restricted entry. The tension will ween those inside varsity and those between students and lecturers —classic example of divide and rule.

[unclear: Procissor] Brownlie said students had two [unclear: possibilities] - to ensure that cuts do [unclear: n] services and facilities, and to be [unclear: in-] discussions at all levels. He left us thought that

"co-operation is a better facing the future than confrontation".

## [unclear: ons] from Britain

[unclear: We are] also privileged to have Dominic a representative of the Federation of [unclear: ingdom] and Eire Malaysian and [unclear: Sin-tudents] Organisations (FUEMSSO) at the Opening Plenary of the Coun-[unclear: ne] UK, overseas students have had to [unclear: inst] just the same kind of government [unclear: aiton] that was introduced in New [unclear: Zea-] week.

[unclear: Overeas] students are always the first group [unclear: vernment] pressure, being a small, [unclear: vul-ction] of the student population. But [unclear: lic] warned, attacks on overseas [unclear: stu-] merely the thin end of the wedge. In Britain when these discriminatory fees were introduced, a huge uproar was raised by local as well as overseas students. The Government, in a move of such convoluted logic that every-one was struck speechless, quelled cries of discrimination by increasing fees for all students to the same high level. There's a lesson in there for New Zealanders, and you don't have to be an Einstein to find it.

## The start of the campaign

It was then time for reports, and it was that of the Research Officer, Ian Powell, that laid the ground for the kind of discussion that would dominate the rest of the council. His report laid out the exact scale of the proposed cuts, and their likely effects on education.

Photo of students marching in the rain with a banner reading 'Workers and students unite - fight back!'

A distinctly sobering point he raised was that the cuts to education that were introduced during the depression read almost word for word the same as those expected now. The effects of the cuts during the depression lasted for decades and in fact we are just escaping from them now. A return to this kind of low cost education condemns New Zealand to sub-standard education for many years to come - years after the current recession has been forgotten, the Government's short-sighted action will still be a reality.

## Two Major Cuts

The two cuts that are deserving of special attention are the expected \$5 million cut in the STB, and the overall cut in the universities' budget. A bursary cut can only mean two things. They will either be smaller or harder to get. To achieve this, the government could introduce a much lower bursary supplemented by a student loan scheme - perhaps Dr. Levett is a visionary. Alternatively across the board means testing could be used, entitlement may be restricted (possibly students will have to go to the seventh form to gain an STB) or length of tenure reduced. All of these alternatives are patently unacceptable, and murmurs of discontent were heard echoing off the Southern Alps.

An even more insidious move is the cut in universities budget. Staff salaries are more or less safe (the universities are adamant they will not cut salaries), and as they compromise will not cut salaries), and as they comprise a large percentage of the university budget (87% areas. Golly, that's us!

Ian's report outlined some proposals for a campaign against these cuts, and these suggestions formed a basis for discussion at the National Education Action committee (NEAC) held on Saturday night.

## The campaign is planned

This meeting sought to map out a plan of action for the Campaign, and to this end people hurled far fetched ideas at a suitable receptable (in this case Grant Liddell) and they were thrashed out to be either accepted or rejected.

First to speak at the meeting was the [unclear: om] nipresent Powell, who described the situation as being a real test to student leadership. His proposals involve the building up of momentum for the largest student demonstration ever, involving other tertiary, and indeed all educational institutions. To start the campaign, he recommended that NZUSA President Chris Gosling give an intensive speaking tour in which he would outline just what we are fighting for and why. A very important point he raised, and one that was not followed up as well as it might have been, was that we are not simply fighting these cuts. We must make demands, and to ensure that instead of merely running as fast as we can to remain on the same spot, we actually see some progress in the field of education. "What we need is a huge expression of student anger and concern".

## A National Demonstration

Initial suggestions came from Peter Beach, who wanted a one day closure of all the universities which

would coincide with the huge demonstration in Wellington. Far from being a Victoria University demonstration, it would incorporate students from every university, who would be brought to Wellington in hired trains and buses. However a quick survey of University opinions around the country suggested that it would not be possible to raise a) the money and b) the enthusiasm for such a demonstration.

The idea of a national demo was reluctantly abandoned, but it was decided that we should still aim at a national closure of the universities. On the same day, the main university centres would stage marches that would bring in, if possible, everybody interested or involved in education, ranging from teachers through trade unionists to school students. The mood of the council came across strongly. We must involve other groups because education cuts effect not only university students, but ultimately everyone in the country.

When we march it will not be because we do not get a big enough bursary, it will be because the future of our country is at stake. To this end the camp sign will focus on the real effects of the education cuts - how they will affect all students, how they will affect the man in the street, and explaining how the teachers, doctors, engineers and, yes, even the politicians of the future have been the sacrificial lambs for Muldoon to slaughter on the alter of political expediency.

## **The Steering Committee**

To facilitate the campaign, each campus will call a meeting of interested groups to form a Steering Committee which will organise the campaign on a regional level. These local committees will in turn be part of a national steering committee, under the chair of the President of NZUSA. Where possible, each campus will appoint a full time paid organiser to co-ordinate on campus activity. (At SRC last week, Simon Wilson was elected our organiser.)

These plans were given official ratification at the Education Plenary held on Sunday morning, and at the Priorities Plenary on Sunday afternoon, the main priority for NZUSA for this year was confirmed as education and welfare cuts. The opening salvos of the campaign were fired last Thursday when about 200 students from Vic joined the Trades Council march to Parliament. Representatives from a large number of organisations took part in the march, and it is this feeling of dissatisfaction that our campaign will try to tap, in our build up to July 26 when, if humanly possible, all the universities will be closed and there will be marches throughout the country.

That was the end of council, and it is clear that we organised ourselves just in time. As we were walking out the door to catch the plane home, the news came through that discriminatory fees for overseas students would be introduced. Any government that will introduce such measures does not represent the people and does not deserve to be in power.

Andrew Beach

## **Education Fightback**

### **A Letter from the Vice-Chancellor**

Image of typed letters

### **A Letter from the UGC**

Image of typed letters

## **Organizing meeting 12 noon Monday Lounge**

## **Eight \$64,000 questions...**

### **[unclear: 1 Do] you get a Fees Bursary?**

[unclear: ar] you might not. The Government has announced part of a wide-ranging "review" [unclear: iversity] fees: overseas students are to pay \$1500 per year. In Britain, a similar [unclear: an-nent] led to massive

fees increases for all students.

## **[unclear: 2 Do] you get the STB?**

[unclear: ow] it is worth 23% less in real terms than when it was introduced in 1975. The [unclear: Gont] is presently considering a proposal to reduce the bursary grant by \$5 million.

## **[unclear: 3] Are you doing a Course with less than 10 Students?**

[unclear: ar] that course might not exist. The Vice Chancellor has already asked all Heads [unclear: itments] which such courses could be dropped. This applies to graduate and [unclear: poste] study.

## **[unclear: 4] Do you use the Library?**

years time, our library may be totally out of date in regard to new books, [unclear: perio-nd] library techniques. Already it is the worst financed university library in the

## **[unclear: 5] Do you use Student Health?**

you don't, go along this year. In 1980, students may well have to pay for the facilities.

## **6 Does Your Work Suffer Because of a Lack of Adequate Equipment?**

You had better get used to it: equipment grants will be among the first up for the chop.

## **7 Is Your Lecturer Leaving this Year?**

S/he won't be replaced. The university has a complete ban on new appointments already in force. This will particularly affect BCA and Law courses, which might have high staff turnovers, the highest student/staff ratios and a number of vacancies already existing.

## **8 Did You Comb to University from the 6th form, as an Adult Student, or without a Pass in the Bursaries Exam?**

Next year that may not be possible. The inevitable consequence of cuts to university standing proposed by the Government will be enrolment restrictions. This flies in the face of the whole basis on which our education is supposed to be built.

If you do not believe any of this, talk to your lecturers. Read the letters printed on these pages. Have a look in the newspapers to see what Government spokesmen are saying about education.

In every field of education, the Government is proposing to slash expenditure. The consequences will be disastrous for the whole country for years to come. Education is only now getting back on its feet after the last depression, when the Government used exactly the same tactics.

In those days, education (especially higher education) became the prerogative of the rich. That has always been true to an extent in the education system. It is precisely to avoid this becoming the only truth in New Zealand education that the Students Association is waging an Education Fightback campaign. We are calling on all students and staff at university, all people involved in other areas of education and everyone else concerned about the future to join in this campaign.

This campaign will succeed if the mass of the university population become involved in it. The campaign belongs to everyone. If you have talents, ideas, time on your hands, concern for the issues at stake, contact Simon Wilson, the Campaign Organiser, either through Salient or the Students' Association.

People are needed to participate in:

- Raising money (would you like to set up a friendly "Most Boring Lecturer of the Year" competition, in which people vote with 10c pieces? Would you like to get the lecturers to retaliate with a competition of their own?)
- Writing, designing and producing leaflets, posters and banners
- Producing buttons, stickers, T-shirts



- Speaking to lectures, tutorials and labs
  - Gathering information on the cuts, on the Government attitude and on what the university is doing about it
  - Backgrounding the situation, looking at what happened as a result of cuts in the 1930s
  - Examining the cuts in the broader context of their place in Government "solutions" for the economic crisis
  - Writing to the papers, to MPs, ringing up talk back radio
  - Getting tutorials and similar groups to discuss the cuts and what the people in them think should be done
  - Getting those groups to do what they think should be done
  - ...in fact, everything, particularly the things nobody has thought of yet.
- Drawing of a person in a lecture theatre

## Sports Week

This week we want students to become active and join in the sports week activities.

Run for Fun. So you can't run 15 miles. So what! On Tuesday the harrier club will be leading the way on a 30 minutes easy pace run around the varsity area. Prizes of beer / spirit tickets for the Athletes foot hop on Friday night will be given to the first ten home. Last year students showed how apathetic they really are, and only a few turned out, so come along and enjoy the fresh air!

Superstars. This event is a chance for club members to win \$50 for their club to buy equipment. So club members get someone along to try and win the money for your club. There will be \$50 for both the 1st male and the 1st female, so ladies don't be shy! There will be refreshments for competitors at the conclusion of the events.

Athletes foot hop. This is to be one of the "sporting" highlights. The theme for this hoo will be associated with snort and prizes will be given for sporting attire. The. "1860" band will be there to entertain you so it should be a good night.

Drawing of a person being dragged into the sausage works

## Sporting Week Programme

S.G.M. MOVED: THAT THIS ASSOCIATION HAS NO CONFIDENCE IN ITS PRESIDENT

## Victoria University of Wellington Open Days 1979 Friday May 25 Saturday May 26

Campus Map \* Guide to Buildings \* Programme \* New Buildings  
Photo of university buildings

## Victoria University

Map of Kelburn campus

## Directory

## Guide to Buildings

## Lecture Theatres

## [unclear: ent] Comedy Movies

## LB1

[unclear: tinuous] programme of early silent movies — fea-Charlie Chaplin, Mack Sennet, Buster Keaton, [unclear: rpin] and others. Special surprise programmes [unclear: so] be shown. Presented by Drama Studies.

## [unclear: Fims] LB2

## Lectures LB3

# Cotton Lecture Theatre

## [unclear: Lectures] CB114

## Cotton and Lecture Theatre Block Foyers

Victoria Book Centre: a book stall. (The Book Centre at 15 Mount Street, will be open till 5.30pm on Friday and from 10.00am to 4.00pm on Saturday).

Display: on the School of Architecture.

Photographic Display: Historic photographs of the University.

VUW Rescue Unit Display: A photographic display of the University's Rescue Team in action, together with a selection of the Unit's equipment. The Civil Defence and Safety Officer, the Rescue Officer and members of the Unit will be in attendance to discuss the Unit's work.

Mass Spectrometer (Chemistry): This instrument will be on display in the room behind LB1.

# Teaching Aids Facility

[unclear: b ] building adjacent to Education Department

caching Aids Facility is responsible for the [unclear: dis-ion] and maintenance of teaching aids in the [unclear: Uni-] In addition, it is a source of information on [unclear: test] equipment and methods, advice on the choice [unclear: ching] aids and instruction in their use.

## [unclear: SED]Circuit Television (CCTV) [unclear: H]Two—Camera Mixing

[unclear: nonstration] which will also be relayed to [unclear: moni-] L.B. foyer

## [unclear: Rhead] Projection

[unclear: ch]-yourself package which demonstrates the art [unclear: cope] of this useful visual aid.

## [unclear: E] Slide Presentation

minutes of 'What is Tape Slide?'

## [unclear: E] Picture Presentation

[unclear: ience] it yourself as a variation on the theme of [unclear: ng] eyes and cars active.

[unclear: Teaching] Aids Facility will also display a variety of [unclear: ment] (broadcast television recording, slide [unclear: pro-s,] microphones, movie projectors, etc.), and will [unclear: le] demonstrations as required.

# Education Department Prefabs

(Behind Lecture Theatres Block)

Friday Lectures *P1 / Rms T111 & T114*

4.00 pm: "Learning to Think" — a workshop with Mr J. Shallcrass and Dr R. Shuker

4.40 pm: "The Mystery of Reading Skills" a demonstration with Dr B. Thompson.

Saturday Lectures *P1 / Rms T111 and T114*

11.00 am: "How we study children" — an observational study of young children at play with Dr Lisa Bird

11.30 am: "Learning to listen" — demonstration of human relations training with Dr Jane Kroger

3.00 pm: "Learning to think" — a workshop with Mr J. Shallcrass and Dr R. Shuker

3.30 pm: "The Mystery of Reading skills" — a demonstration with Dr B. Thompson

## Displays on:

- 19th Century Schools in England and New Zealand
- child development through children's drawings

## Drama House

*93 Kelburn Parade*

*"The Creation, and the Fall of Lucifer"* - four half hour performances.

Friday 3.00 pm and 5.00 pm

Saturday 12.30 pm and 3.00 pm

*The Creation, and the Fall of Lucifer* is from the great medieval York cycle of forty-eight mystery plays.

These plays span the entire cosmos and all history, from *The Creation to The Last Judgement* in a drama of extraordinary power and beauty. This production by Drama Studies is of the first play from the cycle and deals principally with the fall of Lucifer, often thought of as a type of the fall of Man and of the tragic hero.

## Main Studio

Main studio, control room for stage lighting and sound, workshop and other areas. Drama House will be a 'Working Theatre' during this period, with two performances each day; people will be most welcome to visit but will be asked to avoid falling into 'Hell-Prison'.

## N.Z. Centre for the International Theatre Institute

Information and publications will be available on New Zealand theatre and New Zealand plays and playwrights.

## Coffee

Informal coffee for a nominal charge.

## Cotton Building

## Institute of Geophysics Floors 1&5

### Applied Geophysics Laboratory

Floor 1 Room A 115

Geophysical exploration instruments used for teaching and research:

- Three types of magnetometer, one as a working display.

- Gravity meters, one recording earth tides.
- Seismometers.
- Induced polarisation equipment.
- Seismic refraction apparatus.

Working models used for Applied Geophysics teaching:

- Gravity meter models
- Electromagnetic surveying models.
- Seismic refraction model.
- Self-potential models.

## **Vault**

Floor 1 Room A 112b

Magnetic tape seismograph and tape-to-film transcription system.

## **Institute Foyer**

Floor 5

A seismograph is recording earthquakes, and some interesting recent seismograms are on display.

## **Rock Properties Laboratory**

Floor 5 Room B 509

Research on natural heat flow in New Zealand.

A controlled seismic source for research on elastic wave propagation in the ground with applications to coal prospecting etc.

Photo of a university building

## **Seismology Laboratory**

Floor 5 Room B

A working display of micro earthquake apparatus, with records and research results.

Geophysical research on structures deep beneath the earth's surface: electromagnetic and gravity methods.

## **Geology Department Floors 2,3,4&5**

As virtually the whole Department will be open for this event it is a little difficult to enumerate specific displays etc, so the following should not be taken as exhaustive.

### **Floor2**

#### **Volcanoes and Antarctica**

*Second Floor, cross corridor*

Both these displays on the 2nd floor cross corridor.

#### **Earth Sciences Elementary Laboratory**

*Room A 220*

This laboratory will be open with members of staff in attendance. In addition to rock and mineral display, several actual practical exercises undertaken by Geol 101 and 131 classes will be demonstrated.

## **Petrology Laboratory**

*Room B 222*

Static displays of rocks, minerals, both in hand specimen and under the microscope. Display of antique microscopes. Explanation of common petrological, mineralogical and crystallographic techniques. Closed circuit TV will demonstrate such aspects as birefringence, extinction, interference figures etc.

## **Paleontology Laboratory**

*Room B 223*

Displays of fossils. Techniques for extracting, examining, identifying, dating etc. Students will demonstrate actual second and third year laboratory classes in paleontology and petroleum geology.

## **McKay Room (Museum)**

*Room A 218*

Biography of McKay

Petroleum Geology in New Zealand with specimen oils, model drilling rig and explanation of exploration procedures. The formation of oil, the requirements for an oil "field" to establish, prospecting for oil, the extraction of oil.

The main field — discovery, extraction rates, potential. Rock and mineral exhibits.

Relief maps of Wellington area showing:

- Geology
- Faulting
- Soils.

An early X-ray Diffraction machine working. Explanation on how X rays are used to determine mineral identification.

## **Technical Suite**

*Eastern side of floor 2 - northern end*

*Rooms A213, A209, A206, A210, A207, A208*

### **Rocks and minerals**

Diamond saws and grinding laps in use and explanations of how rock sections are produced thin enough for light to be passed through them for the examination of mineral content, structure and composition of rock etc.

Polishing laps in use showing the production of polished sections of rock and minerals.

Large diamond saw for cutting display specimens.

### **Graphic Reproduction**

Process camera, plate maker, printing machine and plan printer — showing map production for Department and publication use.

### **Antarctic Room**

*Room [unclear: A 3 ]*

Display of Antarctic publications, maps and gear. Antarctic experts in attendance.

## **Sedimentary Laboratory**

*Room [unclear: B ]*

Static displays on sedimentology. Hopefully we should have our new flow channel working. Ours is some 25 feet long with a 15 foot long 12" x 15" glass-sided channel so that you can see erosion and deposition in the channel floor as it happens. The 5hp pump can produce water in the channel at up to 1 metre per second. This apparatus was constructed entirely in our Physics Workshop.

We have also just taken delivery of a Sedigraph 5000, a small cabinet that produces a complete size analysis of soil, mud or industrial powders from 600 down to 0.1 microns in a matter of minutes. The instrument has been available for only four or five years and is one of three in the country, costing almost \$20,000.

## **Floor 3**

### **Micropalontology**

*Room A 302*

The study of micro fossils — almost impossible to see with the naked eye, their extraction from the surrounding rocks, examination, identification, dating and mounting. Microscopes available to observe these.

### **Palynology**

*Room A 304*

The study of fossilised pollen spores — demonstrations in this, one of the most recent aspects of geology, will be undertaken.

### **Dating Laboratory**

*Room A 303*

Explanation of the various dating techniques, their importance and limitations. Instruments include the recently acquired cryogenic magnetometer which will be demonstrated. Explanation of technique and equipment used for token oriented magnetic specimens.

### **Films**

*Room A 307*

Various geologically orientated films will be shown continuously covering such topics as volcanoes, the environment, continental drift etc. (the actual programme depends on availability).

### **Photogrammetry and Mapping Laboratory**

*Room A 308*

Display of various maps produced by the Department. Students working on mapping projects. Viewing of aerial photographs [*unclear: pically*].

## **Floor4**

### **X—Ray Fluorescence and Electron Probe Micro Analyser**

*Room [unclear: A 4]*

This apparatus is part of the University's Analytical Facility. The Electron Probe has only just arrived from Japan. It is still being installed but it should be in full operation by the end of May. The equipment represents the first of its type available and the cost is in the region of \$250,000. Explanations-demonstrations in the performance and use of this equipment will be continuous.

### **Library**

*Room B [unclear: 4]*

Display of department publications.

## **Floor5**

### **Pedology Teaching Laboratory**

*Room A [unclear: 506]*

For a country that "lives off grass" this aspect of Geology is particularly important from an economic viewpoint to New Zealand. Displays and demonstrations of Soil Science and tephra teaching and research will be presented.

### **Soil Chemistry Laboratory**

*Room A [unclear: 50]*

Displays of techniques used in soil chemistry.

### **Clay Mineralogy**

*Room A [unclear: 505]*

X-Ray diffraction, infrared Spectrometer and DTA equipment will be working. These techniques can be used to study clay mineralogy.

**[unclear: Geography]**

**[unclear: Graphy] Department Cartography [unclear: Oratories]**

*Floor 2*

**[unclear: Duction] Graphics Laboratory 1**

*Room B 210*

play of Aerial Photographic Interpretation and I Mapping.

[unclear: tiques] and equipment used in basic mapping vertical aerial photographs will be displayed and [unclear: nstrated] Of special interest are the precision [unclear: grammetric] plotting instruments.

[unclear: scopic] viewing of New Zealand and overseas [unclear: aer-otographs] will give some idea of the importance of photo-interpretation to resource/landscape assessment.

Selected practical exercises undertaken by CART 101 students as part of their studies will also be displayed and demonstrated.

## **Cartography Laboratory (Geography Graphics Laboratory)**

### *Room B 213*

Displays of Cartography equipment and techniques. These displays will centre around the student's involvement in the CART 101 course. Selected exercises are shown to illustrate the unique approach to Cartography undertaken at Victoria, beginning with the perceived map of Wellington and culminating in the preparation of the internationally acclaimed graphic projects.

### **Geography Department Foyer and Corridor**

Wall displays of CART 101 students' graphic projects illustrating an extensive array of environmental landscape and abstract statistical data. The students' innovative artwork has been highly commended by overseas experts.

A graphic display of New Zealand Urban Income data illustrating the implications of varying the cartographic technique.

Many cartographic examples showing the importance of colour in interpreting mapped data.

## **Production Graphics Laboratory 2**

### *Room B 212*

A display of supporting equipment.

Together with present-day theodolites, some antique instruments will be on display.

# **[unclear: Von] Zedlitz Building**

## **[unclear: Language] Laboratories Floor 0**

### **[unclear: Demonstration] Sessions**

#### *Lab 1*

[unclear: onstration] sessions, on what a language [unclear: lab-iry] can do to help the learner, will be given to [unclear: I] groups throughout the two days, starting on the

### **[unclear: Sample] Taped Materials**

#### *Lab 2*

[unclear: ple] taped materials in languages taught in the [unclear: ersity] are set up, and visitors may listen to the [unclear: s], at leisure, in individual booths at any time [unclear: ng] the two days.

### **"A Visit to Germany"**



### Lab 3

A tape-slide presentation by Barry Empson (German) based on his recent study-trip to Germany, will be shown at 2.30pm, 4.00pm and 5.30pm on both days.

## Sociology and Social Work Floor 4

### [unclear: Films]

#### Room 411

[unclear: ntinuous] programme of films relating to [unclear: logical] and social welfare concerns is being [unclear: ned] on both days:

[unclear: The] films are:

- [unclear: e] Crowd" (20 mins)
- venture with a boy in his Birthday Suit" 20 mins)
- [unclear: e] Chess Game" (9 mins)
- [unclear: e] Jogger" (9 mins)
- "Children" (52 mins)
- "Married Life" (52 mins)
- "Teenagers" (52 mins)
- "The Hutterites" (28 mins)
- "Monastery" (20 mins)
- "Signals Without Words"(15 mins)
- "Lewis Mumford on the City" (27 mins)
- "The Noble Savage" (52 mins)

## Child Care Facility

#### Room 302

Visitors to the department will find a child-care facility available, provided by the social work sector of the Department - a free facility for visitors.

## Romance Languages Floors 5&6

Photo of von Zedlitz building

## Classics Floor 6

### Entertainment from the Classical World

#### Room 615

A 45-minute programme, presented by students and staff and featuring:

- Love Poetry of the Ancient World - verses ranging from the politely mannered to the uninhibited by the ancient Egyptians, Sumerians, Canaanites, Greeks and Romans - read mostly in English but you will be able to hear a little Greek and Latin too.
- Scenes from Greek and Roman Drama: Antigone confronts Creon over a fundamental issue of human rights. Old men sing about the power of love. And more.
- The Art of the Etruscans: Mr Dunn will give a brief talk, illustrated with coloured slides, on the art of the

forerunners of the Romans in Italy.  
Friday: 3.00 pm and 7.30 pm  
Saturday: 11.00am, 1.00 pm and 3.00 pm

## **The Ulysses Theme**

*Room 615*

This display illustrates aspects of Homer's *Odyssey* with coloured photographs, a map and selected verse extracts. The photographs illustrate scenes from the *Odyssey* with examples drawn from the wide range of Greek Art. Accompanying the pictorial display there will also be

- a book display which gives some indication of the influence of the Odysseus/Ulysses tale on later Classical and Western literature. Some examples from New Zealand literature will also be included.
- Tape recordings of 1) music inspired by the Ulysses Theme and 2) oral poets of modern Greece.

## **The Orpheus Myth**

*Room 615*

A brief tape/slide presentation

## **Classical Antiquities**

*Room 615*

The Department's collection of classical antiquities will be on display. A brief description catalogue will be available.

## **Pompeii**

*Room 619*

An illustrated display of the architecture of Pompeii, the Italian city buried by the eruption of Mt Vesuvius in AD 79 (1900 years ago). The emphasis of the display will be on public buildings and entertainments.

## **Greek and Roman Theatre**

*Room 619*

An illustrated display of aspects of Greek and Roman theatre.

# **English Department Floor 7&8**

## **English Tearooms**

*Room 811*

An English Tearoom has been set up where English Cream Teas will be served (for a small charge) in pleasant surroundings. From there you will be directed to an extensive array of poetry readings, films, displays

and short talks.

## Historic Printing Press-the Wai-te-ata Press

*Room 817*

Professor Don McKenzie is operating an outpost of the English Department's Wai-te-ata Press, where you may print your own keepsake. Publications from the Wai-te-ata Press, including some hand printed books of poetry, etc. are available for purchase.

### Meet the Staff

The Department's staff includes a number of specialists in various areas of interest; in particular you may like to meet the following:

### Displays

A small book of seven essays entitled *Views of English: Victoria University Essays for English Teachers and Students* has been prepared by members of the Department, and will be available for sale from the 8th Floor foyer.

### Performances

*Room 711*

A programme of readings of short pieces of poetry and prose, beginning every hour on the hour, Friday 2-7, Saturday 11-4: Chaucer, Shakespeare, Katherine Mansfield, mediaeval and renaissance lyrics, literary letters, N.Z. fiction, modern British and American poetry etc., etc.

### Talks and Films

Short talks on linguistic topics interspersed with half-hour screenings of films on subjects associated with English literature, as follows:

## German Dept. Floor 9

### Exhibition and Display

*Room 917*

- An exhibition of German books and posters, including a travelling display of new Swiss books and posters placed at our disposal by the Swiss Embassy;
  - A photographic exhibition on "*The Elbe in the Two Germanys*" and on "*Kreuzberg - a Suburb of Berlin*";
  - A display of journals and publications reflecting the academic life of the Department;
  - Free brochures, booklets and other materials which the public may take away with them.
- German folk-song music will be played in the background.

## Russian Dept. Floor

### Tape-Slide Programmes

*Room 914*

A choice of three: Russian icons; nineteenth-century Russian realist painting; Russian modernist painting

## **Russian Music**

*Room 909*

Choice of four cassette selections: symphonic; opera; church music; songs

## **Tourist Regions**

*Foyer and Corridors*

Display on tourist regions and cities of the USSR

## **Russian Books**

### ***Cabinet by Room 905***

Rare Russian books and documents

## **Life and Culture**

*Room 911*

Russian life and culture, and the Department's teaching and research - a varied exhibition.

## **New Zealand Slavonic Journal**

Visitors will be able to consult and purchase back numbers of this journal which is the most important publication outside Europe or America devoted to Russian and Slavonic languages, literature, history and institutions. It is published twice-yearly by the Department.

## **The Staff**

Staff will be available to talk about any aspect of the Department's teaching or research.

# **Architecture Laboratory Sciences 83/85 Fairlie Tce.**

## **Entrance Hall, Main Corridor**

*Floor 3*

- Display of student design work and models
- Continuous slide displays of students' field and laboratory work and architectural topics

## **Computer Laboratory**

*Room L311*

The school's General Robotics CD/X300 computer will be continuously in operation. The public will be offered the opportunity to use a number of simple programmes and thereby familiarise themselves with the facility. Staff and students will be on hand to explain some of its applications in architecture.

## **Design Laboratory**

*Room L 305*

Displays of students work

Short films on architectural topics on the hour, every hour.

Between films, the public will be invited to take part in an experiment on the subjective appraisal of lighting conditions and furniture arrangements in study bedrooms.

## **Lighting Laboratory**

*Room L 306*

Continuous demonstrations of the Effulger. This is a partitioned space within which a wide range of natural or artificial lighting conditions may be simulated for research purposes. Visitors will be able to observe ways in which the appearance of familiar objects can be influenced. Other equipment will be used to demonstrate the effects of the directional qualities of lighting, and for comparative studies of different electric light sources.

## **Acoustics Laboratory**

*Room L 307*

Continuous demonstration of electronic apparatus which reproduces sources of noise, and simulates the effects of architectural controls and room reverberation characteristics. The public will be able to experience the sound quality of speech or music under a wide range of conditions.

## **Materials Laboratory**

*Room 201*

Static displays of odometer and shear box testing

## **Main Laboratory Floor**

*Room 201*

The wind tunnel and flow visualiser equipment will be set up to provide a simulation of the urban wind velocity profile. Models to demonstrate standard hazard situations will be on display. Within the tunnel a model of the central campus of the university will be on display. Each hour, on the half hour, the flow visualisation capabilities of the wind tunnel will be demonstrated using the model. Immediately following the wind tunnel demonstration, the beam testing rig will be used to test a reinforced concrete beam under reversed loading. Static displays of other equipment. Urban simulation models will be on display on the mezzanine floor.

## **Courtyard**

Continuous displays of surveying equipment. The public will be offered some basic instruction in surveying techniques.

## Main Laboratory Mezzanine and Basement

Continuous displays and demonstrations of bricklaying, framing and jointing. The water table for air flow visualisation in and around buildings will also be on display.

Calculating Laboratory INSTITUTE OF STATISTICS AND OPERATIONS RESEARCH 44 Kelburn Pde  
CALCULATORS AND MINI-COMPUTERS AT WORK A variety of push button activities are pre-programmed and can be operated by visitors.

## [unclear: University] Union

[unclear: Mation] Displays by the Victoria [unclear: y] of Wellington Students' Association, [unclear: d] by Student Community Service [unclear: Prog-orkers].

[unclear: ENT] - the student newspaper office on

[unclear: ERIA] - Morning tea, lunch and afternoon [unclear: libe] in the ground floor

Debating Society: Debate in [unclear: all] (top floor) at 2.00 pm, Saturday.

## [unclear: Memorial] Theatre

[unclear: Y]

Music Department Concert:

Folk Songs Luciano Berio

Emily Mair - soprano Rebecca Harris-harp instrumental ensemble

In this suite those who know Berio as an avant-garde composer will discover him in an unaccustomedly light mood. Berio made these arrangements as a tribute to the extraordinary artistry of the American singer Cathy Berberian, a specialist in Berio's music. The songs used in this Suite originate from the U.S.A., Armenia, France, Sicily, Italy, the Auvergne, and Azerbaijan, each being sung in the original language.

Trois Poemes de Mallarme Maurice Ravel

Marion Ohlsson - mezzo soprano

These three settings of poems by Stephane Mallarme were written in 1913 and mark a turning point in Ravel's career. The first song, "Soupir", is dedicated to Stravinsky, whose influence can be heard very clearly in all three settings. The poems are full of images of Autumn, yearning, and hopeless love. Ravel creates the perfect musical equivalent of these images, using eight instrumentalists: a string quartet, two flutes, two clarinets, and piano.

German Folksongs and German Puppet-theatre

Russian Play: "*Balaganchik*": (The Puppet Show Show) by Alexander Blok. In Russian with English introduction and running commentary.

Film: "*Futtock's End*"

Dance Theatre: Evelyn Charles Academy

Play: Pirandello's "*Six characters in Search of an Author*" - a specially prepared version in English and Italian.

[unclear: Tusday]

Film: "*Futtock's End*"

German Folksongs and German Puppet-theatre

Wellington Dance Theatre

Dance Theatre: Evelyn Charles Academy

Russian Play: "*Balaganchik*" (The Puppet Show) by Alexander Blok. In Russian with English introduction and running commentary.

## Recreation Centre

### Friday

9.00 am 1.00 pm 2.00 pm 3.00 pm 4.00 pm 5.00 pm 6.00 pm OLD GYM DANCE ROOM LONG ROOM  
Casual Recreation Hockey Club Coaching session for all new comers 1.30 Gamelan Orchestra Soccer Club

Training demonstration and a 4-a-side soccer game. Anyone may play VUW Dance Theatre Group 2.30 Gamelan Orchestra 2.50 Music Group composition specially prepared for Open Day. Rifle Club Shooting Demonstration Basketball Club Exhibition Game 3.15 University Choir Choruses from The Clock-maker. Cricket Practice Volleyball Club Exhibition Game Karate Club Demonstration Cricket Hockey Club Gains by men's and women's teams Table Tennis Club Exhibition games Cricket Boxing Club Demonstration

## Saturday

10.00 am 12.00 noon 1.00 pm 2.00 pm 3.00 pm 4.00 pm 5.00 pm OLD GYM DANCE ROOM LONG ROOM Casual Recreation Fencing Club Practice Casual Recreation Tennis Club Exhibition Gains Taekwan Do Martial Arts Demonstration. Basketball Club Exhibition Game Rembuden Martial Arts Demonstration. Badminton Club Exhibition Games Gamelan Orchestra VUW Dance Theatre Performance of Deja VUW Rifle Club Shooting Demonstration Women's Soccer Exhibition Game Boxing Club Demonstration Cricket Practice Volleyball Club Exhibition Game Karate Club Demonstration Cricket CLOUSE BUILDING

The Recreation Centre Cafe will be open for morning tea, lunch and afternoon tea.

DENT WELFARE SERVICES rs will be welcome to visit the facilities and staff e available to discuss their work and answer any es mmodation Services 6 Kelburn Parade rs Service 6 Kelburn Parade selling Service 2 Wai-te-ata Road e 67 and 69 Fairlie Terrace h Service 4 Wai-te-ata Road cal Welfare Service Recitation Centre

PSYCHOPHYSICS LABORATORY 16 Clermont Terrace The psychological study of some aspects of hearing. Visitors will be shown through lab at 10.00 am, 11. 00am, 2.00pm and 3.00pm each day. "Use of Conditioning Methods to study Hearing in Birds" Friday 3.00 pm Saturday 2.00 pm In this experiment, birds are trained with food rewards to respond differently to sounds of different frequency or pitch. This makes it possible to study the pigeons ability to discriminate sounds of different frequency.

MAORI STUDIES SO Kelburn Parade PHOTOGRAPHIC DISPLAY Hallway Display illustrating Maori culture and art MAORI LITERATURE AND MUSIC Room 2 Display of Maori literature with taped commentaries and Maori music. MAORI TECHNOLOGY Room 6 Exhibition of Maori Technology and crafts

## Easterfield Building

### Chemistry Floors 1&3

#### Stage One Laboratory

##### *Room 113*

Displays feature:

- Fuel cell
- Molten salt waste disposal reactor
- Experimental control by microprocessor
- Oscillating chemical reaction
- Stretched water
- Study of corrosion reactions by cyclic voltammetry
- Catalytic combustion of methanol
- Teeth and dental decay
- Dental caries - causes and prevention by replacement of sucrose by xylitol in the diet
- The problem of facial eczema - a chemical contribution
- Sugars in the synthesis of medicinals
- General geochemistry
- Mossbauer spectroscopy

#### Glass Blowing

##### *Room 305*

Scientific glass blowers, Mr Taylor and Mr Crighton, will demonstrate their work.

## **Mass Spectrometer**

In the Lecture Theatres Block entrance behind LB1

In addition some major equipment will be on display on the sixth floor.

## **Biochemistry Floors 3&6**

## **Displays of Research**

*Rooms 310 and 619*

Work on display includes studies of invertebrate respiratory proteins, insecticide metabolism and resistance, the metabolism of toxic compounds by invertebrates and vertebrates and enzymic diagnosis of human inherited diseases.

## **Geography Floor 4**

### **Stage One Laboratory**

A display of Wellington landforms and discussion of their relevance to Wellingtonians.

Maps, models and photographs trace the historical development of Wellington's landscape. Of particular interest will be the detailed geomorphological analysis of Wellington's infamous December 1976 storm.

Maps and photographs graphically expressing the impact of Trail Bikes and off-road 4-wheel drive vehicles on the physical environment.

Descriptive material related to the First Year Geography Field Programme and related laboratory exercises will be set out.

### **Stage Two Laboratory**

A display of specialist and regional atlases from many parts of the world.

The Geography Department's map and atlas collection is amongst the largest in New Zealand. Many of the atlases housed at Victoria are the only copies available within New Zealand. Of particular interest to the visitor is the extensive variety in the scope of atlas production.

Actual printed pages from Mercator's Atlas of the 16th century will be on show.

### **Stage Three Laboratory**

### **Wairarapa Mass Movement Project**

A comprehensive study is being undertaken by the Geography Department as part of a land stability programme coordinated by the Ministry of Works and Development. Data available so far will be displayed.

### **Upper Hutt Air Pollution Projects**

Equipment and summary of project findings will be displayed.

### **Climatic Change**

A graphic display of climatic change research information.

### **Foyer & Corridor**

Wall displays of maps and photographs of the Wellington district.

## **Psychology Floors 5 &**

### **Effects of Communication Patterns**



### *Room 504*

A series of demonstrations held at 10.00 am, 12.00 noon and 2.00 pm each day, and involving groups of 4 - 10 participants.

## **Testing Memory and Remembering: the Old and the New**

### *Room 509*

This working display will compare the traditional memory drum equipment with the new HP9815A controlling CVC trigram display.

## **Assorted Perceptual Phenomena**

Illusions, spiral after-effects, subjective colour.

## **The Experimental Study of Learning**

An illustration of a simple task for studying discrimination learning and choice behaviour.

## **The Measurement of Skilled Motor Performance**

### *Room 518*

The old and the new.

Working display of traditional equipment (the pursuit rotor) with computer-controlled part-task simulation.

## **Assessment**

### *Room 605*

Demonstration and discussion of methods of assessment.

## **Mind and Heart**

### *Room 607*

The influence of psychological events on the cardiovascular system.

## **Psychophysics Laboratory**

### *16 Clearmont Terrace.*

The psychological study of some aspects of hearing. Visitors will be shown through the lab, at 10.00 am, 11.00 am, 2.00 pm and 3.00 pm each day.

*All members of staff* will be in attendance, and it is expected that there will be further demonstrations prepared by postgraduate students for the general interest of members of the public.

# **Kirk Building new wing**

## **Electron Microscope Facility 114**

There will be material on view in both the Transmission and Scanning Electron Microscopes and a display of preparatory equipment in the laboratory. A photographic display will be mounted on the walls of the corridors leading to the laboratory entrance.

Starting time

Hours: Friday 2.00 — 4.00 pm

Saturday 10.00 am — 12.00, 1.00 — 4.00 pm.

## **Zoology Floors 3&4**

### **Displays on the Environment**

Photographic and specimen displays on

- Feral Goats on Arapawa Island
- How scientists investigate forest insects
- Frogs in New Zealand
- Aspects of Mussel Farming
- Effect of treated sewage on the Wainuiomata River
- Scabies and Sarcoptic Mange
- Poplar Rust Control
- University contributions to Fishery Development
- The Kerosene Fungus

### **Physiological Research**

*Room 455*

Displays on research activities showing experiments in progress and utilising oscilloscopes and other special apparatus. Illustrated static displays.

## **Botany Floors 3,4,5,8**

### **Exhibition**

*Foyer, Floor 3*

Exhibition of Botanical photographs, specimens and equipment in display cabinets.

### **H.D. Gordon Herbarium**

*Room 515*

Preserved plant exhibits, research on native Spaniard grasses. New Caledonian ratas and a new species of Clematis.

### **Stage one Laboratory**

*Room 408*

Display (including microscope demonstrations) of some topics studied in first year Botany lab, classes.

Scanning electron microscope photos of plants. Equipment used in preparing microscope slides of plant sections.

## **Plant Physiology Laboratory**

*Room 401*

Demonstration of plant physiology experiments and plant physiology research by staff and graduate students.

## **Advanced Laboratory A**

*Room 511*

Closed circuit TV demonstration of living plant cells. Research on dividing cells. The use of the computer in botanical research. Antarctic research. Botanical Publications. Plant regeneration in the Marlborough Sounds region. Temperate beech forests of the Southern hemisphere.

## **Advanced Laboratory B**

*Room 516*

Research on pollution in Wellington Harbour. Fungi paintings, research on the control of cereal diseases, a new species of fungus, fungi and allergies, dung fungi.

## **Glasshouse**

*8th Floor*

Live plant display.

## **Old Kirk**

(Please note: Floor numbering in the Old Kirk Building matches that for New Kirk. The Ground floor is thus Floor 3.)

## **Computer**

## **Computing Services Centre and Information Science Department Computer Room**

*Room 369*

The Computer Services Centre computer operations room will be open for public inspection. Both the Borroughs B6700 and the Digital Equipment VAX 11/ 780 will be running and equipment will be appropriately labelled so that the public will be aware of their functions.

## **Student Computer System**

*Room 359A*

The terminals in the tutorial rooms will be running programmes demonstrating use of the computer in student work. The public will be able to use the terminals to see demonstrations of the use of artificial intelligence and computer assisted instruction.

## **Computer Displays**

*New Kirk, Room 411*

The Computing Laboratory will be open and examples of uses of the computer for research and teaching throughout the University will be on display. In addition some interactive programs will be running on terminals for the public to use.

## **Computer Art**

There will be examples of computer art in the display areas. These will include static and dynamic exhibits from the NZ Computer Society 1978 competition and some reproductions of work by overseas computer artists.

## **Microprocessor Exhibits**

*Room 370*

There will be examples of microprocessor computers running in the entrance area to the B7600 computer room.

## **Static Exhibits**

There will be a number of exhibits on aspects of computing on display throughout the areas open to the public.

## **Programming Demonstrations**

*Room 364*

The Information Science Department will give example tutorials on use of terminals for program development in the Student Computer System Tutorial room at 2.30 and 3.30 on Friday and 11, 1 and 3 on Saturday. They will be giving examples of programming in the language used for teaching first year Information Science students (PASCAL).

# **Hunter Building**

## **Music**

## **Floor 2**

*Rooms 202 & 205*

[unclear: musicology ]

[unclear: gramme] featuring a performance by the Javanese [unclear: Ian] and a tape recording illustrating some of the [unclear: tments] research interests in South East Asian and [unclear: c] music.  
on Saturday, 3.00 — 4.00 pm only.

## [unclear: Physics]

### Floors 0,1,2

#### [unclear: Lear] Physics Research (Hunter south [unclear: ment])

##### *Room 011*

- [unclear: accelerator]
- [unclear: iation] detection
- Van de Graaf generator
- Computer
- Nuclear fusion - metals research

#### Low Temperature Research, and Astronomy.

##### *Room 136*

- Liquid helium for very low temperatures
- Far infra-red light
- Colours of stars and occultations

#### Condensed Matter Physics Research

##### *Room 219*

- Ultra-high vacuum evaporation of metals and semi-conductors
- Colours of special materials
- Surfaces of liquids

#### Marine and Land-Based Geophysics Research

##### *Room 218*

- Meteorology: Tropical cyclones
- Physical oceanography: Fine scale affinity and temperature variations in the ocean
- Seismology: Earthquake patterns
- Applied geophysics: Seismic profiling for harbour and coastline surveying
- Geodynamics: Modelling the uplift of the Southern Alps

#### Applied Physics Projects

##### *Room 214*

- Solar collector design and testing

- Battery testing

## Teaching Demonstrations

### *Room 214*

- Laser light
- Polariscope colour patterns
- Lissajous figures on an oscilloscope
- Electromagnetic levitation
- Collisions without friction on an air track
- Stroboscopic effect
- Electronic reaction timer
- Instrumented exercycle

## Mechanical Workshop

*(Hunter south end, ground floor)*

The Mechanical Workshop will be open and operating. Visitors may see a variety of equipment under construction, and a display of complete equipment built for various departments of the University.

# Rankine Brown

## [unclear: Library]

### Floors 0-6

[unclear: All even] floors of the library are open to the public.

[unclear: Library] has upward of half a million volumes, old and rare, others which are helping push rd the frontiers of knowledge. It has the [unclear: la-urnals] (over 6,000 of them) and many [unclear: mo-nethods] of storing and retrieving information.

on Floor 2 and pick up a printed sheet for a Guided Tour. Members of the Library will be available to help you.

### [unclear: Spicial] Points of Interest

*2 (Main Floor).*

[unclear: itions] - Books the Professors owned. New Books. to records - music drama and poetry in the Study South End).

[unclear: lay] of reference tools in the Reference Room [unclear: a] End).

[unclear: iche] in the Catalogue Department. [unclear: 1].

newspapers on display in the Microfilm Room.

"Year of the Child". U.N. documents in the U.N. Documents Room.

*Floor 0*

Binders at work. Sewing machine and guillotine in operation. Gold lettering.

*Floor 3.*

Colour reproductions of Works of Art and Architecture in the Slide Library.

Floor 5 J.C. Beaglehole Room

Rare books and a display on University History

*Floor 6 Law Library*

Displays of legal material on Lady Chatkrey's Lover and Maori Land law.

## Works of Art

Works from the University's Art collection are on display in:

- The Library
- The foyer of the Lecture Block

Paintings, sculpture and ceramics form a distinguished collection by leading New Zealand artists. A catalogue is available at the main Library desk, Floor 2, Rankine Brown.

## Mathematics

### Floor 7

#### Radioshack Unit

*Room 701*

Working display showing mathematical problems solved in front of your eyes on a television screen. Plays back gammon in its spare time.

#### Geometrical Models

*Room 701*

A complete exhibit of regular mathematical solids and how they can be constructed. Mr Dave Patterson who was responsible for creating this collection will be available to discuss the models with visitors on  
Friday 1.00 - 3.00 pm  
Saturday 1.00 - 3.00 pm

#### Corridor Displays

Displays featuring current work in seismology, geophysics, fluid dynamics, mathematical meteorology and combustion theory.

## [unclear: Refreshments]

[unclear: ria] -Ground Floor, University Union Building.

[unclear: e] Cafeteria will be providing a full service, [unclear: ough] the two Open Days, for visitors to [unclear: e] Univsity.

[unclear: ation] Centre Cafe - Recreation Centre

[unclear: is] cafe will be open for morning tea, lunch [unclear: d] afternoon tea.

[unclear: sh] Tearoom - VZ 811

[unclear: a] English Tearoom has been set up where English [unclear: am] Teas will be served in pleasant surroundings.

a House - 93 Kelburn Parade

formal coffee for a nominal charge.

## [unclear: Child] — Care Centre

[unclear: University] Creche, 67 and 69 Fairlie Tee, will after your pre-school children while you visit [unclear: mpus].

## [unclear: Information] Booth

[unclear: nain] Inquiries Desk is located in the Foyer of [unclear: ecture] Theatre's Block. Please ask us if you need [unclear: nce]. Staff and students on duty for the two days [unclear: e] wearing distinctive University labels, and will be [unclear: y] to explain where specific buildings are, or to give other assistance.

## English Language Institute 14 Wai-te-ata Rd

Library (Ground Floor). Collection of language and language teaching books available for inspection.

Language Laboratory (upstairs): with tapes on machines. Tapes deal with

- Varieties of English
- Languages of Asia and the Pacific
- Redundancy in English
- Language Learning
- Language Teaching

Displays (in Language Laboratory and ground floor Seminar Room) on:

- the work of the Institute and something about the countries from which Dip. TESL course members come.
- English language teaching material produced by Dip. TESL course members.
- A range of language learning puzzles, games and other activities which visitors to the University may try out.

## University Teaching and Research Centre 10 Wai-te-ata Rd

### Literature of Higher Education

*Room 4*

A display of books, papers and newsletters, including UTRC Occasional Papers and Handbooks

### Examples of Courses Offered by the Utrc

*Room 6*

- An Introductory Programme for Newly Appointed
- Teaching Adults (mini-courses)
- EDUC 381 Principles of Tertiary Teaching

### Assessment in Higher Education

*Room 3*

The first national issue of this International Journal will be a New Zealand issue, to be published in June 1979.

### An Evaluation of Chemistry Practical Work

*Corridor*



A poster display, as presented at ANZAAS 1979, of an evaluation which was a shared experience involving Chemistry students (Stage 1 & 2), Chemistry staff and the University Teaching and Research Centre.

## **Mastery and Mathematics (funded by NZCER)**

*Room 4*

A study of university first year mathematics students

### **[unclear: RTYARD]**

*[unclear: een] the Easter field and Rankine Drown Buildings*

### **[unclear: L] Defence Rescue Display**

Friday 3.00 pm

Saturday 11.30 am

[unclear: echniques] and skills on display are both used to [unclear: e] casualties and in evacuate uninjured personnel from areas in which stairs, lifts etc. are unsafe or in-accessible. The display features use of a flying fox from a high rise building, two and four point suspensions of a casualty to or from a parapet, ladder slide and use of a parachute harness to lower individual personnel. The team will also demonstrate how a casualty is secured to a stretcher for and convenient transportation.

## **Open Day Programme**

**Friday**

**Saturday**

## **Four new buildings**

### **[unclear: Architecture]**

*[unclear: rchitectural] Sciences Laboratory Building*

*[unclear: y] hidden from public view, but an important new [unclear: o] the University, is the Architectural Sciences [unclear: Laory] in a building down a drive off the west side at [unclear: irlie] Terrace, and alongside the School of Archi-[unclear: e's] main office block at 91 Kelburn Parade.*

*[unclear: uilding], and the School of Architecture which [unclear: es], is the culmination of many years of hopes for [unclear: ia]. As far back as 1901 the University had [unclear: con-d] the need to introduce teaching in one of the [unclear: ap-iciencies] — at that stage civil engineering was moo-id reluctantly dismissed.*

*[unclear: many] years, and certainly as early as 1958, Vic-[unclear: ought] to establish a school of architecture and [unclear: val] in principle finally came in 1966.*

*[unclear: to] be eight years before the first Professor of [unclear: tecture] and Dean of the new Faculty, [unclear: Profes-erd] Block, arrived from Melbourne University [unclear: blish] the teaching of Architecture.*

*[unclear: 74] Professor Block and his secretary were the [unclear: of] the Faculty - today the school has a teaching of 17, including two Professors, 7 technicians, [unclear: etaries], and over a hundred students studying [unclear: e] Bachelor of Building Science and Bachelor [unclear: chitecture] degrees.*

*[unclear: ria's] School of Architecture has clearly established [unclear: n] identity - Wellington's geography and its [unclear: suscep-y] to earthquakes have given the school a more [unclear: scie-] and technological direction than is usual in most Anglo-Saxon universities. The impending energy has provided a focal point for major research exer-[unclear: into] energy consumption as it relates to building [unclear: ards].*

*[unclear: dy], one group of students has completed the four course. The School is in full operation. It*

accepts [unclear: dents] a year and offers 34 courses in a wide range [unclear: ilding] related subjects. The staff also participate in [unclear: lars] and continuing education courses for [unclear: professio-chitects], investigating important aspects of the [unclear: de-nd] construction of buildings.

[unclear: ew] Architectural Sciences Laboratory Building [unclear: in-s] laboratories for the study and testing of structures [unclear: ng] and design of buildings, a large wind tunnel and [unclear: sties] facilities as well as several maintenance and [unclear: con-tion] workshops.

[unclear: II] be a teaching and research centre in which the new [unclear: ol] will seek to become the applied research and [unclear: in-ation] centre for the profession and the building [unclear: in-y] - working to enrich and improve our built environ-

## Cotton Building

The Cotton Building houses the Department of Geology, the Institute of Geophysics and, for balance, the Professor of International Relations, one Professor of Economics, and several geographers.

It is, however, first and foremost, a building planned for teaching and research in Geology - a discipline which, at Victoria, established itself under the inspired leadership of Sir Charles Cotton.

Sir Charles Cotton, was appropriately described, before his death in 1970, at the age of 85, as "New Zealand's greatest living scientist".

Photo of Cotton building

The son of a sea-captain, a graduate of Otago University, Director of the Coromandel School of Mines for a term he came to Victoria in 1921, and headed the Geology Department for 32 years until his retirement in 1953.

In the course of his career he published six major books. Their titles are known throughout the world to geologists, geomorphologists and geographers. Some of their titles certainly reflect his abiding interests - "Geomorphology - an Introduction to the study of Landforms", "Landscape as Developed by the Processes of Normal Erosion", "Climatic Accidents in Landscape-making", "Volcanoes as a Landscape Form".

He was a prolific writer - in addition to his text books he published some 250 articles in professional journals from a number of countries. He illustrated his articles with his careful, hand-drawn maps and sketches, and often with his own photographs of New Zealand land-forms.

Sir Charles won many distinctions and honorary fellow-ships around the world - yet his primary focus was New Zealand. One of his first journal articles, published in 1912 in "The Scottish Geographical Magazine" starts with the dramatic and all-to-true sentence: "The central portion of New Zealand is shaken by an endless succession of earthquakes". And his last published book, "Bold Coasts", which was released four years after his death, dealt with all kinds of coastal forms - and while he drew examples from Japan, Europe, Britain and North America, it was the coasts of New Zealand which provided him with most of his illustrations.

His primary research focus may have been New Zealand, but his versatility and breadth of vision gave his work relevance to scientists around the world.

In 1955 the University published a collection of his scientific papers. The then Vice-Chancellor, Dr James Williams, said in a foreword that the volume had been published by the University: "as a mark of its gratitude to, and pride in, one of the University's most distinguished members, whose researches and writings have brought it credit."

It is only fitting that the permanent home of Victoria University's Geology Department should be the Cotton Building - a lasting tribute to Sir Charles and a reminder to the staff and students of today of the man who did so much for geological study in New Zealand.

Today's Geology Department, headed by Professor Bob Clark since 1953, is a modern, well-equipped centre for studies of volcanoes, earthquakes, fossils, rocks and minerals.

It has a range of highly sophisticated equipment; it houses the Antarctic Research Centre, which has coordinated annual research expeditions to Antarctica since 1957.

The Department has an enviable record in its research work and a strong commitment to its teaching responsibilities. Its new home will make both these tasks easier to accomplish.

The Institute of Geophysics has both departmental and interdepartmental functions. It was established in 1971 to provide a focus for the geophysical teaching and research being carried out in a number of Departments, to assist in the further development of these activities, and to undertake, as a separate Department, such additional teaching and research as was needed for a well-rounded treatment of the subject.

The members of the Institute comprise all the academic staff in the University who are involved in geophysical teaching and research. Thus members are drawn from the Departments of Chemistry, Geology, Mathematics and Physics, and also from the Joint Mineral Sciences Laboratory and the Computing Services Centre. These affiliations are valuable to students and staff alike.

The Institute's work gains much from a close collaboration with the relevant governmental organisations,

especially Geophysics Division DSIR. Kelburn. Wellington.

## Von Zedlitz Building Recreation Centre

The first of the buildings planned for the western side of Kelburn Parade, the Von Zedlitz Building, was occupied in late 1978. It houses the Faculty of Languages and Literature and the Department of Sociology and Social Work.

The foundation of the Faculty of Languages and Literature was laid back in 1899 when the University's first four Professors were appointed. Two of these. Classics Professor John Rankine Brown, and English Language and Literature Professor Hugh Mackenzie, served for 46 and 37 years respectively, and started the University's teaching in Languages and Literature.

Three years later, in 1902, the University's fifth professor arrived - Professor George William Von Zedlitz - to lecture in modern languages. His stay at Victoria was much shorter, but the controversies surrounding his dismissal from the University by an Act of Parliament in 1915, gave him a prominent place in the annals of the University.

George William von Zedlitz - an Oxford University graduate, born in Eastern Germany as the only child of a titled German father and an English mother. His father, he never knew - for his parents parted company before he was even born. In spite of his mother's financial difficulties, the young von Zedlitz won a scholarship to Trinity College, Oxford, and read classics.

He came to Victoria in 1902 from a teaching position at a leading Scottish public school - a fluent speaker of German with a command of French and Italian. He quickly won the affection and respect of his students and colleagues.

The battle of the then college council against growing antagonism towards von Zedlitz after the start of World War I, has been well documented in Professor Beaglehole's history of Victoria University College. Von Zedlitz, whether a German national or not, was removed from his post by an Act of Parliament.

After the war he became a well-known adult education lecturer, broadcaster and literary authority but he was not restored to his teaching post at Victoria. He was, in 1936, made a Professor Emeritus of the University and now, some thirty years after his death, the University pays its final tribute to him - a lasting memorial to a man who represented, in his love of learning and his contributions to New Zealand intellectual life, all the best qualities expected in a University.

The Department of Sociology and Social Work is a relative newcomer to the University in comparison with the Language and Literature Departments. The first Chair of Social Science was filled 31 years ago and Social work celebrated its 25th anniversary last year. For many years the Department has been located on the fringe of the University in old houses beyond Weir House. It is now firmly established closer to the heart of the campus.

Departments within the Faculty of Languages and Literature teach ten different languages - Chinese, English, French, German, Greek, Indonesian, Italian, Latin, Russian, and Spanish.

Serving all Departments are the Language Laboratories in the basement of the Von Zedlitz Building - set up with the latest tape recorders and monitoring equipment and providing facilities also for individual study in a wide range of other languages.

## Recreation Center

The extensions which have just been made to the Gymnasium have given the University what is, in effect, a new Recreation Centre.

Designed by Athfield Architects Ltd, the extensions have doubled the capacity of the fifteen year-old Gymnasium by adding a further 12,000 square feet of building at a cost of around \$500,000.

Erected without the help of any subsidy from the Government, the extensions will be paid for from the Building Fund subscribed to by all students as part of their annual Students' Association fees.

The original Gymnasium, built in 1961 when the University had about 3,500 students, contained a large gymnasium of basketball-court size with room for indoor ski-training, table tennis and a trampoline, as well as a smaller dance room, a weight training gymnasium and changing rooms.

The extensions, planned since 1969, include a cot fee-bar and lounge area, a sauna, a gymnasium for activities such as modern dance, gymnastics and some of the martial arts and a long, narrow room suitable for indoor cricket, golf archery and rifle-shooting.

The Wellington Cricket Association and the Wellington Women's Cricket Association have provided financial assistance to the University Union to enable the long room in the Recreation Centre to be equipped with indoor cricket nets. The Wellington Cricket Association has paid for the special flooring installed in the long room and the Wellington Women's Cricket Association has provided funds to enable nets to be purchased.

In return, these two Associations have been granted use of the facilities for cricket practice and coaching.

Since the Recreation Centre was first built, student numbers have doubled and pressures on the facilities have [unclear: mounted] rapidly. Used both by staff and students, classes are by three full-time physical welfare officers and the Recreation Centre provides opportunities for casual recreation and a home base for a number of university sports clubs and the Master of Arts (Applied) degree in Recreation [unclear: Administration] as well as providing another social centre on the campus.

In its transformed state, the Recreation Centre will be a valuable part of the University's student services.

*The University Union Recreation Centre*

Photo of VUW Rec Centre

Photo of Kelburn Campus taken from a sports ground