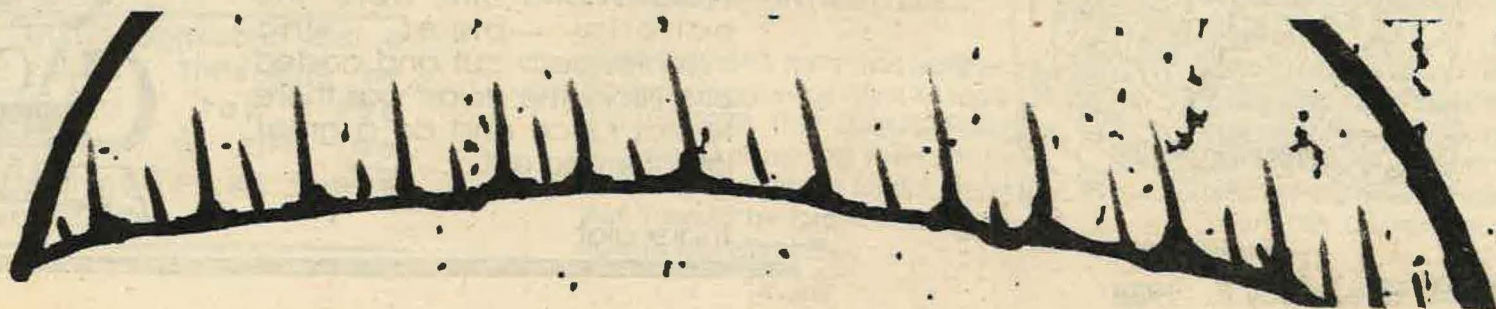


CACLIN

OF THE LINCOLN COLLEGE STUDENTS' ASSOCIATION INC.



PRESIDENT

Well, it has been an exciting week! Lincoln has been under attack. The people who pull the strings in Wellington, namely the University Grants Committee, have decided that Lincoln and Canterbury should merge. Lincoln should lose the degree of independant status we have had for many years and become a department of Canterbury. Hoorah! This is exactly the last thing Lincoln needs. We have been pushing for complete autonomy for over five years now. We want to award Lincoln students with Lincoln Degrees. We want Lincoln to control how it develops and what courses it offers.



Currently Lincoln is funded and managed as a separate body, however Canterbury must approve any course changes or new subjects. They have control but no responsibility.

Canterbury's decision-making process has proved costly to us of late. Two new courses and a cosmetic change, all approved by Lincoln's Professorial Board and Lincoln's Council, have been held up by Canterbury. Now they won't be in place for 1989 and Lincoln's role will probably drop again. The meeting at which Lincoln's new B Sci degree was to be discussed was cancelled. Why? Lack of business! The big wigs at Canterbury did not see Lincoln's future important enough for a meeting. This sort of attitude is intolerable. If Lincoln were to become part of Canterbury how well would we be treated? I suggest, going by recent experience, not very well. The efficient operation of Lincoln would suffer, as would the future of the land based disciplines being studied here. Canterbury does not see these as a priority.

To suggest integration is absurd. Lincoln is different from Canterbury in almost every respect and integration would be a major step backwards.

Lincoln's size, excellent facilities and independant outlook far outweigh the advantages of efficiency of one large body. I think students will benefit more from and autonomous LINCOLN UNIVERSITY. What do you think?

I'll keep you posted on developments.

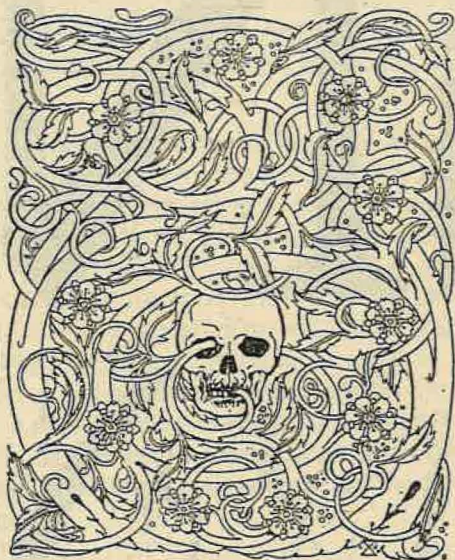
During the May holidays an important student conference is being held at Lincoln. UZUSA's May Council's discuss issues such as bursary increases, Student Job Search and access to university. If you're about during the middle Friday, Saturday and Sunday of the holidays, drop in to the Diploma Centre and have a listen.

I'd like to say how pleased I've been with the feedback I've been getting from you lot lately. If you want change you have to speak up and be heard. Keep it up! My office is just inside the main Union Building door so drop in if you've got a gripe.

Happy Holidays,
Jeff.

PS I've just heard some of you actually want to be part of Canterbury so you can go to their steins. Well tough titty! The Students Association there doesn't want Lincoln Student's as part of their membership. So you still won't be able to legally get in at Canty. Don't worry though. Regular steins aren't far off at Lincoln. In fact there will be one in the new bar first Friday after the May hols.

Cheers!



EDITORIAL

Once upon a time there was a little university college called Lincoln. It had a very big brother called Canterbury and was looked after by Nanny UGC. For a long time things were fine, little Lincoln would just get under everyones feet and make a general nuisance of itself - just your typical baby.

Years went by and little Lincoln grew up into a big, strapping lad, full of boisterous energy. Lincoln was sick and tired of being tied to the apron strings of Big Brother and wished to be free to make his own decisions, do his own thing, be like Big Brother Canterbury and Cousin Massey autonomous !

Brother Canterbury, fearing "little" Lincoln might get out of control and overshadow his prowess in degrees such as commerce and forestry, was very upset and said that this was a very bad idea. He gave excuses such as not enough resources and the town not being big enough for the two of them.

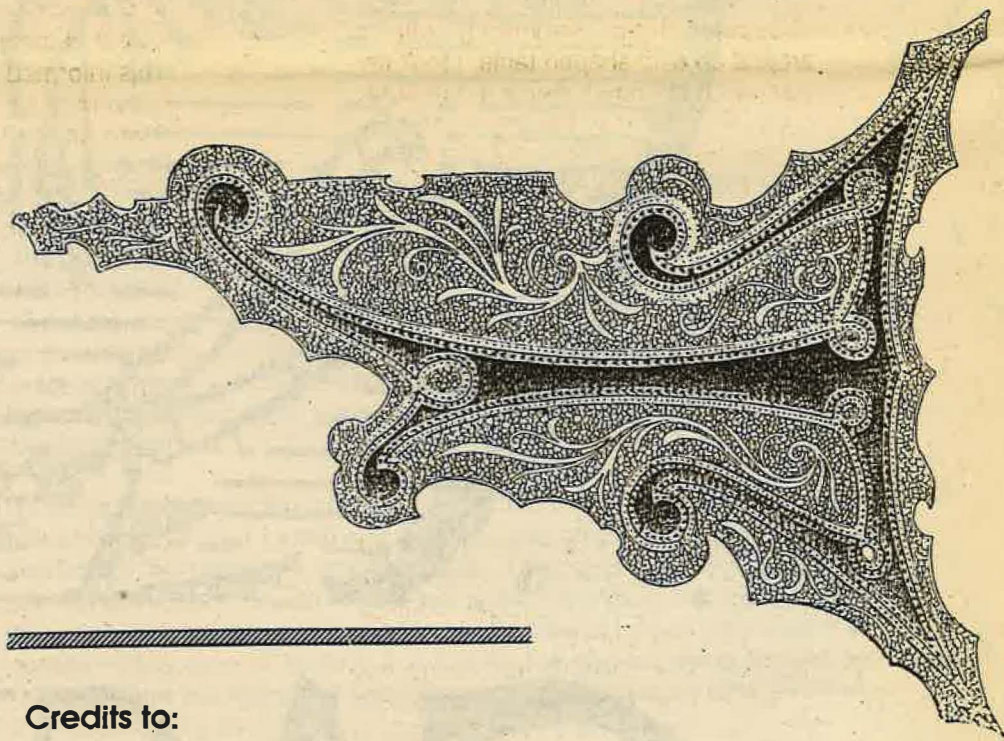
Nanny UGC and Uncle Government are meanwhile giving the issue serious consideration.....

This is the last issue of the term, in five days time Lincoln shuts down and most of us take off for a "holiday" to relieve the stress of eleven weeks of lectures. No doubt a few of us will relieve this stress by going out in the early hours of Saturday morning to slaughter ducks as they wing their way into breakfast.

The other big issue in the holidays is May Council, this is being held at Lincoln this year. It promises to be fairly interesting, see details page 5-9. Also congratulations to Ivan Jones and Andrew Blake for getting into the NZ Colts Rowing crew.

So have a good un, we'll see ya all next term.

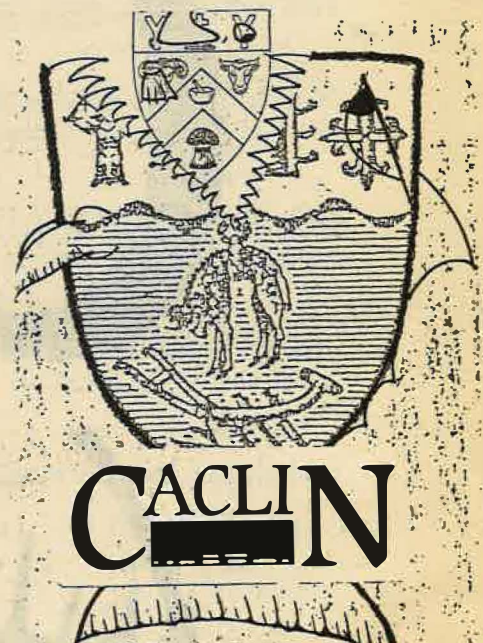
John.



Credits to:

In Never-never Land it was John's turn to coordinate things. He got the little elves Robin, Wendy and Louise to type the words into Mac, the all powerful. It was Sally who manipulated Mac (the all powerful) into rearranging things and spitting them out in a legible form. Andy wooed the people out in the big wide world to give us advertisements. Kurt, Jax, Lynette and Tim were the editorial pixies who mischievously cut and added bits. Nicky the dwarf was there to eat lunch and do a great job of laying out.

Thanx alot.



THE VIEW FROM EIGHTH FLOOR

The proceedings of the Lincoln College Council last week were watched by an eager Caclin writer. Jax, a co-editor attended a meeting with a particular interest in developments on the issue of autonomy.

This was my first adventure up to the eighth floor of the Registry building. The Council, reclining in their sheepskin-lined swivelling chairs around an oval-shaped table. I took my place with the news media in the outer circle. The decor of the room can only be described as reminiscent of a billiard table - green felt and wood. Paintings of agricultural scenes adorn the walls. The corn-yellow carpet is supposed to represent rippling wheat fields.

Dr Holmes, a University of Canterbury appointee, said that he expected "a peaceful Tuesday morning looking out of the window and listening to discussions about the College farms".

The hot issue at the meeting of the College Council was a discussion about the future status of Lincoln College. This was prompted by a letter received from the University Grants Committee (UGC). The College Council were informed for the first time of resolutions made by the UGC in June 1987.

The Lincoln College Council has had an ongoing policy of pursuing statutory autonomy. Intensive discussions began in 1985. Last week Professor Ross and Professor Swift (principal and vice-principal of the College respectively), attended a UGC Meeting. They expected to finalise arrangements for Lincoln College to become autonomous. They were told that Lincoln's application has not been accepted.

The UGC suggested that a plan and a timetable be prepared for the integration of the two institutions as one university.

A letter from the UGC to the College Council followed. *The UGC stated its wish to have "the ambiguity of Lincoln's status resolved". The UGC does not believe that there is "room for a further full university institution in New Zealand at this time" and wishes to "avoid duplication between universities". It went on to suggest that Lincoln College and Canterbury University "prepare with UGC a plan and a timetable for the integration of the two institutions as one university".*

The Lincoln College Council felt deceived that the UGC did not advise them of these decisions. Professor Swift suggested that the Council may have acted differently if it had been properly informed.

The Chairman of the Council, Sir Allan Wright, said that this is a challenge from the UGC to Lincoln College to determine its future. The UGC is an advisory body made up of representatives from universities and reviews their expenditure of it. It makes recommendations on plans for university development to the Minister of Education. He has full responsibility for the final decision.

This is a challenge to Lincoln College to determine its future.

It was suggested that the attitude of the University of Canterbury towards integration should be determined. This is unknown to the Council in present.

There was an ad hoc committee set up at Canterbury in 1985 to consider the matter of autonomy for Lincoln College. This informed Lincoln College "that the University of Canterbury regrets the desire of the College to initiate moves towards autonomy". The concern was expressed that the granting of autonomy "may have a detrimental impact on the existing joint programmes". These include programmes in the Biochemistry, Resource Management and Agricultural Engineering Departments. They believed that autonomy "may not lead to the more efficient, economic and rational development of the two institutions". The question is, do they prefer the status-quo and what is their attitude toward amalgamation with Lincoln College.

It is important to maintain a good relationship between Canterbury University and Lincoln College. Relations are not good at present. Professor Ross announced that they have been trying to have a joint committee discussion with Canterbury University for 15 months with no success.

Professor Ross reported that he was unable to ascertain exactly what the UGC envisage will result from integration between Lincoln College and Canterbury University, when speaking to Dr Hall, its chairman. There is, for example, more than one option in the areas of location, (one or two campuses), funding and status.

Frustration and irony was audible in Professor Ross' voice when he recalled that in 1978 the Lincoln College Council was offered the chance to have autonomy. It declined on the grounds that it would be forced to become a multi-faculty university.

When asked if the integration would be a workable proposition, he replied that it would not be particularly efficient. Lincoln College would be absorbed and the specialised teaching skills and resources would be lost as the result of a loss of focus.

Mr Cameron, elected by graduates and diploma holders, stated that history of universities around the world supports the existence of specialised universities. The basis of Lincoln Colleges argument has been that it is efficient to put a specialised group of people and resources together.

Mr Stevenson, one of four Federated Farmers representatives on the Council, said that Lincoln College should be autonomous to be "quick, nimble and competitive". He suggested that specialisation in agriculture and the management of land and water resources in New Zealand is an exciting and progressive concept. This will fulfil a real need as these resources will continue to be important in New Zealand, he said. This is contrary to the UGC's statement that it "does not consider that the formation of a specialised university at Lincoln for the study of land and water resources is appropriate".

The New Zealand education system is "opening up" according to Ms Williams, a Lincoln College appointee on the council. There will be different means of funding and access to university educations. Universities will have to compete for those who wish to buy them. Lincoln College, she concluded, may lose a valuable chance to carve out a position as a specialist university, as a result of the UGC's current policies/moves.

There was agreement that Lincoln College will have to put together a strong case. Mr Peter Simpson, MP for Lyttleton, stated that Lincoln College's own definitions of its future status will be important. Ms Williams suggested that a five year plan would be appropriate, with a positive and extensive outlook on Lincoln's future role. *You mean they don't have one?*
Ed.!

Jeff Montgomery, our student president, reported that the Lincoln College Students Executive re-affirmed support for an autonomous Lincoln College. They believe that Lincoln can be more responsive to student and community needs if able to operated independantly of Canterbury University. "Our courses are different, our students are different and the Lincoln way is different" said Mr Montgomery. "The unique nature of Lincoln College draws students". There is concern that these special characteristics will be lost if amalgamation occurs.

The Council will continue to pursue statutory autonomy for Lincoln College.

Two resolutions followed the discussion. The first is that the Council will continue to pursue statutory autonomy for Lincoln College. The second nominated the executive to chart the Council's course on this issue.

Continues on Page 4

View From The Eighth Floor cont'd.

There are three points of view from which to consider this issue. The level of students and how autonomy or amalgamation would affect us; Lincoln College as an institution; and broadly the New Zealand university system. The UGC believed that the resolutions it has made are "in the best interests of the NZ University System and in the best academic interests of Lincoln College".

Lincoln College's argument up until now has placed emphasis on the problems resulting from its semi-autonomous status. A graphic example of the delays in carrying out academic developments occurred earlier in the meeting on Tuesday. It was reported that the major course changes to the Agricultural Science degree will not now be ready for the 1989 academic year, as hoped. The changes have been approved by the Lincoln College Professorial Board and Council. These were passed on to the Professorial Board of the University of Canterbury which referred them to the Science Department Faculty meeting. This was scheduled to be held in April but was cancelled because of insufficient business. Lincoln College may be forced to take such items directly to the Curriculum Committee of the UGC which has ultimate authority.

The Watts report recommends that Lincoln be recognised as an autonomous but specialised university.

The Watts report was released in October 1987. This is the report of a committee set up by the New Zealand Vice Chancellors' Committee to review the university system. (The Lincoln College principal is a full member of the Vice Chancellors' Committee.)

The Watts report recommends that "the Government exact legislation to recognise Lincoln College as an autonomous but specialised university limited to studies relating to land and water". It described Lincoln College as a "fully autonomous, self-governing institution, in most respects. The links with the University of Canterbury are rather limited and largely formal."

The UGC, in forming the resolutions in June 1987 and advising Lincoln College and the University of Canterbury of them via letters in May 1988, has forced the issue. It has decided that there are two options in resolving the issue of Lincoln's future status. The UGC has opted for amalgamation between the two universities. The Watts report recommended statutory autonomy for Lincoln College and our Council has resolved to continue to pursue this. It remains to determine what is the attitude in political circles and at Canterbury University. The Picot report will soon be released, containing a review of the administration of education in New Zealand. It is hinted that this may suggest broad changes for the structure of tertiary education and this in itself may resolve the issue of Lincoln College's future role and status.

Jax v. R.

Jeans will do!



TAKING IT TO THE FOOTPATHS OF LINCOLN



Put your best foot forward.



Swandries for a field trip.



The totally casual look.

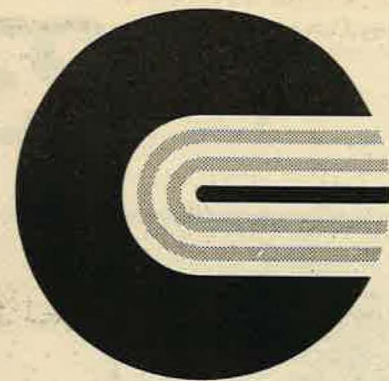


Stripes!



Tracksuit pants are back.

NZUSA MAY COUNCIL



Every May and August, delegates from every University Students Association in New Zealand meet at Councils to set policy for the New Zealand University Students Association on issues affecting students.

May Council this year will be held at Lincoln College in Canterbury. This supplement outlines how Councils work and the issues delegates will be expected to deal with at May.

Councils are General Meetings of NZUSA. Essentially they perform two functions:

1. formulating of strategy, policy and action on issues, generally through workshops which may result in specific propositions being put to the General Meeting. Speakers address workshops to encourage full consideration of the issues.
2. the political function of NZUSA, for example the election of officers and adopting of policy, including its own financial and management policy.

Delegates from each Association are elected to attend Councils which are held on a rotating basis at six of the seven campuses.

Debating and setting policy is perhaps the most important function of Councils. It is the basis on which NZUSA represents students' views nationally. When NZUSA calls for higher bursaries or the retention of a Student Job Search subsidy, it does so because delegates at Council decided it would.

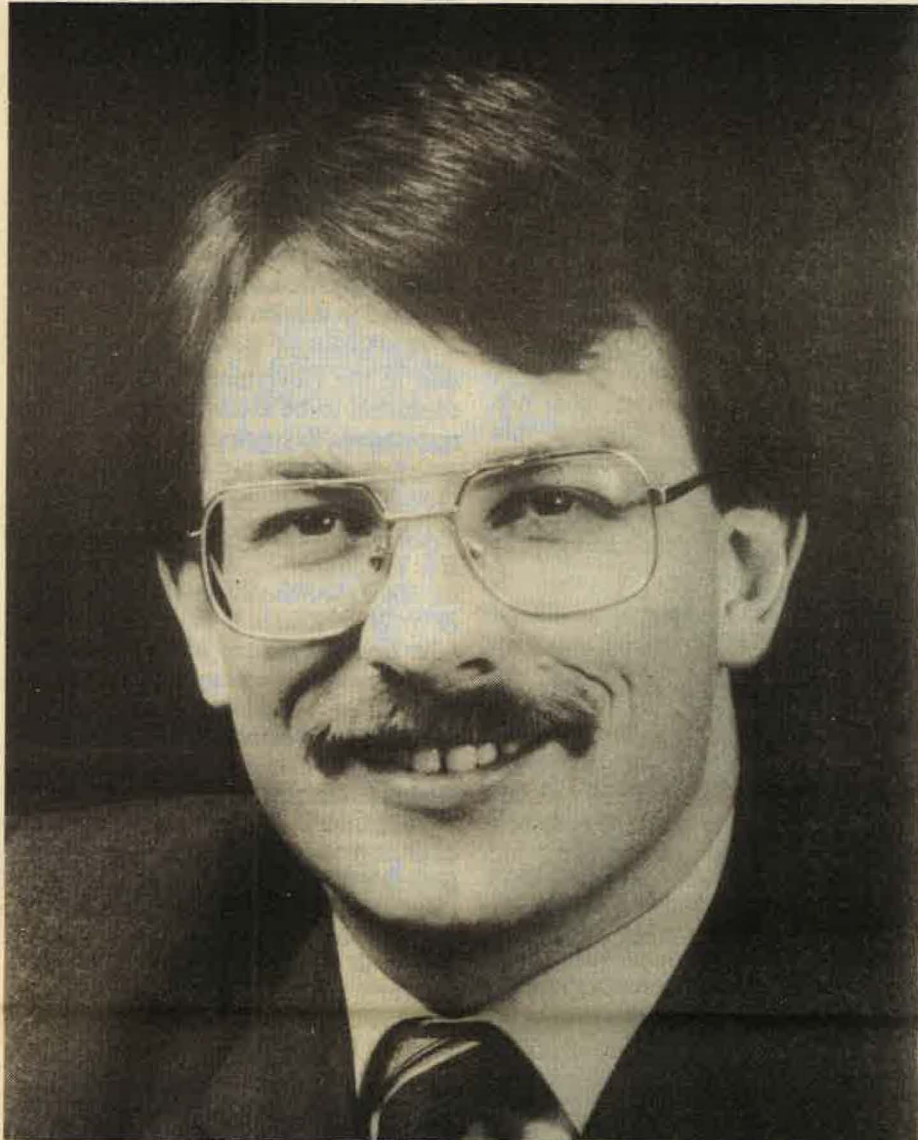
It may be a little disconcerting to think that there are people in Wellington claiming to represent you. How

can they know what you want and when did they ask? Democracy normally results in a process whereby large groups of people are represented by a few. A saying goes "Democracy has nothing to do with numbers, and everything to do with accountability".

To stimulate debate and challenge preconceptions speakers are invited. This year, delegates will hear Phil Goff, Associate Minister of Education, who will speak about student support. Maryanne Thompson, an economist who co-wrote the recent paper from the New Zealand Institute of Economic Research called 'Social Policy Issues in Education; an Economic Perspective' will discuss the relationship between economics and education. Eric Millar, the Chief Executive Officer of the Market Development Board, will discuss the Board's proposal last year to 'export' education to overseas students.

This May Council promises to be a challenging one as students begin to question what is the most effective way to provide University education that is accessible, accountable and free.

As part of the education sector we have to ask those hard questions, to find answers that will satisfy ourselves, the Government and the public. There is no doubt a well organised and informed student body can achieve change in our society. May Council is a significant part of that process.



ASSOCIATE MINISTER OF EDUCATION PHIL GOFF, WHO WILL BE SPEAKING AT COUNCIL.

STUDENT SUPPORT

Bursaries, like welfare payments, haven't been around since time began, nor will they be if current trends are anything to go by.

The bursary system we have at present is an integral part of our higher education system.

The provision of university education has relied on a balance of contributions between the individual and the state. At one end of the spectrum there are students meeting all the costs of education, at the other end the state.

In the middle we have a situation similar to what we have now. The state provides the institutions. Students provide their time and make a contribution to their tuition.

Part of the balanced equation in New Zealand has also been the State provision of student support. In return, students have foregone income and have generally paid more tax once in employment.

However, balances will eventually slide out of kilter as other changes in society occur.

For example, if bursaries had kept pace with inflation since 1980 students would have been receiving a combined bursary of \$106 per week at the beginning of this year instead of the \$78.50 they now receive. The real value of the bursary is being steadily eroded by infla-

tion and the individual cost of education is rising. The scale is sliding out of balance.

The Government is not ignorant of this situation. Since the early 1950s, when scholarships were available on the basis of academic achievement, students have argued for more effective student support. In the interim years students have changed, study expectations have changed, and we've all tightened our belts by several new notches.

The question of the level of and eligibility for student support seems to have been a vexing one for at least the past 30 years. It was, therefore, with a certain amount of trepidation that the Government's pondering on the bursary was watched by students' associations last year.

The Government believes a rationalisation of support to young people and people in further education is necessary. The issues which confront the Government in this area are complex.

Firstly, it wants to ensure that 'the right signals' are given to 16 and 17 year olds at the time they choose to leave the compulsory education system. To this end there is a desire to ensure there is a greater incentive to go onto

further education rather than risk the uncertainties of the job market.

Secondly, there is the need to ensure that people 20 years and over who are unemployed receive a proper level of income support.

Thirdly, it is noted that many people currently in the post compulsory education sector are 20 years and over and also require a proper level of income support.

If the dole for 'junior unemployed' only is reduced anomalies will exist between 'junior' and 'senior' unemployed. If the bursary increases a little as well, anomalies will arise with the unemployed and 'senior' students. If the bursary increases to the level of the dole for 'senior' students only, anomalies will arise between 'senior' and 'junior' students.

By the time you read this, the Government should have announced their new 'student support scheme'. It will be interesting to see whether they will have managed to resolve the series of inconsistencies just outlined.

At May Council students will be involved in assessing whether the scheme will meet student needs and what other impacts it may have.

We will want to know how it will affect student welfare services including Student Job Search. We will want to

know whether there will be on-going student input into the development of the scheme.

We will want to know how it will effect the young unemployed and whether a youth allowance scheme can accommodate the needs of increasing numbers of mature students.

In the meantime, to give some idea of the level of student support that the Government may have in mind, we do know that at the end of 1987 a working party of Government officials recommended a standard youth allowance of \$87.44. To students that is an increase of \$8.94 per week. However, we also know that every \$1 increase in the weekly bursary costs an extra \$1 million a year. With the public debt blowing out it can be safely assumed that increased expenditure in Government Departments is to be avoided. So there is clearly a desire to minimise the impact of increases in the bursary.

To conclude, NZUSA has always maintained that full-time study is full-time work. Decision-makers need to consider whether at a time of dramatic social and economic change they want more people to study and to make a long term contribution to the community. Only an adequate level of student support will allow this.

FUNDING



People took to the streets, they lobbied, one even went on a hunger strike. Such intense emotion must have involved more than closing a few buildings to replace them with vans and agencies. The Post Office closures, like the State Sector Bill are emotionally charged examples of how topical issues can be not only about the final service, but about controlling the delivery of services.

Accusations that education is bureaucratic, unresponsive, and not cost-effective have the echo of this delivery philosophy. Universities traditionally grapple with two goals in their education delivery — to be accountable for their use of public funds and to protect academic freedom.

The current mechanism through which these sometimes contradictory goals are managed is the University Grants Committee (UGC). Founded in 1960, it's a Government quango that provides a buffer between Universities and the Government. Broadly, it advises the Government on University needs and has a consultative, overseeing function in academic matters such as entrance standards and curriculum changes. The UGC provides the major channels for co-operation within and co-ordination of the University system.

At the heart of any bureaucratic structure is the flow of money. The major source of revenue to Universities is the block grant from the Government decided on the advice of UGC. It is allocated annually on the basis of the quinquennial (five yearly) projections and totals around 90% of their income. The major item of expenditure is salaries comprising around 85% of annual outgoings (excluding capital works and student bursaries).

The calculations of funding requirements revolve around the numbers of effective full-time students. Course costs in each discipline are identified and ratios of staff to students and staff to non academic staff established. This calculation while having a 'client driven' basis highlights the real problem in the under-resourcing of universities.

The Watts Report (1987) notes that "In 1986 dollars the block grants have increased by only 2.3% since 1975 while students load increased by over 12,000 full-time students, an increase of 38.8% (page 98). Current financial problems are a product of underfunding by successive Governments on the basis of projected student numbers as opposed to the actual numbers.

This dilemma shows the contradiction in the Government's demand for education to be more accountable and responsive. Restricted entry to courses and user charges are being introduced now as a response to underfunding.

"Academic planning has been responsive to student choice, almost entirely so. Since the dissolution of the University of New Zealand, new programmes have been introduced mainly when student demand warranted them. . . . The Committee has allowed market forces to plan the development of the university system." (Thomas Owen Eisemon, Higher Education 13, 1984).

Budgeting on a strict capitation basis does have its own problems, however, particularly with innovation and long term developments, as the Association of University Teachers points out (1983), in a submission to the University Grants Committee. They suggest that pressure on funding levels had forced the UGC to follow student growth patterns almost exactly when allocating funds. This made it virtually impossible to implement new developments or improve the staff:student ratio. The tendency has been to wait until the students appear so that funding can be increased.

The UGC justified this in the 1982 Final Report saying after ongoing commitments had been satisfied residual funds could be used for innovation.

"The room for manoeuvre is not large but it is important that the decentralisation of responsibility inherent in the block system remains. . . ." although they acknowledged that "rapid changes of direction due to changes in student demand or the development of new subject areas are not possible in these circumstances."

Essentially there are two issues we need to address: given the escalating demand for higher education is it desirable for universities to be protected from the Government by the buffer of the UGC? And secondly, on what basis can Universities be funded which allows them to be accountable and responsive and which enables them to plan long term and anticipate future developments?

The political climate demands financial independence, but the profile of universities is of giant organisations almost entirely dependent on government funds with high personnel functions making rapid change difficult. In these circumstances the Government course has been to open the market to competition and private funding. Presently, 'other' funds make up around 3% of universities' total income (Watts Report, page 97).

The pressure of burgeoning student numbers and increasing restricted entry to courses could perhaps be alleviated if alternative funding sources were utilised. It is clear that private funds pose a substantial threat to academic freedom without any clearly defined controls. A university's power in relation to central administration will proceed in particular from its financial situation. Political control (substantially determined by financial control) of the Universities is a major factor for consideration with specific reference to research, its reliability and integrity. Any private funding should not undermine the public's control of education or the integrity of academic standards. It is necessary, therefore, that the State maintain political and financial control of the Universities.

If there is a role for private funding it is as an acknowledgement of the substantial benefits the private sector

receives from the public education system. The Government assumes private industry is prepared to acknowledge the benefits received and make funds available. Previous experience indicates that it will not. Businesses prefer to pay for particular proven employees to learn specific relevant skills than to donate large sums of money to non-specific institutions for the benefit of hundreds of people from whom that company will never gain any direct economic benefit.

Additionally experience suggests funds potentially available from private industry for research projects are likely to be spent in more advanced countries for example, Britain and USA. We need to address the role of private funding in education using the principle that public education should be in the hands of the public. Therefore, it should be state run and substantially state funded.

It is a widely held belief that the major problem in . . . "University reforms is the difficulty of impressing on the staff of publicly financed institutions liberal ideas such as that greater freedom for all, fewer collective restraints, more competition and increased economic and financial rigour should characterise the workings of their institutions". (Oliver Fulton, Higher Education 13, 1984, page 187).

The essence of the debate about control of delivery in Universities is concerned with the political and financial power structures. What determines those structures is dependent on the attitudes that prevail. Rogernomics is a fashionable view of the world but education is for a life time. Ultimately, any proposals to enhance the delivery of education should view the quality of the service to students and the community as the criteria upon which to base decisions. The process of reviewing tertiary education inextricably involves students.

The delivery of education is an issue students need to have an opinion on in order to achieve accountability and the best possible service from the university system.

EXPORT EDUCATION

In late November last year the Market Development Board released a report on the feasibility of 'exporting' education by charging full cost fees for overseas students. This proposal was largely endorsed by the Minister of Overseas Trade, Mike Moore, and Associate Minister of Education, Phil Goff.

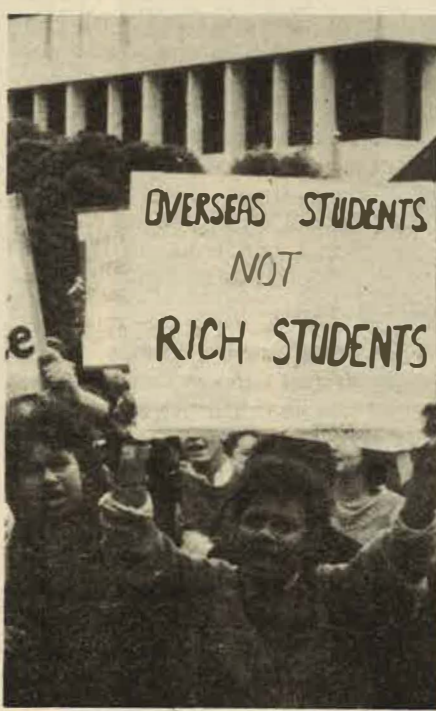
The proposal arose out of a broad range of proposals designed to increase New Zealand's earnings. It is consistent with the Government's broad approach to reducing the public debt by any means possible.

The principle behind the proposal is that overseas students who are not here as part of our foreign aid programme should not be subsidised by the New Zealand taxpayer. However the report

identifies a need to ensure that New Zealand students are not denied as a result of such a scheme.

Since the report was released, NZUSA has expressed major reservations about it. Firstly, we have questioned the availability of the assumed overseas student market in New Zealand. There has been no research on the backgrounds of overseas students who study in New Zealand, but the fact that studying here costs little is an indication that we do not attract the sort of students who could afford to pay the \$10-20 thousand needed at Australian or United States universities. A corollary of this is that it is unlikely that students who can afford the prestige of attending Australian or United States universities will go to New Zealand institutions instead.

The second reservation NZUSA has arises out of the current situation with our universities. They are already filled to capacity. Students have been turned



away in their thousands from various courses. The Market Development Board's target figure is 10,000 overseas students which they anticipate will yield \$1 million in earnings. Without a massive injection of resources, the universities simply will not accommodate such an increase in numbers.

Thirdly, the experience in Australia has shown that such a proposal requires a great deal of planning. Across the Tasman, the concept was introduced in a matter of months. This did not take account of accommodation shortages, cultural conflicts and special needs in support services. The result has been havoc in the Australian university communities.

Delegates at May Council will have the opportunity to discuss the MDB proposals with the Board's Chief Executive, Eric Millar. Delegates will then decide on NZUSA's policy in relation to the issue and will discuss research objectives for work on the matter.

ROLE OF UNIVERSITIES



Higher Education all over the western world is a subject of fierce debate. An important part of the debate has been the role of universities. Perhaps it is this area which has been so misunderstood and which has resulted in lofty esoteric justifications for the current structure.

The most commonly agreed concept of a university is as a mechanism for the storing and retrieval of knowledge. However, the university is only one of many means by which this can be achieved. What needs to be established is why universities are the most appropriate means for our society to ensure the continuity of intellectual constructions.

To analyse this problem it is necessary to clarify the objects for any expectations of the education system. It is useful to have some understanding of the relationship between education and society, with specific reference to the relationship between education and economics.

"Prior to 1960, economists tended to view labour as simply one of three main factors of production (the other two being physical capital and natural resources) and differences in the quality and nature of human resource were for the most part, ignored . . . there were no well developed theories about the economic significance of 'investment' in human skills and capabilities".

Denison (1962) in a study on United States growth from 1929-1957 found that the assumption about labour inputs into the production process did not explain growth patterns. He concluded that it was education which affected the quality of the workforce. According to Denison, education contributed approximately 42% of the annual average growth in output per person employed over the period studied.

Milton Friedman in the early 1960s developed the Human Capital Theory which holds that education increases an individual's market value. Education is an investment on which one expects a return and is, therefore, undertaken out

of self interest. This view of education means it can only be valued in market terms. Higher education is seen as an individual investment which should not be supported by the state.

Rates of return are partly a reflection of the stage the economy is at, and economic development is also partly a reflection of the education levels of the population. Less developed countries have higher rates of return on all levels of education.

What this seems to suggest is that at some point increasing output levels due to education level out. What impact underfunding of education has on output levels is a question that needs to be answered. Conscious political decisions must be made about what level of education needs to be available, how it is funded, and who receives it. Does education and training increase productivity per se and what sort of education is the most effective?

Education is general as in arts and sciences or specific as in vocational training. It has long been the view that education enhances individuals' adaptability and innovativeness.

The problem with allowing market forces to govern education is that if the market decides there should be no education or particular type of education, then there will be none. This may not necessarily be desirable in the long term for society. The recent sharemarket crash indicated that those in a free market do act in their own self interest to the detriment of the collective good. One would have thought education was too important for that. If we view education as a personal investment, we then no longer see it as a right which enables us to understand and more effectively contribute to society. Higher education would become the preserve of those who can use and understand the free market. It would no longer be public education.

Human Capital Theory ignores the inherent value of having an education system in society that is accessible to all. It ignores that for democratic principles to work everyone must be

equipped with skills for communicating and skills for acquiring knowledge. It ignores the role education plays in providing a cohesion so that society may preserve itself and its values. It ignores questions of how rational the market is. Finally, it ignores Economic factors which illustrate the wide ranging benefits of Education.

This view that learning equips the individual with general social skills is one particularly attributable to Universities.

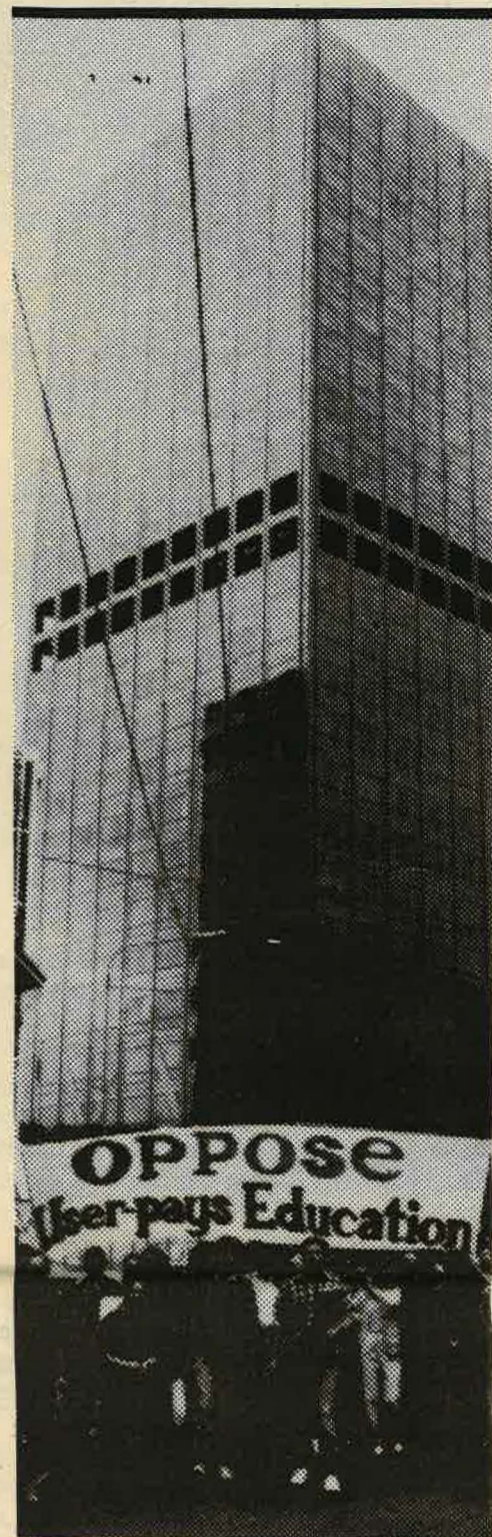
"The University is not a place of professional education. Universities are not intended to teach the knowledge to fit men for some special mode of gaining their livelihood. Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men they will make themselves capable and sensible lawyers and physicians".

The versatility of arts graduates has recently been testified to by comments made by businessman Bob Jones. He suggested that many graduates are lacking broader education. *"Give me the graduate in Greek Mythology, in History and English as a priority over the Law or Commerce graduate any day".*

Students and the student movement have an enormous role to play in the on-going education debate. Changes are afoot, and while we must never be afraid of change we must be prepared to defend or promote those things that benefit both students and the community. It is NZUSA's belief that a system of education funded by the state and accessible to all and at all levels is the most important economic and social contribution to the country.

NOTES:

- 1&2: NZ Institute of Economic Research; Social Policy Issues in Education: An Economic Perspective, 1987, page 5.
- 3: Psachoropoulos 1982 cited from NZIER page 12, Social Policy Issues in Education.
- 4: John Stewart Mill 1867, cited from WD Hall, Oxford Review of Education, 1983.
- 5: Evening Post, September 26 1987.



EMPLOYMENT INCENTIVES

Student Job Search will be seeking the continuation of the subsidy scheme for employers offering holiday jobs to students.

Phil Goff when announcing the levels of the subsidy, \$55 per week for employers in Auckland and Wellington and \$83 per week for other areas, said it would not be available for the 1988/89 summer.

Last year the subsidy cost \$5 million and was available to employers offering employment to students for eight weeks or more. Jobs must be additional to the existing work force.

While the subsidy does not have much impact on employment in cities, it is very important in rural centres. Up to 80% of all employment offered to students in a centre such as Hawkes Bay is subsidised. Overall subsidised jobs made up 40% of the total number of placements for students this summer.

Government believes that the subsidy is an ineffective means of targeting student support and that jobs are not created by its availability. While SJS has had some success in using subsidis-

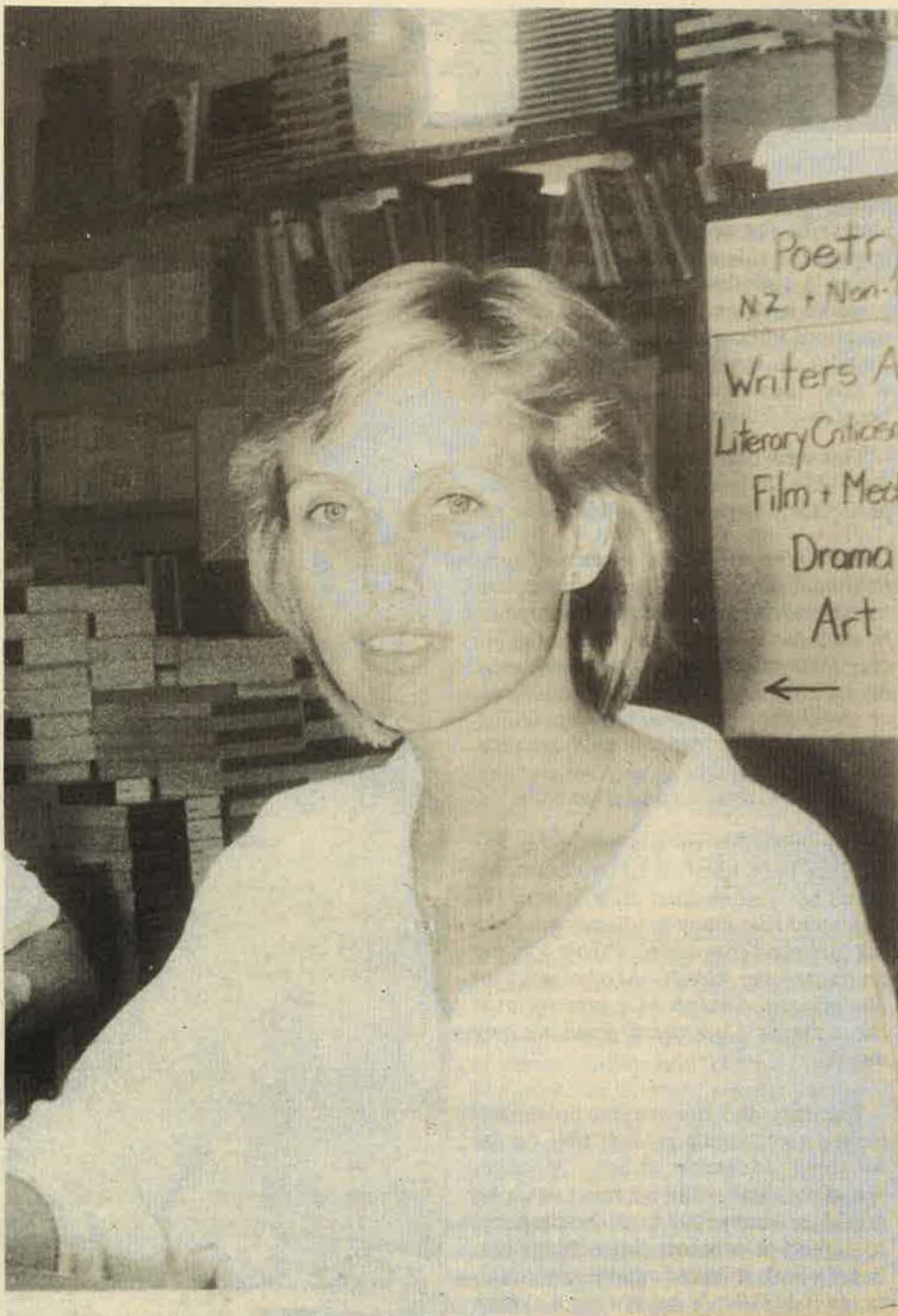
ed jobs for affirmative action, to assist traditionally low income earners who cannot make sufficient holiday savings for the upcoming tertiary year.

If the subsidy is to be available for 1988/89 NZUSA will have to consider on what basis the subsidy should be available to ensure students who need assistance with summer employment will not be disadvantaged.

The Treasury Department's submission to the Minister of Finance on the provision and operation of the student employment subsidy scheme for 1987/88 said, *"While we agree that students may require income support general student job subsidies are not an appropriate way of providing this. Instead we consider it preferable that the structure of student allowances be reformed in time to be introduced for the 1988 academic year."*

It appears a new student support scheme will have ramifications for alternative Government assistance such as Student Job Search which will have to be considered.





WOMEN STUDY

Claims that women are now represented at universities in equal numbers to men ignore the distribution of women amongst various faculties.

In 1987, of the approximately 2,500 students enrolled in engineering in New Zealand universities, only about 180 or 7%, were women. Consider also that 14% of Forestry students were women, as were 20% of agriculture, and architecture students. About 30% of resource management, general science, surveying and technology students were women.

The converse of these figures read like something out of an Enid Blyton story book. A massive 98% of Home Science students were women. Women made up nearly 80% of Education and

Social Work students, and about two thirds of Arts and Humanities students.

Universities are currently putting together programmes to improve access to university for under-represented groups. This arises out of a UGC allocation of \$2 million for the purpose last year. Ideas put forward so far by the universities include liaison officers in particular faculties and other marketing devices.

Students Associations might consider introducing such things as support systems for women in non-traditional areas.

Delegates at May Council will discuss these and other means of encouraging women into subjects where they are under-represented.

HARASSMENT

Three or four years ago Women's Rights Officers from the seven students associations were active in establishing Sexual Harassment Grievance procedures in each university. These procedures provided a means of redress for both students and staff for behaviour that is unwelcome and which causes distress.

Sufficient time has passed, now, for the Harassment Procedures to be evaluated. At May Council, delegates will begin the process of re-evaluation when it considers the application of the procedures to lecture material.

Many students will have had experience of lecturers who persist in using teaching material which perpetuates the old myths of a male-dominated world. To many, this material will be

considered sexually offensive, yet there will be little redress available under the Sexual Harassment Grievance procedures. There will be no redress at all for racially offensive material.

Delegates will consider alternative ways of dealing with offensive lecturing methods and material. Part of this will involve discussing guidelines for lecturer training and teaching material.

It will be necessary to be able to identify what material is offensive, the channels available to students to eliminate such material and the means to sanction the use of such material within universities.

The removal of sexual and racial stereotypes in lectures is an important way of improving access to university education.

2nd Floor
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Auckland)

A-BRACE-OF DUCKS.

Another shooting season is upon us again! For those who are new to this area I have been asked to scrawl a few words.

The focus of shooting in this area is Lake Ellesmere. This lake is only ten minutes from the college and offers duck, Canada geese and swans. Most of the regulations concerning shooting are on your licence (which you must have). However there are a few tricky bits. Some areas are Wildlife Management Reserves. To shoot on these areas you require a separate permit (free) to enable you to carry a firearm on them. These are obtainable from the NCAS office. I am intending to send a multiple application for the Alpine club members. If you get your name to me by Tuesday afternoon I'll add it to the list.

The Wildlife Management Reserves hide sites are balloted for every three years. This year is a balloting year (for next year) so I'll try to get balloting papers for everyone who wants them later in the year. This means only people with a ballot can shoot on these reserves on opening weekend.

The LCASC has a shotshell reloader and claybird thrower on campus. A pre-season shoot is on this Sunday (May 1), and probably every second Sunday next term. This is excellent practice.

Various college people have hides on the lake for opening morning. There is space for 4-5 other guns in the L II river area. Opening morning this year is later than normal being the first Saturday of the May break. Duck season runs till the end of June and geese for much longer.

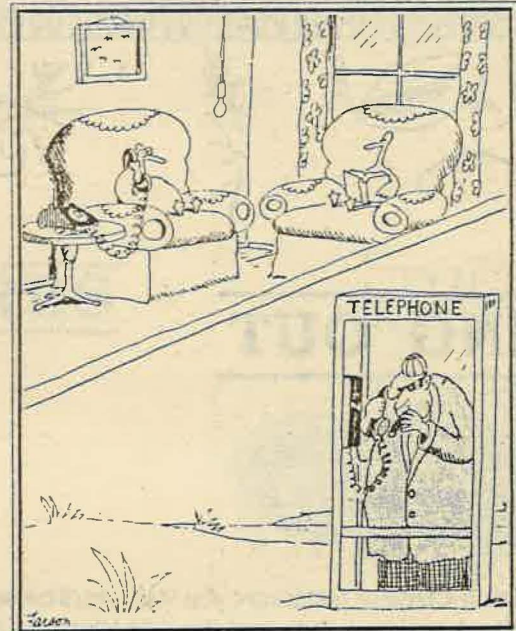
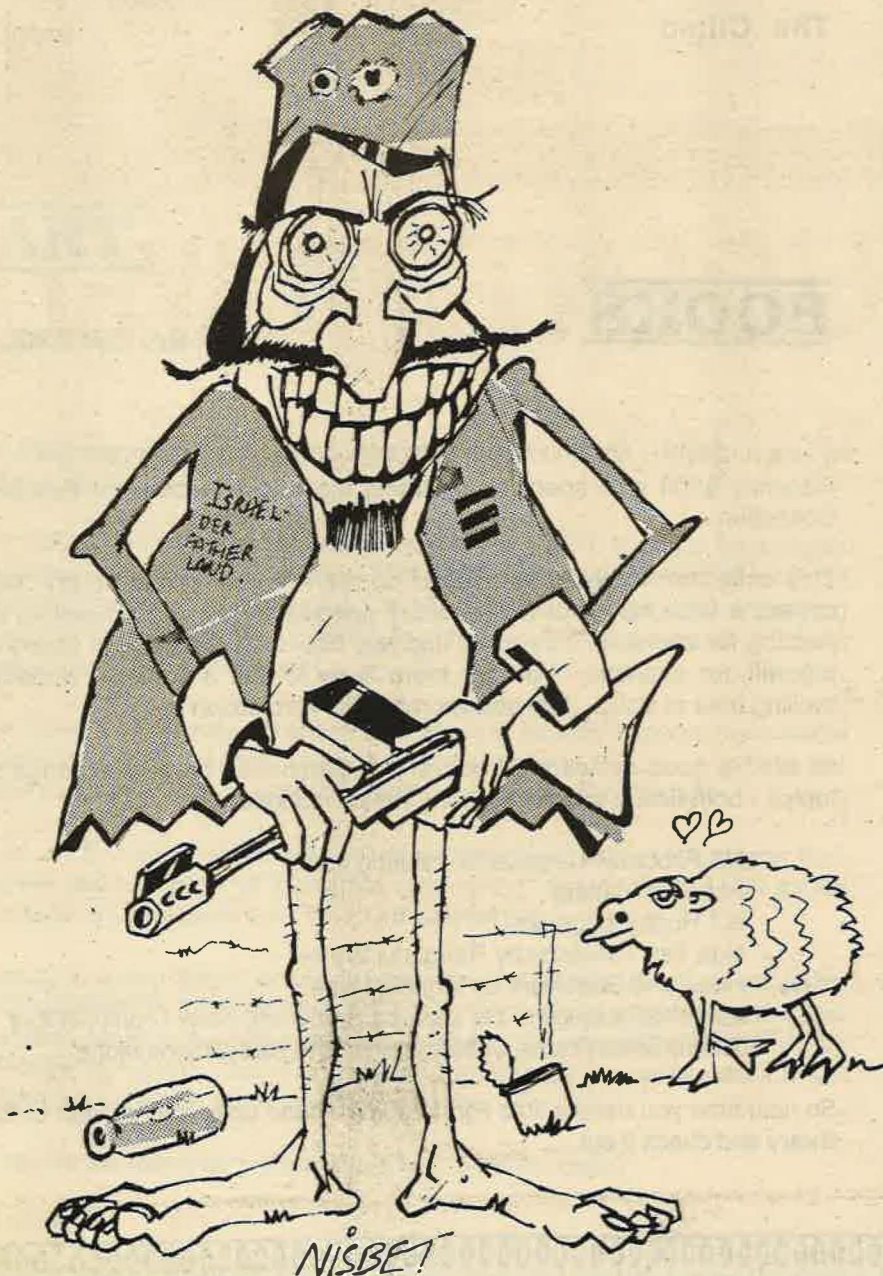
I am also looking at organising a few quail hunts and if there is sufficient interest a hunt for chukor. Unfortunately there is no pheasant season in Canterbury this year.

After the opening weekend, you can generally occupy any stand you find, however, be prepared to vacate if the owner arrives. The best shooting is the hour before and a couple of hours after a southerly arrives. When you see one coming head out to the lake and find a spot that offers some shelter ie. not the lake edge directly exposed to the rough lake. Geese also respond well to calling and perhaps a couple of decoys.

Any further problems or questions I can usually be found in room 535 Ento Dept, (if not there leave a note) or home at Spn (295)540.

Good luck and good shooting.

James Holloway,
LCASC Hunting Officer.



Obscene duck call

"Are you ready for this
Are you ready for that
Are you sitting on the edge of your seat
Out of the doorway the bullets rip
To the sound of the beat
Another one bites the dust"

Sabre cringed.

If it wasn't enough to have to listen to Kevin sing for 3 hours the idiot only knew 6 lines, which he insisted on repeating over and over and over and.....

THIS COULD drive any animal insane let alone 'mans best friend' - Sabre would have dearly loved to meet the fool who'd coined that little beauty right now. He smiled at the outcome of any such encounter and then dismissed the thought to concentrate on the more important task at hand - escape!

Once again he cast a hopeful eye around the interior - no such luck. Not that he really expected an exit to suddenly materialise, but you've got to maintain hope even in the most adverse of situations. Maybe around the back - it was always worth a try and anyway, he'd been shut up in here for 3 hours without any exercise and the stretch would do him good.

Typically, Kevin's construction was on par with his singing and within minutes Sabre had fashioned a hole in the thatched manuka large enough to stick his head through. Outside there was a brisk northerly blowing and water everywhere. In the distance he could see the shore and could probably have swum that far, but he had no compelling desire to swim back to the car and sit around there freezing his ring off until Kevin decided to return. Anyway, on the bright side, having his head outside in the breeze got him away from Kevin's foul cigarette smoke, and it partially drowned out the 437th rendition of "Another one bites the dust"

"JESUS CHRIST, WHAT THE HELL DO YOU THINK YOU'RE DOING YOU USELESS MUTT, YOU'LL SCARE AWAY ALL THE DUCKS, NOW SIT DOWN!!!"

To reinforce the notion a swift lace-up caught Sabre around the solar plexus sending him reeling back into the corner of the mae-mae. Sabre gathered himself "What bloody ducks?" Here they were in one of the worst mae-mae's ever constructed, in the middle of a lake, on a crystal clear morning with Kevin singing, and suddenly it was his fault there were no ducks.

By this stage Sabre was starting to get really pissed with Kevin. He was intolerable at the best of times, but since he'd got his Dip. Ag last year, he'd turned into a right prat. "If there's one thing worse than an ignorant farmhand", thought Sabre, "it was an ignorant farmhand who thought a Dip. Ag meant he was educated".

The calls of high altitude ducks, broke Sabre's mutterings, and sent Kevin into a frenzy, looking desperately for his gun. This was it, his big chance to blow the living shit out of another creature, that hasn't a hope in hell of ever doing the same thing back to him.

"THIS IS WHAT SPORT IS ALL ABOUT!" spluttered Kevin

Unfortunately however, Sabre was the first to reach the gun, cocked it, pivoted, and wasted Kevin, purely on principles.

"Another hunting accident, put down to drinking", thought Sabre.

He smiled, and barked.

KURT

ENTERTAINMENT

FILM

It was a dark and stormy night.....

and Cher is Moonstruck. A delightful slice of life in an eccentric Italian family in Brooklyn, New York, played out to strains of Sicilian accordion music and excerpts from the classic "La Boheme" opera. This is a movie about passion, growing old and being young.

Loretta Castorini, 38 years old and widowed, becomes engaged to dependable and wimpy Johnny Cammareri. She lives at home with her successful plumber father and mother who are not impressed by her choice. Johnny flies home to Sicily to the death-bed of his mother to whom he is devoted. A full moon rises over Brooklyn . . .

Loretta's grandfather takes his dogs out to howl at it. Mr Castorini spends an evening with his mistress, suspected by his wife who pursues the reason why men chase women . . .

Loretta is meanwhile caught up in the grip of a passionate interlude with her prospective brother-in-law Ronny Cammareri. They each have a scarred past. Loretta is convinced that she is haunted by bad luck and Ronny has a maimed hand which he blames for ruining his life. Under the spell of the full moon Ronny cries:

*"Love stuffs everything up
Only the stars and God are perfect
Humans are supposed to have pain and suffering
The storybooks are bullshit
We are allowed to be imperfect
Now go upstairs and get into my bed!"*

The following morning the Castorini family gather in their kitchen. Over oatmeal and coffee, they come to terms with their moonstruck passions. Grandfather weeps with confusion; we giggled with delight.

Moonstruck is romantic and hilarious.

The Academy Awards awarded to Cher (Loretta) and Olympia Dukakis (Mrs Castorini) were well deserved for zest and wonderful acting. For sheer humour and energy, Moonstruck is tops.

The Clinic

BOOKS

Recently \$500 was spent on updating the LCSA Recreation Reading Collection.

This collection of books is housed on the 4th floor of the library, and covers a wide range of topics. More specifically it is light reading, or reading for pleasure. You won't find any books on the nutrient status of pigswill, for example - you are more likely to find a book on students swilling beer at Bob's - that sounds more like Recreation to me!!

In 1987 a good selection of books was purchased on a wide range of topics - both fiction and non-fiction. These included:

- NZ Pubcrawl - a guide to watering holes
- Food for Flatters
- NZ Rugby Legends
- Nga Tau Tohotohe by Ranganui Walker
- Head and Shoulders by Virginia Miles
- as well as a range of the latest by Sam Hunt, Barry Crump, Wilbur Smith, Janet Frame, Jeffery Archer and many, many more.

So next time you need a little light reading - head up to the 4th floor of the library and check it out.



DINING OUT

NANKING CAFE

No matter which Chinese restaurant you visit, you'll be served something made of rice, pork, cashew nuts and the odd Watties pea for colour. At least, that's how it seems. The original cuisine has been so watered down for Kiwi tastes, most restaurants prepare very similar dishes. This makes the cheaper ones something of a bargain.

The Nanking Cafe is the cheapest Chinese place in town, as far as I know. And considered the amount of food you get, its possibly the best value meal in Christchurch. It's located in the Cashel St Mall, opposite the Shades Arcade. Hours are from around 4.30pm - 8.30pm, closed Mondays. I'm told its crowded on Friday and Saturday, but during the week it's mainly popular with local Chinese families.

You go up a flight of stairs, left into the foyer where they sell takeaways, and through into the rather lurid dining room. Just grab a table, someone will appear with a menu.

As usual, they offer a couple of soups and desserts, but most of the menu is occupied by mains. They cost about \$7 and there's quite a few of them, I ordered No. 59 !

Service is prompt, at least when business is quiet. This saves you from looking at the decor too long while you wait. Everything that possibly could be painted red has been painted red, or so it seems. The overall effect is a bit overpowering, even with subdued lighting.

Still, the food makes up for it. It tastes as good or better than many of the pricier restaurants in town and there's a lot more of it. My plate was piled high, and finishing it was a real struggle. Asking for a half portion might be a wise idea, but you have to convince them that you're only 10 years old.

As the only Caucasian in the room, I was issued with a fork and spoon as standard eating equipment. If you want to show off with chopsticks, you'll have to ask.

For a meal that doesn't damage the overdraft too badly, the Nanking Cafe is highly recommended (despite the decor).

Back next issue with more budget gourmet experiences!

Cheers,
Paul the B!

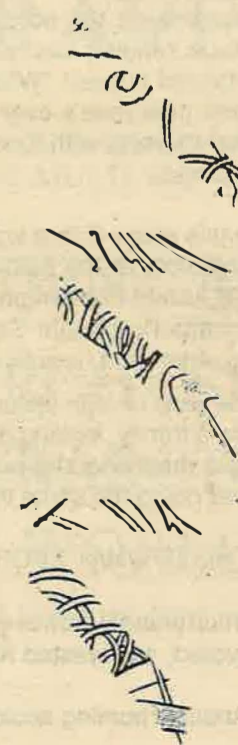
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ENTERTAINMENT

PUBS

I have finally emerged (complete with hangover) from the inner depths of the Carlton Hotel - to reveal all on this dynasty of pubs.

..... THE CARLTOON

There are three prerequisites to being a bonafide Lincoln student. Firstly, one must own a homespun jersey, (or at least scuffed tan boots). Secondly, one must either (a) play rugby or (b) be a rugby supporter or (c) be going out with a rugby player. But the most important fact in being a fair dinkum Lincoln person, is being seen regularly at the Carlton.

For the uninitiated, the Carlton may look like a quiet, stately pub on the edge of Christchurch, but real Lincoln students know better. It is a mirage in the distance, a vision of paradise, or the oasis at the end of a hard game of rugby.

The Carlton consists of 3 main bars and a restaurant. Firstly there is the boogie (lounge) bar, which is a regular hangout for aged yuppies. Bands play at this bar regularly, and there is a cover charge to get in. (as a "word to the wise" I would say that the boogie bar is a definite place to miss).

The public bar of the Carlton is a favourite with Canty students and a few of the more cultural Lincoln students. On a Friday night this bar is always absolutely packed and people are shoulder to shoulder. It's a good place to catch up with people, spin a few yarns, and check out what parties are happening.

The Carltons Palm bar is very much Lincoln Domain. It is loud, messy and unruly - conditions which Lincoln students thrive on. Rugby jerseys are very much to the fore in this bar, as are drinking games, raucous songs and the occasional juicy fight.

Prices at the Carlton are fairly comparable with most pubs around Chch - ranging from \$3.50 in the public bar to \$3.70 in the public-private bar (the main room of the public bar with the biggest serving area). The Palm bar is currently charging about \$3.70 for a jug.

I've had some PROUD times at the Carlton. It's a real pub and well deserves its 9 & 1/2 out of 10 on our scale.

Cheers.

LI

ART

LINCOLN ART

In case any of you were wondering what the Lincoln Art Exhibition was all about, read on ...

As part of the Physical Recreation section of P&R11, Michelle Muagututia decided to hold an art exhibition. Michelle describes herself more as an art appreciator than an artist. Thus leading to the novel idea of displaying Lincoln talent, while also proving wrong to friends that Lincoln students are as "cultured as potatoes".

Michelle was slightly disappointed with the lack of support from fellow students. It seems Lincolnites are only too eager to view such events, but take for granted others entering, for there to be any event at all.

The Art Exhibition was held both at Gillespie Hall and in Wickhams Bar, where the reception of the public was one of surprise, after all Lincoln College isn't exactly known for its art students.

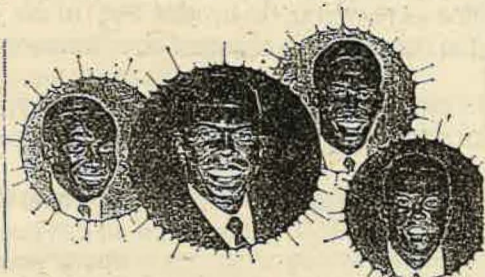
Nearly a dozen artists entered work covering a wide variety of subjects. Diana Clender's photographs, on landscape analysis of natural order and balance, were well worth a mention. Also notable was a sketch entered by Michael Endicott, Dip Farm Management. Space prevents further comment on all the other talented entrants.

Michelle will follow up the exhibition with a written report.

N Rudge

RECORDS

THE INK SPOTS



THE BEST OF THE INK SPOTS - MCA RECORDS IMPORT

This album must be one of the all-time gems produced in record musical history. The sound is laid back, relaxed and overflowing with style.

The music is made up of a piano, guitar, double bass and lots of resonant humming. Each song tells a story, with the lead singer (Bill Kenny) singing with the backing of the other three members of the group.

But it is the famous 'talking chorus' of "Happy Jones" that characterises the distinctive sound of the Ink Spots. Each song has a talking chorus - one of the best examples being the all time classic "Whispering Grass (Don't Tell The Trees)"

What could better such lyrics as:

If I didn't care honey child,
more than words could say,
If I didn't care
would I feel this way?
Darlin... if this isn't love
then why do I thrill so much?
And... what is it that makes my head go round and round
while my heart just stands still so much?

Just sitting listening to the Ink Spots classic remakes of many early 1920 songs gives a mellow feeling of being a cowboy in a western movie - just you and your horse, clomping along, singing a good olde song.

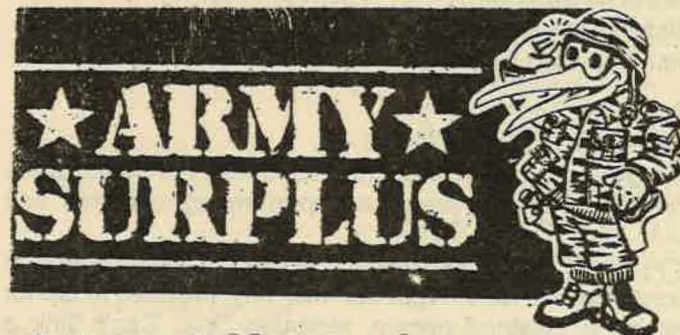
A recent TV serial "The Singing Detective" used solely Ink Spots' music to accompany this psychological masterpiece.

Anyone who is anyone (and Professor Ross agrees with me) should have a copy of the Ink Spots locked away somewhere in their record collection. This is a two record set... of style.....

....."So that's why, it aint no secret
anymore mm.. mmm..mmmm.....!!!!

LI

(NB- Thanks to Prof. Ross for the loan of his rare copy of "The Best of Ink Spots")



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CULTURE

TART REPORT

(get offended - I dare you!)

What many people conjure up in their minds when they talk about Womens' Affairs Officers, is a woman with dyed hair, wearing black, and a scowl and sporting a badge proclaiming "I HATE MEN". Well babies, this time ya're wrong. I'm Lynette and I'm this years Equal Opportunites Officer (the name's been changed from Women's Affairs)

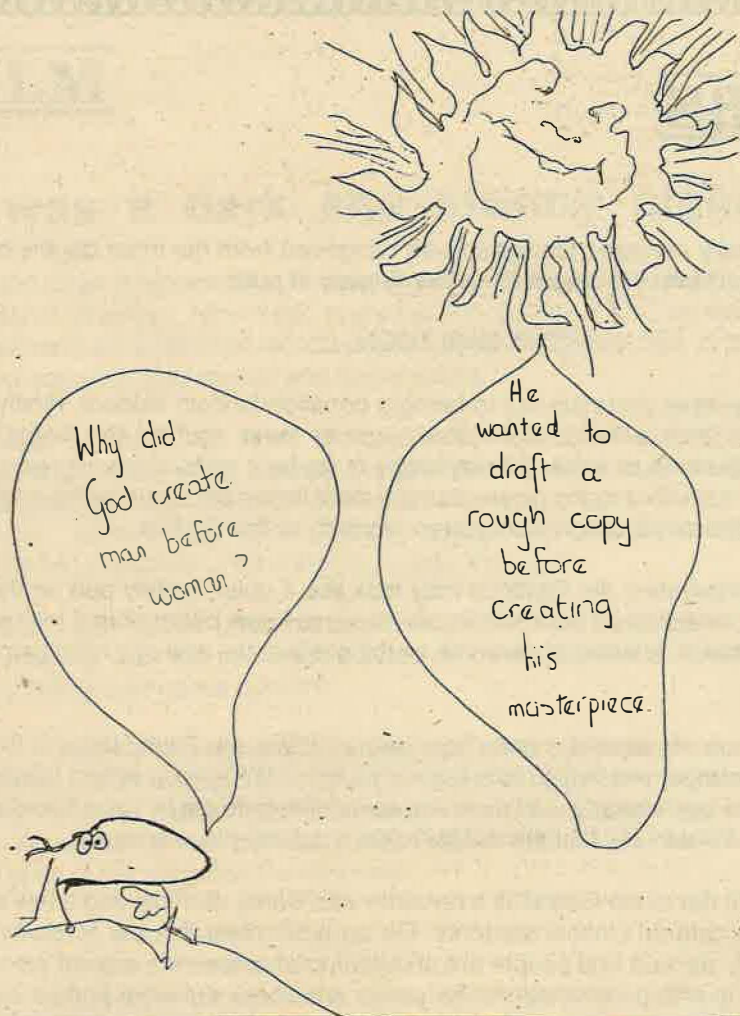
I DON'T wear black, I HAVEN'T got dyed hair, and most importantly, I DON'T hate men - in fact I'm really quite partial to them.

I guess my main job this year as Equal Oppportunities Officer is to make sure that women get a fair go on campus. When I first arrived at Lincoln I expected to see a situation where women were constantly subject to sexism, and male domination. So I was pleasantly surprised when I found, upon my arrival, that a fair proportion of Lincoln Students were women, and further to that they were women who were determined to stand as equals among their male counterparts.

Lincoln still has a fair way to go with its attitude to female students, but there has been change, and that is a good start.

If anyone, (guys included - I'm not sexist!) is being unduly hasselled on campus by students or staff, feel free to come and have a gossip to me about it. We'll sort them out! It's not a problem.

NETTE



RECORDS

OUT OF THE COMPOST - SCRAPINGS AND PEELINGS

OUT OF THE COMPOST is a Wellington-based quartet that plays original and often 'offbeat' music. The group grew out of an Orientation tour in 1986. Karen Rush, Kirsty MacDonald, Robin Nathan and Barry Stockley were performing a double act as members of two different bands - THIN RED LINE and PURPLE SIREN. Karen, Kirsty and Robin joined forces at short notice to play at an afternoon highlighting female performers in Christchurch. They only had time for two rehearsals, which took place in the only sunny spot in the garden ... the compost heap. Barry added his distinctive bass sound about six months later.

Since then they've played mainly at venues around Wellington and at festivals, including the 1987 Women's Festival and the Mangawhai Women's Festival. They conducted a successful Orientation tour in 1987. They also composed/composted and performed music for an adult puppet show "IN DEFENCE OF JUDY" which premiered at the 1988 Sonic Circus at the Micheal Fowler Centre.

OUT OF THE COMPOST features a variety of instruments including acoutic bass, cello, guitars, recorders, harmonica and a wide range of percussion - from wooden sound boxes to the glockenspeil. There unique sound results from the use of three voices as instruments for harmony and rhythm.

KAREN RUSH

- singer with group Thin Red Line for four years
- North Island tour of art galleries, cafes ... Orientation '85,'86
- performed at National University's Women's Festival 1985
- recorded EP with Thin Red Line 1985

ROBIN NATHAN

- Pacific Peace Band (busking in Auckland)
- Preamazons - six women who travelled the East Coast, from Whakatane to Gisbourne on foot, wheeling prams and performing at marae and schools
- Street Band - street percussionists in Wellington, performed at Whangarei Buskers Festival-1986, Wgtn Summer City, provided music for Labour Dept video on disabled people, recorded "You Can't Sink a Rainbow" on compilation Peace LP, Sonic Circus Wgtn 1987
- played music for children's puppet show "The Blue Shoe Show" at 1986 New Zealand Puppet Festival

KIRSTY MACDONALD

- Actor/musiciän for Town and Country Players - a travelling children's theatre group
- member of Purple Siren - 1986 Orientation, Centrepont and Depot Theatres, Labour Party Conference, Wellington Summer City, Flying Kiwi Arts Festival

BARRY STOCKLEY

- Purple Siren Orientation '86
- Sparky's Magic Baton, various performances in Wellington
- Bill Direen and ... two national tours and "life in Bars" EP
- a variety of experimental enterprises including "Three Old Boats and a Dingy" Sonic Circus 1987

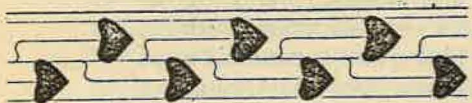
OUT OF THE COMPOST has released a cassette to coincide with their 1988 nationwide Orientation on tour. To capture a pure and consistent acoustic sound, engineer Mark Ingram used a direct digital format. The material was recorded live with no overdubs.

The 10 songs range from a playful look at the issue of equal employment (The Butcher Song) to the experimental Loon Tune. The instrumental pieces 'From Bowel to Brain' and 'Up She Goes' were originally written to accompany an 8mm film animation in the puppet show 'IN DEFENSE OF JUDY'. There are three covers ... all from obscure sources. 'Go and Sit' comes from an eccentric Scottish writer and musician Ivor Cutler, 'Stitch Song' is an anonymous work stemming from the Industrial Revolution in England, 'Maybe She Go' was written by Mary Katherine Delaplone and has also been covered by Odette. OUT OF COMPOST has arranged all the songs.





CHAPLAIN IN CACLIN



Kia ora,

Bursary payout. Some are talking of having bank balances in the black. Most are seeing the OD figure reduced to a semi-respectable level. For all it's the experience of what you put in, you get out. If you spend more than you have you are in the red, overdraft.

This is all based on a simple accounting system called double entry. If you put money in you get credit, and if you take money out and spend it you debit your account. It's very easy to operate. Even if you don't know the correct words for it, you still know how it works, especially if you have to pay interest on an overdraft.

Banks around campus thrive on having students in the red. All those amazing offers to help you get through the year.

However it leaves people feeling some how indebted, with a sword hanging over their heads. Second rate because they have no money and inferior to the great money system and those that run it. (Actually those that run it also have the same kinds of feelings only at a different level).

Some people apply double entry bookkeeping ideas to religion. They imagine that God is the great bookkeeper in the sky. When they do good things they get credit and when they do bad things they get debited. When they do lots of very bad things they go into overdraft.

This leaves them with lots of nice things in their possession but somehow there is a bad feeling also. They try to run up an overdraft, as big as they can without crippling themselves by interest payments. Whatever they do, at the end of the financial year they must not be in overdraft, that means off to hell for them.

Such an idea, presented a little heavy handedly no doubt, is not uncommon among students. But it impoverishes God. Reduces God to a finicity old bookkeeper.

God loves us unconditionally. This means both before and after we acknowledge that God even exists. God's love does not have to be earned by good deeds, clean living, storing up credits for ourselves. The Christian God is a loving compassionate God who does not count the cost.

Arohanui

John Faisandier.

HOW TO GET HOT !

A warm up period will ensure best performance, and reduce the chances of injury.

AIMS OF A WARM-UP:

1. Prepare muscles and joints for physical activity.
2. Raise body temperature to optimum working temperature.
3. Increase heart and lung activity.

COMPONENTS OF WARM-UP:

1. The colder the weather the greater the need for a warm-up.
2. The shorter the event, the longer the warm-up.

PHASES OF A WARM-UP:

1. Exercises (eg jogging) to bring the body up to optimal working condition.
2. Mobility exercises to increase the bodies range of movement.
3. Practice the basic movements of the activity.
4. Relax, keep warm.

Further information/advice is freely available from the Health Centre.

The Wholesome Choice Recipe Column

I thought this week you might all fancy a sweet, health treat. We all enjoy something sweet occasionally, so it's a good idea to have something healthy to reach for, rather than white death sweets etc.

The following Health Fruit Log looks attractive so is useful to take to parties or friends places or just to have in the cake tin for special you!

Make, eat, share and enjoy.

Health Fruit Log

In a bowl, mix together:

- 1 cup rolled oats (lightly toast them first, in the oven)
- 1/2 cup coconut
- 1 cup crushed digestive biscuits
- 1/4 cup sesame seeds

In a pot, put:

- 1/2 cup chopped dates
- 1/2 cup raisins
- 2 eggs
- 1/4 cup honey

Stir this mixture over a low heat, until thick. Do not get it too hot or it will curdle.

Stir the liquid ingredients until it mixes well and is dryer.

Form into a log and roll in coconut.

Harden in the refrigerator. Slice to serve.

Variation:

Omit sesame seeds and add:

- 1 tsp ginger and 1/3 cup chopped nuts.

INGREDIENTS AND ANY FURTHER ADVICE AVAILABLE FROM CHRISTINE COLE, THE WHOLESOME CHOICE, LINCOLN.

FUNERAL FOR A FRIEND

Alas poor RAM, we knew him well. A friend with biting tongue and scathing wit. Many was the time when he cut too deep and LCSA had to pull him out.

Long the bastion of Lincoln College Capping and tradition, a generous contributor to LCSA's income, a donor to worthy local institutions; the Lincoln Childcare Centre, Family Planning Association, disabled skiers to name a few.

Many will be the people who miss him: The people of Christchurch, no more loud, rowdy Ram sellers peddling their wares in the square. The students of Canterbury as Ramsellers disrupt Capping, lectures, and student life. The rest of New Zealand as Ramsellers travel the length and breadth of our fair country making as much chaos as possible on their way. The media and upstanding community will no longer have their annual sermon about the evils of RAM.

But the people who will miss Ram the most will be the students of Lincoln College. No more excuses to miss lectures and depart to the ends of the country on a glorified holiday selling RAM. No more Capping Magazine to inform us that there really are people who graduate from Lincoln and that there really is capping in Lincoln.

Alas poor RAM, we knew him well . . .

R.I.P. RAM

EPITAPH

**NOW I AM DEAD,
GONE BUT NOT FORGOTTEN.
STICK ME IN THE GROUND AND QUICK,
I'LL SMELL IF I GO ROTTEN.**

J.R.



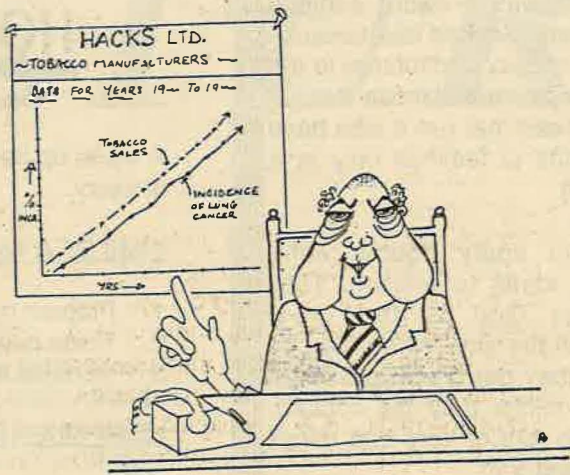
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THE STUDENTS CHOICE.

LETTERS TO THE EDITOR



"OF COURSE, HIGHLY CORRELATED VARIABLES DO NOT CONFIRM CAUSALITY. ANY RESTRICTION ON SMOKING WOULD BE HIGHLY IRRESPONSIBLE AT THIS STAGE."

OPEN THE BLOODY DOORS !!

Dear Ed

After reading the comments of our President in the latest issue of *CACLIN* I thought that I should heed his advice and voice my concern regarding the so called improvements to the Student Union building.

It would appear that the students of Lincoln College have been asked to subsidise what can only be considered one of the greatest White Elephants in all living memory, I am of course referring to that very elegant but, it would appear, totally useless "bar" that now graces our cafe. I agree with the idea of providing a suitable facility for providing alcohol on campus and indeed the edifice is well constructed and fits in well with the surroundings. The bone of contention, not only with myself but with many other students as well, is that the damned thing is never open. Instead we are left with a cafe that is as dark as the black hole of Calcutta, a fact that requires the artificial lighting to be on at all times, and a cafe that has an outlook akin to riding through Sydenham on a CTB bus.

Lincoln College is a college of agriculture and horticulture, we have some of the most picturesque grounds of any university in the country, why then are we forced to look at the drab visage of a panel folding partition whilst we gain sustenance from the new and exciting range of food that can at last be purchased in the cafe.

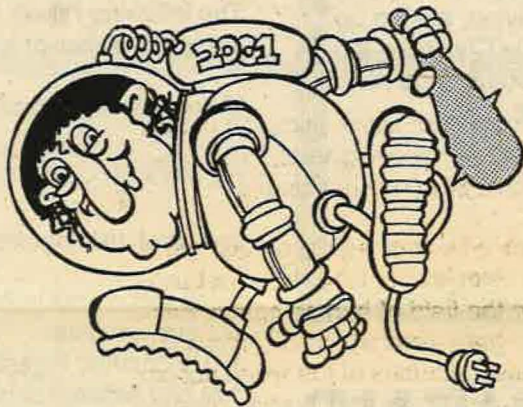
What is the purpose of extending the cafe if it is never to be used? Or has this space been reserved for one of Mr Claridge's "conferences"? If the answer to that question is yes, then surely we should be able to use the space we helped pay for! Or at the very least open the doors to let a bit of light in.

I came to Lincoln in 1985 and since that date there has been a sad decline in the provision for students. Beginning with the introduction of some draconian regulations for resident students and passing onto such things as closing the union building during the evenings, and turfing students waiting for car pool members out of the cafe so that way can be made for some conference. The comment was made in this paper last year, "Who is Lincoln College for, the students or the paying guests?" It is time this was addressed! Or are the students expected to bow to the wallahs above and hide meekly in a corner when a conference is in progress?

My letter may be long but the point is simple, Lincoln College is a learning institution the students are the College and we have the right to enjoy the campus and its surroundings. I ask Mr Claridge to answer some of the criticism since his appointment that the rights of the students to enjoy their university have been impeded and PLEASE OPEN THE BLOODY DOORS!!!

Yours etc

SB MANNERS



THE EMPIRE STRIKES BACK

Dear Editor

I am writing in reply to Mr Manners' letter concerning the extensions to the Union building and aspects of Union and Halls management.

The Union extensions were funded in full by the College Council with no financial subsidy from students. The delay in opening the new extensions to the Union Lounge was because of problems with the folding doors. The doors were incorrectly hung and rather than risk damaging them by opening and closing them, I have been waiting for a number of weeks for the contractor to come back and fix them. Now that they have been fixed students and staff will be able to make use of the new extension on a permanent basis.

The new bar facility has been used on a number of occasions by both students and staff and outside groups. However, as the College does not have a liquor licence it is not possible to have the bar open on a daily basis or at regular times for general use by students and staff. It will be possible to use the bar to hold private functions for clubs or course groups on the same basis as in the past, using a ticket system or through LCSA obtaining a booth licence for special functions or festivals such as Orientation, Easter Tournaments or 'Happy Hours'.

Mr Manners' comments regarding a sad decline in provision for students and draconian regulations for resident students are not borne out by the facts. Since 1986 the number of activities and services available for residential students in particular has increased markedly. Examples of activities and services now available for residents include, weekly video evenings, an academic tutoring service, interhall sports competitions, study skills workshops (all free of charge), Halls steins and dinners, and a regular newsletter to keep residents informed. At the same time a firm stance has been taken on disruptive, anti-social behaviour which has a negative influence on the community life in the Halls. This has been done without the use of draconian rules and regulations. Feedback from the majority of students is that they enjoy the services and activities being offered and enjoy living in the Halls.

As far as activities for students in general are concerned there have been a wide variety of activities provided this year, but these are largely organised by clubs or by LCSA which act independently of Union and Halls management.

Mr Manners' also makes reference to the locking of the Union building and to students being 'turfed out of the cafe' to make way for conference guests.

During the third term last year the use of facilities in the Union dropped away significantly to the point where the facilities were hardly being used at all. In addition there were a number of acts of vandalism and a number of thefts. As such, it was decided to lock the Union building on evenings when no bookings had been made. Keys were available for members of the LCSA executive or Caclin staff so they could still have access to the building in the evenings. This year the building will remain open until 10 pm or later if a group is still using the facilities.

I am not aware of any students being 'turfed out of the cafe' to make way for conference groups. Conferences are held almost exclusively during vacation periods when students are on holiday. If a conference or function is held during term time, checks are made to ensure that it will not interfere with normal student or staff use of the facilities, as they have priority during term time. However, from time to time it may be necessary to close the Union Lounge after the cafe is closed to prepare the Union Lounge for an early evening function (student, staff or outside) and students may be asked to use the Oak Room if they are waiting for carpool members.

On the positive side I am pleased that Mr Manners likes the new extensions and the new food service in the cafeteria. These comments are appreciated. I am also pleased that Mr Manners took the trouble to voice his concerns. I welcome the opportunity of talking to Mr Manners or any other students regarding any aspects of management of the Union and Halls complex.

Yours sincerely

Paul Claridge
Head
Union and Halls Complex

WHO INVENTED THE PLOUGH?

Dear Ed

So women invented the plough - hoe, hoe, hoe. This is yet another example of feminist propaganda.

As a student of Ancient Near Eastern History, it puzzles me, and my lecturers I might add, as to how Dale Spender can make the assertion that women invented the plough. That the plough was invented during the URUK period (3500 - 3000 BC) is an immutable fact. We can draw this on stela and cylinder seals of the period. These representations show MEN tilling the fields with ploughs. The fact that men are shown using the plough does not indicate they invented the plough, not does it preclude them from having done so. The simple fact remains: we do not know which sex invented the plough first.

Yours faithfully

Gareth H Jenkins
Auckland

Good to hear the "Aucks" are keeping up with CACLIN, Ed.

NORTH ISLAND 'PEASANTS'?

Dear Editor

I would like to complain about the blatant prejudice against North Islanders held by your paper.

Quote from the last issue, "OK, North Island peasant. Stand in the middle of the square. Look at the Cathedral (yes the pointy thing)..."

Is Caclin implying that only North Islanders wouldn't know where "Rita's Burritas" is, let alone what the Cathedral looks like? And as for peasants, well . . .

You can't tell me there aren't any ignorant out-of-town South Islanders that would need similar directions.

I find this prejudice particularly disheartening considering the editor of this issue and the last one were both North Islanders (I checked).

Surely North Islanders venturing down to the South Island, for university, are showing an open mind and general interest to the country as a whole.

Wouldn't one call the South Islanders if anyone, peasants, for their conservatism in their attitudes towards visitors?

North Islanders certainly give them a better deal!

Yours etc.

de Rugge

(Note - we take turns at co-ordinating and all five editors work on each issue. How's that for teamwork!)

VEGES v's KENITH

Dear Editor

I wish to protest on behalf of all vegetables and plants at the facist propaganda aimed against our Brethren in your recent column named "KENITH!" We plants are peace loving beings who gladly give our lives so that humans may live. We never launch unprovoked attacks against humans, and certainly the use of mayonaise is a scarihigious insult to our aims and goals. In particular the Celery Brothers United Front (C.B.U.F.) would never condone the use of chainsaws.

Your article was a totally unproved attack secretly funded by the Meat Eating Union (M.E.U.) who have suffered badly from the moves of vegetarians. As humans realise the value of the sacrifice of us vegetables for them, they will reject the facist moves of the M.E.U. and commit themselves to our cause. The M.E.U. are using dirty tactics to undercut our power; they have used spies and concubines to embarrass our supporters. Particularly dangerous are the Sheep Concubines Front, (S.C.F.) and I have it on good advice that your columnist only wrote that organised litany of lies against vegetables after having been caught in a compromising position with a sheep, later identified to be one of the S.C.F.'s most experienced operatives.

How can you allow such obviously false meat propaganda in your publication? Have you no shame?

I finish with the words of our great leader, President Ronald Rhubarb: "Never in the field of human gastronomy, have so many, ate so much, of so few vegetables" Humans of the world rise up and stop this imperialist propaganda of the animals and the M.E.U.!

LONG LIVE THE VEGETABLES!!

Tim Plant
General Secretary of Vegetables for humans movement (V.F.H.M.)

(Suck on this Kurt, or should I say Kurtis Interruptus) Love Tim.

Tim you have been smoking too much cabbage. H + Q's KURT-See you May

LEST WE FORGET

Dear Eds,

I am writing on behalf of friends who will be graduating this week. They feel disappointed that after four years of selling RAM, they won't be getting their names in it this year. On the other hand, there are possibly people who will be relieved about this.

Nethertheless the Capping magazine was an integral part of capping at Lincoln. There is little else to mark the occassion. We are deprived of a revue, any stunts or even a parade. (If this apathy continues we deserve to be integrated into Canterbury.)

The lack of any capping magazine is certainly regretted by some.

Yours etc,

Castrated

UNION FOSTERS RACISM

Dear Ed,

New Zealand/Nepal night, a night of kinship between two diverse cultures, whose countries have enjoyed a long and happy relationship.

The image portrayed that night was of New Zealanders being friendly and warm towards visitors to our beautiful country. However, this idyllic portrayal was shattered by the presence of the Waihora Rugby Club's 75th Anniversary celebration in the Union bar.

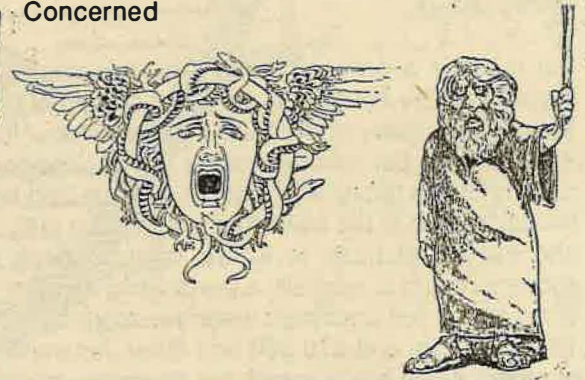
Upon descending the stairs after the International Club evening I was horrified to find two drunken Rugby louts of large proportions and small minds confronting a group of Nepalese students. These students were returning property to the bar, but where told in no uncertain terms: "We don't want blacks in here, piss off and go back to Japan!" The intelligence of these louts was so great they didn't even get the nationality correct.

I was wondering if it is the Union and Halls policy to foster outside activities such as this Rugby Club celebration without considering possible affects on students, overseas or otherwise. Surely the Union would not want to associate itself with these statements. However, as there was no member of the Union administration present, and these individuals were blocking the door preventing entry to students it must be assumed Union administration takes responsibility for the actions and statements of these outside guests.

In future it would be advisable for the Union to monitor the actions of guests, to ensure students are in no way affected by them.

Yours faithfully

Concerned



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SATURDAY
9 a.m. - 12 noon

JAPAN

-LENDING PRETORIA A HAND

Chris Ritchie, a New Zealand Political Science student looks at Japanese pass laws that rival the apartheid laws of South Africa.

South African ambassadors in Tokyo are invited to a lot more lavish dinner parties these days. In fact, since mid-February when the 1987 trade figures showed that Japan had become South Africa's biggest single trading partner, the Japanese Government has reiterated that despite the figures it really is abiding by international sanctions against Pretoria. With trade now standing at US 4.2 billion dollars, however, the figures represent a 19 per cent leap over 1986 totals. The Japanese Government, for its part, says that car exports increased in 1987 by 40 per cent, and that vehicles are not covered by the sanctions.

But what is even more embarrassing to the Government in Tokyo is that the international attention on Japan has come at an inopportune time when there is mounting pressure within the country to revise a law which until recently was seldom discussed outside the country: Japan's own pass laws directed against recent Asian (mainly Chinese and Korean) minorities.

Perhaps the best way to understand how Japan's race laws work is to take a case history. Consider Kim Kang Ja, 25, of Kyoto. She has just completed the third of her four year course at the Friend College University. The regulations there require her to complete her final year at one of the university's campuses abroad, and she is keen to go to the United States.

But there is a problem. Miss Kim, you see, is a very special type of Japanese. She belongs to the small section of the population that cannot vote or gain many of the fruits of citizenship. Although she speaks fluent Japanese as her mother tongue, looks Japanese and was born in the country, Kim's family is of Korean descent and her status thus falls under the jurisdiction of the Alien Registration Law (1952). It does not matter that she has never been to Korea, cannot speak the language, is not a subversive and is normally a law-abiding member of the community. Kim's cross is that her ancestors were transported as cheap labour to Japan in 1910. For Kim and 670 000 odd other Japanese-Koreans like her, being of recent Asian origin entails the degrading submission to the Aliens Law which came into force in 1955 following the 1947 Imperial decree which stripped these people of the Japanese citizenship that they had up till then enjoyed.

The law requires aliens to be fingerprinted at the age of 16 (and every five years thereafter) as well as to carry, at all times, a pass book which can be demanded without warning by the authorities. It is a law which causes most distress to the less than one per cent of 16-year-olds who are whisked away from their classmates and friends for their baptism in the separate treatment which in later life will rule them out of good jobs and other opportunities.

For Kim, a member of the small Quaker community, life is full of hard decisions at the moment. She is proud of her Korean ethnicity and has no intention of trying to go through the gruelling process of applying for naturalization as a Japanese Korean as, many say, citizenship is only granted to applicants who completely deny and reject their ethnic and cultural background. Kim, while not prepared to become a "self-hater" in this way, is nevertheless tired of the stigma of compulsory re-registration life now entails at periodic intervals. Since vowing never again to submit to the prints law she has become, in the eyes of the Immigration Department, an illegal overstayer. She is now not able to get an assurance that a re-entry visa will be granted to her upon the cessation of her studies in the United States and without that assurance, of course, the Americans will now not let her into their country.

The law has its origins in the early days of the Cold War when leaders in Washington were haunted by both real and imagined communist campaigns to destabilise the then recently defeated Japan. In that era, the Alien Law was unashamedly directed at the country's Korean minority because of the fear of North Korean backed subversion. The question now, of course, is whether the law is valid in 1988.

The present Government says that the Law must remain as a safeguard against terrorism. John McIntosh, spokesperson for the small but growing anti-fingerprinting movement, says that the best way to ensure the law abiding loyalty of the country's ethnic and cultural minorities is to "relieve the main cause of their discontent and sense of grievance". To put it bluntly, Japan should use its impressive technology to fight "international terrorism" without recourse to primitive pass laws which involve the collective punishment of sometimes third and fourth generation Japanese of recent Asian origin.

At their most dangerous Japan's ethnic minorities challenge the state to recognise that within the one country alternative cultural identities and traditions exist. If the Japanese Government genuinely wants to improve against South Africa and apply its own external rhetoric to its internal laws.

Japanese Prime Minister Noboru Takeshita plans to visit New Zealand in July. The anti-racism movement should meet him at the airport and escort him around the country.

-THE TOUR

After months of fundraising, the Lincoln College 1st XV flew to Japan, in late February. They went on an 18 day rugby tour of Japan and a four day holiday in Singapore. Kelvin Hore, first five and Aaron James, winger, informed us of the details.

Out of the six games played in Japan, we won four, Kelvin and Aaron both commenting on the improved style of Japanese playing. The players were in general very fast on their feet and good supporters. Contrary to the belief that most of the players would be small, some were in fact, quite big and muscular.

When asked about the attitude of the Japanese to the Kiwis, Aaron couldn't praise their generosity enough. The aftermatch functions were "amazing", with plenty of food and drink. Whenever they were taken out, the Japanese hosts would pay for just about everything, and at the end of the tour, each player was given a top quality camera. Accommodation was mostly in the form of hostels and hotels, the players being treated as 'heroes' once the Japanese knew they were not only from New Zealand, but played rugby as well.

Language it seems, wasn't a barrier, even though none of the 1st XV could speak Japanese. If they spoke English slowly enough, they were understood well.

The highlight of the tour for Kelvin and Aaron was the "home stay" when the players were billeted out on the town of Kioto for two days, to stay with families.

I asked for anything exceptionally stupid or funny that happened, which could be printed. However the exchange of small grins gave me the impression they were best kept secret.

Two of the Japanese teams are coming to New Zealand later in the year. By the comments made, there is no way we could repay their lavish hospitality.

The whole team returned with a great appreciation for Japan, as a country, and for the Japanese culture itself.

Nicola Rudge