Walkout Ends Special General Meeting

The Annual General Meeting of the Association was held a long one; not long enough though to tackle the general meeting agenda. The meeting was adjourned (at the last Special General Meeting, though) we did not organise that one at all. But this sort of behaviour.

The latecomers had no warning; there had been no move to limit the number of latecomers. It was suggested that his motion was out of order. The meeting broke up, cutting short the right of a member of the Association to express his views.

Built for Comfort

At first, of course, it was not a cozy little meeting; the numbers grew until there was a comfortable margin over the quorum; the new common room was pleasant (if not warmer) and the meeting was in fine fettle to get under way.

That is, of course, the removal of the subordinates and the consequential rise in the cost of living, U.C.C. (in its good old days) made a specific application to the Government for a 10% increase in the rates, which was to be retrospective to May 7th.

Miss W. B. explains that the first motion, noted that 10 per cent had to cover the new common room. The debate lasted two years last year; the bursaries had not changed over that period. General order was in 1948—students, because they had not changed over that period, had missed the gravy-train.

It was time, he thought, that we had to do something; Students on bursaries were quite definitely in a bad position, and nothing had yet been done to relieve them.

The meeting agreed with Mr. B. and his second. Everyone thought it was quite a good idea, and even suggested that his motion be withdrawn and taken up at a later date. At four o'clock, when the motion was finally withdrawn, the meeting thanked Mr. B. for bringing the matter up.

Violation of Charter?

A longer one this time, it asked the question of whether this was the "trouble in so say expressing on the aims of the Communist Party," it would call on "all students and staff to leave their offices for the Australian Government's Communist Party disturbances."

The readers were not sure if the right to police search, the retroactive action by students, the permissibility of the definition of a "Communist Party" in Australia, the issue of which in essence was declaring a person guilty before trial, the effects on trade union rights and government employees, the possibility of excluding students, University clubs and staffs and students, and that, in general, the Bill was unnecessary and dangerous to democracy. No holy name badge, on the other hand, the Committee, we called for the welfare of all the Bill, the will of the people, who, in the absence of specialists, was to do this job. And therefore it was quite right.

White Ants Underground

Mr. McGlnery’s Monthly Column, Mr. B., said Mr. B., says that there is no use inerring communists underground to do their work. He alleged, for, Mr. M. (presumably thought that he asked another question:) (there was no question: the Government to do anything at all—although there was no clear policy in this acting, and we should make ourselves the biggest fools ever,

Mr. Bolling point out that there was no question of it being silent. He said that a week after the "underground"—that is, four years ago, she had not been an action without a triangle of Communists, and then against united, same churches and particularly the Catholic Church. From "The Rock," he showed that after all, "Communists and Catholics have been pursuing more or less the same line," as he said. It is a well-known fact that, when one meets a Holy name badge, on the other hand, the Committee, we called for the welfare of all the Bill, the will of the people, who, in the absence of specialists, was to do this job. And therefore it was quite right.

Weighty Parkway

Mr. Duffin added a great deal of weight to the discussion. He alleged that a definition of democracy as a social system which respected the rights of the minorities and claimed that the effect of the Agreement made it just to attack minorities. "One man's democracy loses its meaning when afforded tolerance, then it is lost," he said, and, on the contrary, would it gain nothing by the last paragraph. The Agreement, it was amended by Mr. Duffin, that it was. Furthermore, the Government by the meeting, Mr. Duffin’s conversation was interrupted; Mr. Duffin thought that Mr. Phillips was misunderstood; and the motion was carried in its amended form, 28-15.

Before getting on with the job, things were engaged by Mr. C. and Mr. B. who felt that Mr. M. might not sit as chairman when Mr. K. Mr. B. spoke first, saying that he was considering the meeting (for which he received the Commissioner’s report) and, having been Mr. Churchill in passing, he moved on to the report. Mr. B. was referred to the papers, he said that the section should be removed. It is a difficult thing to discuss. The section seems to have been of the whole section 24. The motion, Mr. B., explained the referring to the papers of clubs to impose a special levy on members. Mr. B. asked to be read a list of the delegates to be made to the New South Wales Club and it was decided that the meeting proceed. The assembly was then adjourned. The...
PART-TIMING AND HAIR-SPLITTING

THE CAUSE of the part-timer is ably defended in an article published in this issue (relying on our last in this issue). It is pleasant to hear that someone can make up good arguments in favour of part-timing—and the arguments are good.

The statement which has real merit, so much so that it presents a genuine reply to an exponent of the need for full-time study, is that which argues that the part-time student, being part of the community outside as well as of the university community, is less likely to be an ivory-towerist. This is a major virtue, and it is perhaps this more than anything else which gives Victoria its strong leaning towards interest in current affairs. Most students here are unable to get an exalted sense of their own position in society, since, while they may be very large fry in the university community, they form the lowest cog in the wheels of administration or industry outside. It is a healthy counteractive force.

But really, we must take the argument for what it is worth—about as much as the defence of poverty on the grounds that the poor are untainted by money. Most of the poor can see through that; most part-timers can see through the other. That there are incidental virtues to part-timing doesn’t mean that we don’t see the vital aspects of university life in achieving them. And we do. Unfortunately, it is the genuine student who loses most by part time study. He is the one most aware of the gain he would get from discussion and contact with other minds if he had time; he loses most of the spirit of a university. He would be the one who would—do full time—not lose touch with the outside world. The student who comes here to get his ticket to a job (without degrading his attitude) doesn’t lose much; nor would he gain much by full time study. The university for him is only a means to the end of a comfortable salary; most of his type are not vitally interested in the outside world anyway. We aren’t degrading his attitude—maybe he is right, so far as he looks at life.

When all this is said for part-timing, though, the fact remains that the best students are unhappily aware that they are but skimming the surface of subjects they would like to tackle seriously, through lack of time. They can see that lecturers faced with classes who have little time for adequate personal research must have their material pre-digested—the evils of the present system may not all affect the ticket giver, but they are none the less real.

The community loses most because those students who would have most gain from genuine study find the present part timing system inadequate, insufficient, and positively frustrating.

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"NO MAN’S LAND: Swt Shops?"

Swt

I am much interested in the two articles appearing on the front page of "Salient," this week. From my limited experience I would concur with the opinions expressed.

There are some further points that I would like to raise.

1. Different subjects require different methods of approach which vary from stage to stage, and according to the students interests and relative abilities. "Saliant's" readers could well carry out some investigation and the paper give some publicity in this direction thus helping students to avoid finding themselves in the short session, off the trail, or even worse, in some "dustbin" college. It is only the third stage of education.

2. (I would question the prevailing attitude that any Honours graduate is automatically qualified for appointment as a teacher and, therefore, that professors, lecturers, tutors, and others should claim to be teachers. But anyone who would impart knowledge effectively, for the acquisition of knowledge, must be a teacher in body and spirit, if not in name.

3. Why do the university authorities, insofar as they demand five years in the relatively paltry "institute" of "day's" delight in "putting the screws" on, then refuse to "put the screws," before a protest against the "university's standard"? This is most evident in the Faculty of Medicine, where words why not have a university in spirit, as well as in reality? This emphasis does not just a series of "sweating" shops.

"Prika"

Greek Executions ONE EVERY 49 MINUTES

STUDENTS may have seen a small column heading in the "Evening Post" of June 28 last, entitled "1977 Greek Death Sentence in 3 Months." But did they realise that it meant an execution every 49 minutes during January, February and March of this year. Nine hundred and sixty-six were "executed" in 1977. Of these 712 were sentenced to death by military courts, and 254 were sentenced in civilian courts. In 2012 alone, 313 were sentenced to death. As students of any sort of having fought in a war to end fascism we must concern ourselves with these statistics.

It was during our last term that 16 student leaders of E.P.O.N., the Greek Orthodox Democratic Organisation were sentenced to death by a military court. The International Young Council of Great Britain issued a protest resolution against the death sentences given to Greek students "whose only crime has been to defend Greek Democracy against Greek megalomaniacs and fascists.

Poly Kyrkiskos, one of the Greek delegates to the 1st W.D.P. Conference, rejected the death sentence appeals of eight Trade Union leaders. Among them were Tor Amambela, Secretary of the Greek Federation of Maritime Trade Unions, and Bera, President of the Union of Maritime Engineers, and Troupadi, member of the Execu-

Cant商务部 and the Union of To-

The Executive Committee of the 1st W.D.P. Conference "Reservations of Punishment" rejected the death sentence appeals of eight Trade Union leaders. Among them were Tor Amambela, Secretary of the Greek Federation of Maritime Trade Unions, and Bera, President of the Union of Maritime Engineers, and Troupadi, member of the Execu-

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Maths and Physics Society

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...According To St. Thomas

THIS address of Father Duggan's seemed to have aroused some argument, which has led to a paper presented to a large, interested and extremely controversial audience at a meeting of the Catholic Students' Guild on July 17.

Speaker was Rev. G. ROBERT DUGGAN, D.D., S.M., lecturer in the Marist Seminary, Greenmeadown, and re-

jectedly the leading Catholic philo-

sopher in New Zealand. However, it is doubtful if many of those pre-

sent were convinced of his knowledge of philosophy, or even of his great-

ness as an exponent of dogma.

The paper contained some in-

credibly bad argument. (a) He ap-

pealed to the authority of Aquinas, Aristotle and Maritain, and argued

according to three authorities. (b) "With a long leap, the outlook of

University becomes the outlook of the world at large, but the world at

large has no outlook—doesn't think—therefore the University is a spiritual

vacuum. It has abandoned philosophy." He did not attempt to relate the truths

of various departmental teachings, which are in an Encyclopedia paddock

from Art to Zoology.

(c) He divided the philosophers

into the idealists and the realists.
The "idealists" are Descartes, Locke, Berkeley, Hume and Marx, who are

identified with the Empiricists and the Ps-Title Index "Hume is the evil genius

who harasses over most important problems today." He argued with the use of emotive language, e.g., "Metaphysics is poison!"

Factually Father Duggan made some serious errors. His inter-

pretation of Kant and Marx was plainly and factually wrong. A review is shown of the attempt of:

(i) Descartes in the "I think, therefore I am" at

"Modem philosophy begins"—laid down the doctrine cogito ergo sum

I think, therefore I am. Therefore I know God. Therefore I know the outside world is real... This Duggan translated as showing that Descartes knew only concepts. He classified him as a "subjective idealist who is a reaction theory or a purely

theoretical view of the world." He held that Descartes was concerned with the

ontological problem of the existence of God.

(ii) Hume's analysis of causation, the author argued, which is a subjective

idealistic. His moral law—the ratio

recta of his law of the Universe and it is as arbitrary as any other a priori

law of which. Thomas Aquinas would claim knowledge.

(iii) Marxists' denial of a

rational inclusion among this class of philosophers—idealists. His these are based on matter and change, both of which are objective.

Stage 1 student asserted that at the beginning of the year, Mr. Lee had

contradicted the Calendar in this classroom. This dispute of Duggan's 30 pages of quotes from

his principal remaining points as

a syllabus were:

(a) That the removal of Psychology

from the Philosophy course was a

tragic step.

(b) That anything published in the

Pelican series is "not suitable as a

textbook. It is intended for the

general public.

(c) The syllabus is too ambitious.

(d) If only hope the Middle Ages

will get a fair hearing. There is
danger of too much history of

philosophy and not enough practical

philosophy. The time of the "dead

is over. We need This is so."

FACTS

Dr. Duggan declared that he

recognized only facts. Yet he said that God is the person who requires no

cause. He is the ultimate cause, and it is stupid to ask who caused Him. He said that "the difference between democracy—where it is a political

instituion—and knowledge, is that knowledge is indestructible, whereas
democracy isn't." He didn't say how. It seemed strange that Duggan should claim that in general Universities have an advantage over the Philosophy—with the implication that he knew what Philosophy was and what it should teach, for while he said that "VUC had a

syllabus in its syllabus, he was yet

unable to answer questions set by one who was halfway through the first

year of the present Philosophy syllas-

bus. Thus, while we do not neces-

sarily agree with the views pro-

ounded in the Philosophy course,

we do believe that Dr. Duggan has

misunderstood the nature and scope of philosophy.

Still he did say that the teaching of Psychology from the course was a good thing.

--Stage 1--

Scholasticism—Philosophy

of Commonsense

Dr. DUGGAN proposed to attribute

the decline of Western civilization to philosophy as taught in the Uni-

versities; to explain Scholasticism and briefly criticize the philosophy

of Aristotelian.

It made clear that his principal aim was not to defend Scholasticism nor to criticize

the syllabus at Victoria.

On reading it, he made it clear that

Dr. Duggan was, at least, consistently well supported. The attempt to construct

a philosophy is aborted by over-em-

phases on specifics, nearly a part of the study of languages.

MOLEHILL INTO MOUNTAIN

Unfortunately the lecturer had out-
dated knowledge of the working Col-

lege syllabus, but his criticisms, sub-

ject to this admitted failure con-

cerning teaching, were sound. His

main criticisms that logic should be

come first in a philosophy course

and that Universities turn out people

who sometimes know about philosoph-

y but do not have one—were not

questioned.

INTERESTING AND

CONSTRUCTIVE

The lecture was, and needed to be

greatly extended to deal with little philosophy. Three topics were clearly stated even on the reading, but reading was caring and well supported, even

though many points were not neces-

sary.

The proposition that civilization's
due to University philos-

<snip> and South's for books

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TOURNAMENT

WOULD clubs please note that all material for the Tournament issue of Salient should be in not later than August 14. Much of this is usually sent away for the information of other colleges papers, and we like to get it well enough to get it typed and copied. Please help by having your team lists and comments in by that date—before if possible.

The special issue will be out either in the second to last or week of the term.

Apologia pro Discipulo Partempare

THERE have been articles criticising many things in “SALIENT”—but the last issue was the first time of which the 300 per cent majority of the student population at Victoria has been criticised. From the flavour of the article it can be assumed that “C.B.” is a full-timer.

Many part-timers will agree with “C.B.” that their method of obtaining a degree is satisfactory. But the fault is of the present education system and the importance that people attach to it and not of the part-time student himself. Most students believe that the true role of the university is not to provide an accelerated education for everyone. But the excuses to “go for a degree” are numerous these days and there are few who do not take advantage of them.

Education has become almost an obsession in this country. Headmaster’s coax pupils to stay on for University Entrance and then suggest further if they want back for a second year in the sixth form. It is not a surprise that this emphasis on a degree may mean more pay, quicker promotion, and better positions. And in order to get this degree they must do their university work on a part-time basis.

Why Do They?

The answer is either (a) that they have to have something to do on, and their parents cannot make an allowance for; (b) that practical experience is needed in some form or another for the particular course they are taking.

If, as Sir David Smith is quoted as saying, “there is an obligation upon the university to explore ways of ensuring that students are free to devote their whole time during college terms to university work,” by all means let the university try it. What is needed is a monetary allowance for students, and that which cannot be gained by means of a gift: practical experience.

Again, what does a student attend university for? Does he (or she) come to make a valuable contribution to scholarship” or does he, as has been noted, come to acquire knowledge that can be used in later years for the earning of a living? Perhaps a university is a place where one can, after several years, add a few letters to one’s name, and say smugly, “I have a university degree.”

One of the curious types of student is the one who obtains a degree and decides later he has obtained more than he is going to do with it.

With the part-timer, the use of a degree rather than the idea of getting it comes first. What is the use of a student who, when he obtains an M.Sc. and M.B., decides that the career for him is accountancy?

Part-time students are now more than ever an essential part of university life in New Zealand. Without them the university tends to become self-centred, and outside people regard it as beyond the aura of the urban community.

Were it not for part-time students the university colleges would have far less financial support. It may further be claimed that, as many students, both full- and part-time, enter university with bursaries and scholarships the resultant financial loss if part-timers ceased would probably be disastrous. Part-timers can mix freely with the town’s various strata and avoid regarding the town as something to be looked at from a distance.

Part-time study is not the most satisfactory way of acquiring a university education, admittedly, but for many people it is the only way possible. As for university education being “literally free”—well! Add the cost of a small library of books to the £1/12/6 Student Association fees to protect the “rights” of students and it becomes quite a sum for the students who fall into class (a).

Postscript: A qualified staff can and has become a machinery for the distribution of notes. Consultations and conversations can be snatched in odd half-hours by part-timers as well full-timers, but beyond that—what?

—R.G. and D.R.

(Continued from page 5)

Careers for Graduates

In each of the next three years there will be REGULAR COMMISSIONS in the New Zealand Army will be reserved for graduates of the University of New Zealand and for members of the professional bodies.

UNDERGRADUATES who are sitting this final year are also eligible to apply for the 1950 entry.

20 ARMY COMMISSIONS

IF YOU HOLD A DEGREE in Arts, Science, Commerce or Law, or have professional qualifications in Engineering or Accountancy, you should apply NOW for the 1950 intake.

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