

DALHOUSIE Gazette

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Canadian Campus

UNIVERSITY INFLUX CAUSES GROWTH

● THE 1945-6 population is almost double that of 1944-5! No, the above is not a quotation from the recently issued Canada Year Book, and it isn't an estimate of the total Canadian population. It is the university population of Canada that has soared in such a startling manner.

Last fall Canadian Campus discussed the end of the campus manpower and the beginning of the campus housing shortage, now we come to the cause of it all. Canadians released from the armed services and from high schools have decided in favor of the student life in greater numbers than ever before. Army huts and temporary lecture rooms of all kinds have sprung up beside the ivy covered "sacred halls" in an effort to meet the emergency. And in some cases, notably McGill and the University of Toronto, auxiliary college at Dawson and Ajax have been opened.

From coast to coast the story is the same: college by college more students are in search of knowledge. Enrollment at the University of New Brunswick has jumped from 325 to 740, more than double normal registration. Two hundred and eighty-five of these are veterans, and 200 more are preparing to enter Alexander College, another on the list of post-war extensions. McGill registration is also over double last year; leaping from 2,710 to 5,744, which includes 1,948 veterans. The increase has been felt in all faculties; especially in the faculty of arts, newly emerged from under the six-year war cloud.

Registration at Queen's is one exception to the double trouble. An increase of 825 over last year, contributed to by 1,032 ex-service personnel, has raised the total to 2,291. The proportion of civilian men to women is two to one, but among ex-service students it is 22.45 to 1. The University of Manitoba boasts a total of 5,100, a 2,800 increase on the figures for last year. Eighteen hundred and forty-two of these are veterans. Exact figures are not yet available for the University of British Columbia, but estimates place the increase at 1,500, raising the total registration from 5,800 to 7,300.

Conference--

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 chairman and Messrs. J. Godden and D. Price as members.

(4) A Finance Committee was chosen with Mr. Norm Sinclair as chairman and Rollie Frazee and Mark Yeoman as members. (Here it was stipulated that one member should be from Forrest and two from Studley.)

(5) A general committee was elected with Colin Smith as chairman to be assisted by Miss Mary Sinclair, Mr. Don Black, Mr. Bruce Nickerson and Mr. W. Meldrum. Mr. Giles was allowed to resign as secretary-treasurer of the Association in order to direct the Housing Committee and was replaced by Miss Helen Beveridge of Shelburne, N. S. A vote of thanks was tendered to Mr. Giles for his excellent assistance in the formative period of the Association.

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Manitoba--

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 and has been named Kanna Keena. The W.S. Newton Insurance Co. agreed to write a policy covering public liability damage of property and the animal itself, and the bear was transported to Fort Garry where it will be kept in a corral.

The Universities of Saskatchewan and Alberta have not yet answered the challenge, and it is believed that the University of Alberta is going to have a hard time finding the bear cub, while Saskatchewan is used to bringing along huskie pups as mascots for their rugby games.

University War Memorials: Will Dalhousie Have One?

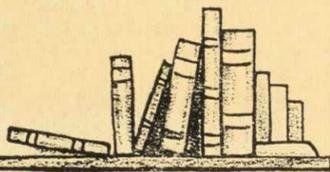
● THOUGH THERE MAY REMAIN some doubt whether or not "peace" has yet commenced, it is generally accepted that the War—when defined as the struggle against Germany, Italy and Japan—is over, and that the time is appropriate for considering what kind of memorial Canadian universities should establish, testifying both to outsiders and to posterity the high regard the alma mater holds for those of her sons now among the ranks of the glorious dead. For monuments several suggestions have already been advanced, ranging all the way from those of a strictly commemorative nature to the variety that also serve as gymnasiums and hockey rinks. Other proposals of a more abstract character include a scholarship fund for children of servicemen and a somewhat idealistic plan for endowing 'chairs of peace', where all students might be taught the causes of war and the means of overcoming them.

Since it promises to be not only as tangible and as permanent as a stone monument, but genuinely useful as well, the war memorial gymnasium is enjoying the greatest popularity; although its promoters are frequently accused of exploiting its "memorial" significance to secure a practical addition to the university plant. It is usually a gymnasium because everybody appears to need one, or at least a better one, and as the undertaking in many instances is engineered by students to commemorate their fellow students, it is thought that that type of building only is fitting which has particular appeal to students.

Planning an \$850,000 expansion of their present gym, to include indoor grandstands seating 5,000 for their basketball courts, and an artificial hockey rink, also seating 5,000, not to mention numerous smaller facilities, McGill (registration over 6,000), with only a third of their alumni canvassed, have already collected two thirds of this objective. By signing over their C.O.T.C. pay during the war years, and by campaigning for subscriptions among themselves, the students alone have realized almost \$40,000. For their proposed new half million dollar war memorial gym, the Students' Council of the University of British Columbia (registration over 7,000) intend to float a bond issue this spring to the value of \$150,000, expecting their alumni to donate the remainder. The University of Alberta (registration over 2,500) is employing similar means.

The question which naturally interests us is, of course, what is to be done at Dalhousie. We need not pretend we must have a new men's residence or swimming pool to demonstrate our respect and appreciation for those who gave their lives to save our necks,—yet another bronze plaque in the lobby of the library might not be out of place. And aside from the memorial aspect, it is despairing to observe other universities in the Dominion, and even in the Maritimes, undertake ambitious expansion programs, whereas Dalhousie, now when the country is at the peak of a period of economic prosperity, must wage a struggle just to hold on to what she possesses.

How to Study Milton



THERE are at least two ways by which to survive a course in University English, particularly if that course deals extensively with a single poet like John Milton, who produced a tremendous output of relatively obscure poetry—obscure at least to students in their first or second years at college.

The first is the "Sanforized-Shrunk" or "pre-digested" course in Milton. There are a great many collected editions of the poet's work, all of which have been neatly indexed and cross-indexed. The student who is not too conscientious, may very easily find in these books apt quotations which would suit various themes and exercises. If, for example, the theme subject were something vague like "Hard Liberty", he could look in Walker's Selections from Milton, under the title Milton's Purpose. There he would find a quotation from Wordsworth's famous sonnet to Milton—"The heart the lowliest duties on herself did lay." Ah! A title! Without further thought on the subject, the student could put this at the head of a sheet of paper, and write about almost anything. There would be a footnote, of course, at the bottom of the title-page explaining the derivation of the title.

There is, indeed, very little that one might not verify by a simple quotation from Milton. The student could prove that Milton himself was anything from a polytheistic and epicurean to a schizophrenic or a sexual pervert. And it is not necessary to read all of Paradise Lost and Paradise Regained. The theme writer could cast his eye over any page of Hanford's Selections, and find a quotation which could be inflated to demonstrate his point with complete clarity. He could read carelessly a few of the introductions in Walker or Hanford, and a few critiques, and have a clearer idea of what the poems are about than if he had bothered to read them himself.

THERE is still another way to study Milton—called (for lack of a more suitable title) the "Crackpot Method". The crackpot is the conscientious student, who, upon first reading Milton, will admit quite frankly, "This is too deep for me." He will then go to the library, and take down a volume of Bullfinch—thus obtaining a working knowledge of Greek Mythology and legend. He will then read some biography

on Milton and his contemporaries, and obtain some clear idea on the spirit of the Renaissance. Because Milton was a man of very broad personality and tremendous energy, it will also be necessary to know a few things about the religious and scientific beliefs and attitudes of his time. This will require a knowledge of the Copernican and Ptolemaic theories of the universe. Milton, after all, dedicated his life to an interpretation of "the best and sagest things" of his age, and the student of Milton is obliged to know something of those good and sage things in order to appreciate and understand the fulfillment of this dedication.

THE crackpot will be equipped to undertake his first tentative steps into Milton's cosmos hardly in time for the Christmas examinations. He will probably obtain lower grades than the "Sanforized-Shrunk" school, which will parrot-like repeat the condensed utterances of others. But during the Christmas vacation, and on, during the study of Shakespeare and the Bible, he will be reading Milton and background for Milton—Machiavelli, Symonds, Matthew Arnold, Dante, St. Augustine—all will be read, and the spirit of Milton and his day will become second nature. He will not need to stretch out his handwriting to make six hundred words cover five sheets of foolscap, because he will be able to end his theme without shame when what he has to say has been said, even if on the second page.

With his dying breath, the Milton Student or Crackpot will say, "I have read all I will need to read by and about Milton." And if "God . . . prove (his) foe" and deny him Heaven, he will descend happily into Hell, having tasted of Heaven's fruits on earth. Glowing with the "dim religious light" that had become a part of him on earth, he will be better off in Hell anyway, for there he will meet his beloved Puritan scribe, who went there because St. Peter had an inferiority complex. The two will rush into each other's arms, and spend eternity each joyously beating the other over the head with glowing hammers, in ecstatic anticipation of the fleshly pleasures they will enjoy when the Millennium comes and bids them desist.

—G. B. P.

Gala Program--

(Continued from page 1)
 proof-reading in this paper is busy.
 (5) c. f. No. 1.
 (6) My phone number is in the directory, girls!
 (7) Advice to eager-beavers: we are grieved to report that only the bottom half of the house will be open.

(8) If nobody rings you up, just forget the whole thing, bub!
 (9) The Engineers, being no gentlemen, are trying to win this, even if they don't get any dates for the rest of the week.
 (10) Ah, cherie! your smile ees like fine champagne—it costs somebody a helluvalot of money.
 (11) For those who desire more violent entertainment, see any en-

gineer for a list of seats in the Chem theatre whose arms are removable.
 (12) This dance is fancy dress for all but a certain Commerce students whose clothes always look that way.
 (13) If they can stand.
 (14) Our friend Miss McTavish wishes us to note that admission to this event is free.



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