

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER
Published Weekly at Dalhousie University in Halifax, Nova Scotia

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Editorial Honesty or Popular Opinion?

In a recent letter to the editor from two Law students it was stated that "the editorial section of a college paper is supposed to be used to present the current trends of thought on the campus and not . . . the views of the editor." The writers of that statement were wrong.

Any editor who will only include in his column the popular trends of thought is a journalistic coward. Any editor who is afraid someone will not like what he writes is a moral coward. Any editor who thinks so little of his own opinions that he will not print them ought not to have the responsibility of being an editor.

It is a well known maxim that the surest way to failure is to try and please everyone and likewise the surest way to produce a dishwasher newspaper is to print "current trends of thought." If thoughts are already current then why waste good newsprint printing what everyone already accepts?—so that the weak minds of the community can pat themselves on the back for thinking the same way as everyone else?—so that those who can not think for themselves can find a ready made creed in the editor's columns?—or so that complacent people will never know there are two ways of looking at everything?

Perhaps the greatest failure of Newspapers in the country today is the fact that they fear to print ideas contrary to public thought; they are becoming great echoes of the people's opinions; they are becoming daily sycophants of the opinionated ignorance of the masses.

The truly great newspapers, the *Manchester Guardian*, the *Christian Science Monitor*, the *Winnipeg Free Press*, to name a few, are those publications that have such a degree of journalistic integrity that they will continue to publish what they believe no matter how many cranks write to them telling them they should stick to what every one already believes.

The psychology of the person who wants a newspaper to print only what is "current thought" is quite simple.

He wants to see his own opinions in the paper because it bolsters his ego to see that the men who work only for objectivity agree with him, afraid he is wrong or that the tide of opinion has flowed in another direction before he has had time to change his mind; and most of the common herd are afraid of being different.

As long as there are any honest editors left in the world there will be newspapers which do not publish editorials which merely go along with popular thought simply because it is popular thought. There will always be editors who will put honesty ahead of phycorisy.

Is The S. C. M. Phoney?

During the past weekend a number of members of the SCM of the Maritime Universities met at Mount Allison. Meeting each other and discussing unusual and mutual problems turned out to be immensely stimulating, and it led to a great deal of soul searching.

We took a good look at ourselves when we discovered that part of the student body of Mount Allison thought that we were "phony." We wondered if they doubted our sincerity or our good sense. Then we faced the question and asked "Are we sincere? Are we trying to do something worth while? Have we been evading our mission? What is the real reason that so few people are interested in our organization?"

Very few students on the Dalhousie campus care whether the SCM here lives or dies. Would they feel a greater interest if the group were trying to carry out some project of international Christianity? If in conjunction with the groups at other Maritime universities we sent an agricultural expert or teacher to South-East Asia, could we count on student support? Are the Christian students of Dalhousie willing to make a pecuniary sacrifice for such a cause?

If they are, our SCM would have a real and unselfish reason for existing.

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ON BEING BORED

by ALAN MARSHALL

Let us imagine the historians of a future age poring over the archives that have been preserved from this one. The discoveries of the archaeologists and archivists, the remains of our civilization, all these will pass through the professional journals of the academic world to the universities, where they will become material for doctoral dissertations. Then, historians will publish books on them, and those who read them will be amazed by the new discoveries. After that, will come the belief that the results of these discoveries should be incorporated in the college education; so text books will be written for the students to study. Gradually, the knowledge of the twentieth century that archaeologists have been able to turn up will be circulated among the people of the later period, just as some knowledge of Greece, Rome and Egypt has been circulated among us. Just as we think, so will they think, that people should know something about earlier ages.

So let us imagine people of varying age and education living in the twenty-fifth century, say, reading about the times in the twentieth. What will they learn?

They will read about the First and Second World Wars, the years of depression, the years of Fascism and Communism. They will learn how science had so drastically changed the world. They will find out that this century saw such a vast increase in knowledge that no man could learn more than a very small amount of it. They will be thrilled by our amazing feats of construction; and indeed they may even see it if our concrete does not turn to dust, nor our steel to rust. What exciting times there were in the twentieth century," they will say. "I wish I had lived then, in those wonderful times." Will the future readers succeed in getting the feel, the smell of our times?

I doubt it. They will not, at least without effort, come across the most pervasive characteristic of the present; its boredom. The boredom of the present, the immense boredom is crushing our times, the boredom which takes so much point out of living for so many, this is so much a part of our life that few people are aware of it. We ask, in surprised tones, why the people of the eighteenth century ever put up with the class structure that they did. Probably, they were so used to it that it did not occur to them to change it. The belief that it was unjust only made its way slowly. In the same way, we accept the even more crushing boredom of our times, that shackles us with a slavery that is no less intolerable for the fact that it exists without any masters.

Are we bored? I remember the school exercises at school on Empire Day when various speakers came from outside to tell the pupils of the glories of the Empire. Invariably they began their speeches with something like, "Well I am not going to weary you with a long speech." Is this the first, for me, of a long series of speeches began with the remark, "I am not going to weary you with a long speech." Is this a ridiculous obeisance to non-existent dangers? No it is not. We find long speeches wearying. In fact all speakers assume that their listeners will be bored with their speaking, and yet we go on and have speeches. It was not always like this. Speeches used to be carefully written and exciting to listen to; and men used to travel miles in a time when travel was more difficult than it is now, to hear a famous speaker. Oratory used to be one of the great arts of the time.

Are we bored? Can anyone tell me of a book on journalistic writing that does not warn all would-be writers to begin every article with a short, punchy sentence, to fill their writing with snappy verbs, and to avoid long and complicated sentences. The readers' attention must be caught and held. Why? Because he is bored to read the piece from his own interest, unless the writer stimulates him with bait. Apparently, the article is not worth reading on its own account. Our papers, therefore, are filled with items written in superlatives, with the conclusions struck at the beginning, followed by weakened explanation, and prefaced by headlines of sentences with the subjects hacked off. We rarely see a leisurely description with long sentences working up to a climax. Just a paper of surprising snippets without substance. Superlatives scattered recklessly in the belief that they make life more interesting. Is anything drearier than a life full of superlatives?

Are we bored? Look at the world of business. Look at the enormous corporations balanced by equally large labor unions. Notice that the relations between the buyer and sellers have become so impersonal that changes in the price of anything is described as "economic force." How hard it is to find anything human in this vast collection of humans. How many people there

are, who really have no interest in their work.

Are we bored? Look at our politics. What do we see? An uneasy field of activity, in which their are two well-marked roads to safety in office. One route is that of the harmless non-descript mediocre office holder. The other route is that of the sensational politician. We see the first in Canada, and some of both in the United States. When, before the twentieth century was there security in being nondescript? In earlier days, many politicians were "characters"; they were not afraid to be themselves; they were not afraid to appear distinctive. Winston Churchill is one of the few remaining characters left in politics. He never sought safety in the protective appearance of mediocrity. I wonder if there is not some incentive to appear harmlessly undistinguishable in deference to people's feelings. It is, perhaps, painful to see a man who is not afraid of being distinctive, for it reminds us that he is free, while others are not.

The other side is no better. Here we see politicians who seek to stay in power through sensationalism. The attention of the electorate must be held, must be gripped. Otherwise he might not pay attention. There seems to be

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Law School Lauded

In a recent issue of MacLean's Magazine, an article by David MacDonald appeared. Entitled "The Brainiest School in the Country," it gave the past history, achievements and present status of the Dalhousie Law School.

A large percentage of Canada's great leaders attended the Law School on our Campus; Sir James Dunn, Chief Justice J. L. Ilesley, Premier Angus L. MacDonald, Sidney Smith, and Prime Minister R. B. Bennett are only a few of the distinguished graduates.

Although Dalhousie is said to have the best Law School in Canada, it only stands seventh out of twelve Canadian Law Schools in its size. What is lacking in quantity is made up in quality, the article states. "Brains," one of Nova Scotia's chief exports" were limbered up in Dalhousie's Law School and in the past they have proceeded to great heights in industry, education, and government. We trust that in the future, Dalhousie will continue to turn out fine Canadian citizens and leaders.

KING'S COLUMN

Tuesday last week was the eve of victory for the King's basketball team, as they swamped Dalhousie 64-39 in a fast game at Gorsebrook. Dal took a time-out just as they began a rally, and again lost the initiative as the frame ended 10-6 for King's.

In the second quarter the Tigers let Doig and Walker through to rack up 10 more points and a lead of 11, as they ran rings around Dal who were frequently not up to King's at top form. Rankin and Goss rallied to sink 8 points to 2, but again the score showed King's leading, 32-16.

In the third quarter of the game, Dalhousie attempted to take the initiative for the half, but the Kingsmen matched them, as the score mounted to 37-21, and then King's broke through to 43, and ended the frame with 48-24.

The final quarter was the roughest of the game, as both teams wore under the terrific pace, and play became more ragged. Two King's players left the floor for fouls, but the score mounted for both to the final 64-39 score.

Last Monday the King's team met the Studley Grads in a game which could have decided the Intermediate and Halifax Leagues. The Grads all went to town in a previous game to out-point King's



SHEILA PIERCEY

has been nominated for Campus Queen by the students of King's College.

49-37 in the first game of a 2 of 3 series.

In other university sports, two rinks are preparing to enter the Inter-Collegiate Bonspiel to be held in Halifax within the next few weeks. Although arrangements are not definite, it is thought that Dal, Mt. Allison and UNB will be among the entrants.

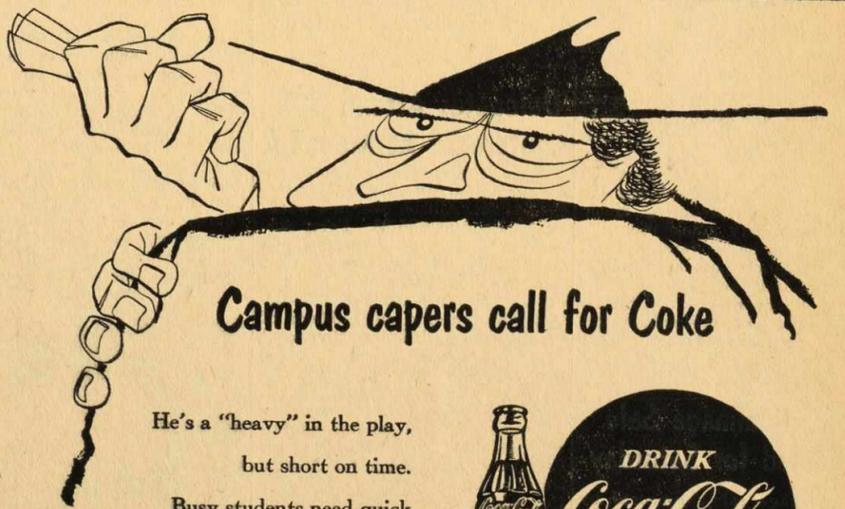
NURSING As A Career

Dalhousie University provides a five-year course leading to the degree of Bachelor of Nursing Science. Graduates will find ready employment at a high level in the nursing profession. Three years from matriculation standing are spent in university, and two and one-half years in hospital. Students interested who are now pursuing Science Course should communicate with the Registrar's Office for further details.

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