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Letters to the Editor

Prescription
for Unity

THE GOOD SHIP DALHOUSIE is floundering and we cry out against the captain, the crew and, in latter days, against patched sails and our leaking hull. But, if the ship is lost, it will be because the sails are not trimmed to catch the trade winds of student enthusiasm.

The basic cause of the failure of our campus community is that the individual student does not now play his full part in campus life. If each student makes the effort to attain the reward in rich experience possible in a full university life, the leader we choose in the coming election can tap a well-spring of enthusiasm, talent and co-operation on this campus. Such an awakening assures success in every group activity and an opportunity for each student to make a worthwhile contribution to Dalhousie.

Every student must now demand of himself a sincere interest in the activities of the student body and call up the desire to make some personal contribution to these activities. University life can be a significant experience in creative living for everyone of us, but we must contribute of ourselves.

There is much more to going to university than getting five credits a year. We must join our fellow students wherever they gather, on the dramatic stage, in orchestra practice, on the playing fields, and in the quiet of study groups. Creative living cannot be postponed. Life is not tomorrow or after graduation, but now.

For unity demands that each one of us answer this question: "What do I owe this University?" As a student I owe at least this:

1. A serious interest on my part in the welfare of Dalhousie.
 2. A willingness to consider the needs of the University in the light of a proper sense of values.
 3. The contribution in time and effort on my part necessary to solve these problems and put Dalhousie back in her proper position.
- For unity demands that, in the coming election, we at Dalhousie be the most serious, the most thoughtful and the most demanding electorate ever appealed to.

We must conduct the election as thinking adults and have done with the "bobby-sox" mentality which refuses to live up to its responsibilities.

For unity demands that campus political life be negative of privilege but must be made positive in responsibility and service to the student body. We must bear this in mind at the polls and choose wisely.

For unity is defeated if this campaign is allowed to deteriorate into a senseless squabble between Medicine, Law and Studley. We, the student body, must repudiate those who seek to pit one faction against another and demand a campaign of reason, a platform with an honest awareness of our problems and a leader above all factional prejudices.

For unity demands this of every student. Make this election your business and Dalhousie University your responsibility.

J. O. Godden.

City After Rain

Hushed lies the city
 After the rain.
 Blurred lights slide down the wet streets.
 Below—steel rails
 Twisted into spider webs
 Gleam in the engine's light.
 The train—a long line of yellow squares—
 Clicks softly past.
 Then comes the fog—creeping—
 Up from the harbor.
 Gently it blows out the lights,
 Drifts and swirls at the corners;
 Covers and blankets a silent, dripping city.
 —Elton Lowell.

D. MACL.

DALHOUSIE Gazette

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The Need For More Convenient Practice Hours

Upon publication of the Council estimates in THE GAZETTE last week considerable criticism was voiced by some members of the student body at the large portion (35%) of Council revenue allotted the D. A. A. C. for athletics. Few realized that over a fifth of this amount was sunk in expenditures not incurred at all by athletic clubs at other universities. (Another third was devoted to varsity teams' travelling expenses, so much greater than last year due to Dalhousie's decision to re-enter the intercollegiate sporting field.) To give specific figures, \$650. was spent on meals for the football teams, \$250. on the same for the basketball teams, and \$268. on ice hire at a local rink for senior and interfaculty games and practices.

Both these items are evils of long standing at Dalhousie, dating back to several years before the war. Every new Council during this period pledged itself to do something about them, but the only step ever taken was a cutting of the budgets, which only effected a decrease in the number of practices and a curtailment of the amount of sports.

Nor is the meal factor the only fault with the current noon practice hour: following are some others:

1. Due to present heavy schedule of classes medical students find it inconvenient, if not impossible, to turn out for this hour, thus depriving the teams of many experienced men in that faculty.
2. Due to distance of the Arena from the campus attendance at hockey practices compels Studley students to miss noon meal altogether and be late for labs. Hockey also involves the additional expenditure of time required to change gear.
3. Would-be coaches from the Alumni find this hour too inconvenient even to consider handling a team. True, service-men with sufficient free time filled in very nicely this winter, but they will not be available another year. Though they have turned in good work, they are not as desirable as the Alumni because they are not and can never be "Dalhousie men." ALUMNI COACHES ARE THE ONLY SOLUTION TO THE COACHING PROBLEM AT DALHOUSIE UNTIL THE POST OF PHYSICAL DIRECTOR IS INSTITUTED, CARRYING WITH IT FACULTY RANK AND THE CONTROLLING

VOICE IN THE D. A. A. C. Though the University is now seriously contemplating this proposal, even then much of the coaching will in the long run be delegated to members of the Alumni.

And, consequently, for all these reasons, it is vitally necessary for the time-tables of classes, clinics and labs to be so re-drafted that more convenient practice hours are arranged. With this purpose in mind the D. A. A. C. approached and received the sympathy of the Senate Gym Committee early in October, but it was already too late to do anything for this year, especially in view of the many additional classes planned for the post-Christmas term. Action should have been taken last spring, AND MUST BE TAKEN NOW BEFORE THE D. A. A. C. PROGRAM RE-COMMENCES NEXT FALL.

Following is a consideration of the alternatives available:

1. Transfer late afternoon classes to the 12 to 1 free period on Tuesdays and Thursdays. Decrease present ninety minute dinner period to one hour and finish labs by 4.30 p.m. Use two hour 4.30 to 6.30 period for practices and provide no meals. Objections: One hour for dinner insufficient for majority of students who eat off the campus. November day not long enough to permit afternoon football practices. Ice at Arena difficult and more expensive to obtain at this time of day.

2. Transfer late afternoon classes to the 12 to 1 period on Tuesdays and Thursdays. Leave ninety minute meal hour as is and cut out last thirty minutes of all labs, thus ending them at 4.30 p.m. On days the football team practice cut out last hour of labs, at least for the players. Faculty will probably object to this plan, but perhaps can work in an extra lab per class per month somewhere. As regards hockey, either devote more money to ice hire or arrange practices before breakfast or late at night, until Dalhousie builds its own rink. Society meetings, student forums, etc., could also be held after 4.30 in the afternoon.

Dalhousians, think the whole matter over carefully. Sometime soon you will be asked for express an opinion.

Students' Problems

THE DISTASTEFUL QUESTION of what's wrong with Dalhousie has won fresh popularity by virtue of the Students' Council election campaign. Nostrums are the fashion. To appreciate some of the problems and irritants bothering the student body entails "painting in the background" of history, or, more accurately, attempting to track down primary causes.

The principal factors which have helped, in varying measure, to wither "college spirit", to nurture conflicts between faculties, and to foster campus cliques, might be enumerated, for brevity's sake, as follows:

- (1) The scattered nature of the Dalhousie campus.
- (2) The lack of a focal point for the social life of men students (e.g. a men's residence, or even a University Men's Club), which justifies the existence of selective and competing social groups and prevents cohesion in the student body.
- (3) A fourteen-year period, recently ended, during which the University presidency was not the unifying influence it is intended to be.
- (4) Hard times followed by war.
- (5) Demands of the curriculum upon the time of undergraduates in the professional schools.
- (6) Demands of family life upon the time of married students.
- (7) Disparity in age, experience, and interests of war veterans and non-veterans.

None of these seven factors can be dismissed lightly. Their combined effect upon any given student activity has been close to catastrophic. Separated by faculties, fraternities, age, outlook, and matrimonial duties, the students would seem to be united only by the name of Dalhousie.

Fortunately, the spirit of Dalhousie is far stronger than appears on the surface. The University is in much the same position as many other institutions seeking to recapture the vigour and gaiety which shrivelled in the early 1930's. From the purely Dalhousie point of view, however, there is a good deal of fresh ground to break, and there are a lot of old prejudices to overcome, before one can hope to see a revival of the happiness associated with the names of "Lord John" Forrest and "Stan" Mackenzie.

A suggested method of approach to the larger problems is the reduction of them to

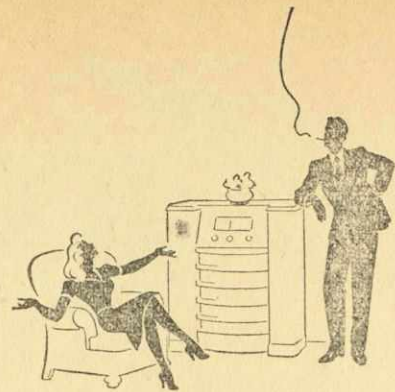
terms of simple relationships. By way of illustration, here are seven sets of relationships, each worthy of patient examination:

- (1) Faculty - student relations, wherein faculty initiative might promote better understanding.
- (2) Relations between and among faculties, wherein the initiative of both faculty members and student leaders is desirable.
- (3) Relations between veterans and non-veterans, wherein the initiative of the former, older group clearly must be relied upon.
- (4) Relations between Dalhousie students and the students of other universities, wherein the good name of Dalhousie must be held high by her students, whether as hosts, guests, or competitors.
- (5) Relations of students with the people of Halifax, wherein the initiative lies wholly the former to win and to hold the regard of the community, and to revive the healthy "town versus gown" rivalry with the city's sporting clubs.
- (6) Relations between the alumni and students, wherein the former must provide leadership and support.
- (7) Relations between the University President and the students, wherein, by virtue of his office, the initiative rests with the President, and wherein the duty of loyalty and response to his leadership lies with the students.

Similar problems and relationships characterize most North American universities. It is easy, of course, to think of many other questions that are pertinent, such as the failure of our schools to prepare matriculants intelligently for university life, and the consumption of time and thought caused by the juxtaposition of the sexes in a co-educational institution, when that time and thought might otherwise be devoted (profitably or not) to academic pursuits and to strictly university activities.

The immediate needs appear to be a general student understanding of problems bearing upon their collective activities and interests and, coevally, a conscious, concerted effort to repair deficiencies and to recover lost ground.

The attainment of a normal, happy atmosphere in student life may take very few years, if it is sought by a sincere, cooperative student body, fully aware of present handicaps as of the heavy hand of the recent past.



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