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For Freedom of Expression, Political and Otherwise

At the annual conference of the Canadian. University Press the following resolution was passed:

"Whereas the function of the Canadian University paper is to stimulate rather than to direct thought among the university students of Canada, the Canadian University Press, representing twenty Canadian university newspapers, affirms its desire to promote in the columns of member papers the fullest objective expression of opinion on controversial issues.

"The Canadian University Press further asserts that any attempts to suppress this full freedom of expression of opinion on the local, national and international level will be strongly opposed by CUP through every means at the disposal of the members of the association."

This resolution more or less binds the member papers to mutual support and common action in case one of their number is moved against in any manner so as to lessen its freedom of expression, but this is not a step that will be taken kindly. A careful investigation will precede any organized move by CUP in support of a persecuted member paper, but as soon as it has been found that the case is one worthy of action, all the means at the disposal of CUP will be used on behalf of the embattled publication.

This is a great step for the preservation of freedom of expression among student publications. It is a hopeful sign that a more liberal view on articles on political questions will prevail among Canadian university newspapers than those of some college papers south of the border.

It means that an editor will no longer have anxious moments after the publication of an article on some subject of genuine interest to the student body which has severe critics among influential persons who could give him a bad time if he had no support from other universities. So long as discretion is used and good taste is not offended an editor should feel free to print whatsoever he wants.

Much has gone unprinted for fear of secret reprisals and often an editor has been threatened with various dire punishments if he dares to publish anything that reflects unfavourably upon some section of the campus, no matter how pressing is the need for reform.

No one need fear truth. It will be tragic if our college newspapers were ever to be gagged. Let us hope that day will never come.



I secured a room at the hotel beside the college after failing to contact Jean. Jean Boivin was in charge of the conference. I met Jean the next morning.

of the constitution and the admittance of new members. The press finally decided to admit one new member, Assumption College.

Later that afternoon I attended a cocktail party at the University Students union, which by the way is something Dal needs badly. Here I was introduced to the Mt. A. delegates James McKenna and Susanne Cox; the St. F. X. delegates Paul Berry and Don Farrell and the Acadia delegates Churchill and Matheson. We exchanged the usual "do you know Joe So & So's, and we all agreed that the Conference was interesting.

That night the conference resumed and we were fortunate to hear two good newspaper men, Wilfrid Eggleston and M. C. St. Arnaud, Professor of Journalism at U. of O. give good talks on newspapermen and the place of college publications in our society.

I went to Hull later that night to see from across the street those dens of iniquity for which that city is supposed to be famous. I crossed the street.

The most interesting discussions began that afternoon. First of all there was a long discussion of the I.S.S. then the College Editor and the present crisis came up and during this latter topic the majority of editors showed a recognition for the need of an international outlook. This led to a further discussion of Communism and the right of their views to be published. This resulted in the majority passing a motion to support the free expression of thought in University publications. Finally, that afternoon the discussion of Sex in college newspapers arose out of accusations that Varsity was using pink paper methods to make the students read their paper. The editor.

The Universities of Canada

[Editor's Note. The following article by Dr. H. L. Stewart, Professor of Philosophy at Dalhousie is an abridged version of the article that appeared in the Universities Review for September 1950. Due to space we were unable to present it in its entirely but feel that even shortened as it is it bears an important message to Canadian University students. Part One of three parts.]

PART I

"As a man about to leave the barber's shop stands up before the looking-glass, and feels his head and notices the change in the cut of his hair and beard, so he that stands up to leave the lecture-room should examine his mind and see what he has gained."

PLAUTUS.

The test of academic efficiency here prescribed is a severe one. How far could Universities anywhere meet it? Old institutions reproduced in a young country develop many a stress and strain. On the other hand, they may be reinvigorated by the freshness of youth. In this article I shall endeavour to show, from experience of thirty-six years since I came to Canada with traditions from Oxford, Edinburgh and Northern Ireland, how such gains and such losses are alike here exemplified in the field of education.

Universities have been affected

by the new and somewhat sudden Canadian self-consciousness. Discarding other forms of her past, Canada has of late seen no reason to preserve certain British usuages which she long followed in higher education. Perhaps, however, in many cases her innovations are less original than their promoters suppose, often but substitution of an American for a British model when their promoters supposed that they were thinking for themselves. But this does not reduce the merit of the great effort visible all over Canada to achieve a higher level of general education. It is a spectacle of intensified interest, endowments and buildings on a scale of which the last generation never dreamed, lecture-rooms and student residences (though expanded again and again) proving always inadequate to the undergraduate flood. Reserving comment on the method of this effort, one may enthusiastically applaud the motive behind it Two Word Wars have had a certain enlightening effect. It is felt, surely with truth, that whatever can be done to raise the level of knowledge is urgent, now that ignorance has twice been found an obstacle, to the precautions which might have rendered war unnecessary and also to the concentration of effort with which, when inevitable, it had to be waged. The hurried educational work of 1914-

much more than in the past, what is known in Alberta(a province of pioneer effort in this field) as 'adult education". Members of University staffs share in the work of "summer schools", in the conduct of "study groups", in promoing regional libraries, in courses of literary or historical instruction on the air waves. There is a wide Canadian public now not merely receptive to such higher education as may thus be diffused, but keenly anxious for it, and by no means unwilling for disturbance of deeply ingrained ideas.

A glance at the Calendar of such an institution as McGill University, Montreal, or the University of British Columbia, will show that those directing it in recent years must have expended a great deal of thought on its requirements and its Courses.

Particularly in Departments of Physics, Chemistry, Biology, and in various aspects of Economics, the new provision has shown eagerness to meet, at immense cost, what are held to be the needs of expanding knowledge. Indeed, Universities which in the past were blamed for intellectual conservatism might with at least equal truth now be said to show such restless impatience of the traditional, and such readiness for trial of an innovation, as to imply forgetfulness that the great fundamental studies for the undergraduate mind remain just a few to which, as fixed traditionally long ago, no recent "discoveries" have made any difference. But whether the omissions and inclusions in the "Courses of Instruction" in a Canadian University Calendar of the present year may suggest deference less to educational principles than to a clamorous public, there is at least a manifest note of thoughtfulness and concern where there used to be a lazy acquiescence in the status quo. The management of Canadian

Universities has considerably changed since the beginning of this century. In determination of