

RED AND WHITE

STUDENT PUBLICATION OF ST. DUNSTAN'S UNIVERSITY

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S. D. U. WELCOMES FRESHMAN



A Message From The Rector

It is with pleasure that we welcome you to St. Dunstan's for the academic year of 1960-1961. As you resume classes, hours of study, and the other exercises which go to make up the work of the year, we are confident that you will face the future with courage and determination and that you will achieve during this year the measure of success expected of you.

Many of you have been with us before and are well acquainted with the life at St. Dunstan's. We trust that your experience of the past has made you more able to meet the challenge of the present, more fit for the conquest of the time to come. We hope that the example of your devotion to duty may serve as an inspiration to our new students and that your co-operation in different programmes of this academic year may help them to become integrated into our society and may obtain for all the success which they wish to obtain.

This year, which we have already begun, is the 107th in the history of St. Dunstan's. Many changes have taken place on the campus during the years past, but the end we pursue remains the same, namely, the higher education of youth to prepare them to take their place in the society which is waiting for their service and for the contribution which they will be expected to make to it. To this end the members of the faculty dedicate themselves anew, and while we welcome our students to the campus, we wish them every success, confident that with God's help and their co-operation, success will crown

the efforts of all.

Success usually means the accomplishment of an intended result, the attainment of an end in view. The end which St. Dunstan's proposes to all its students is their intellectual, moral, and physical development in a God-centered atmosphere for a God-centered life — the end of all true Christian education. The pursuit of that end involves a continuing solicitude for personal spiritual growth, a constant diligence in study, and a hearty participation in wholesale recreation and legitimate amusements.

There are many student organizations on the campus, all of which tend to promote student interests, but only by your whole-hearted cooperation with their student officers will these organizations fulfill the purpose for which they exist. Generous participation in the work of these organizations will help develop in you those qualities of leadership which will be required of you in the organizations of the larger society of which you will one day be a part.

This year we solicit your special cooperation for a new venture. *Red and White*, as you

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Great Oaks From Little Acorns Grow

Students at S.D.U. have expressed much interest in recent years in the establishment of a campus newspaper publication. This interest comes at a time when there is an evident modern trend at many universities away from the literary magazines in favour of the campus newspaper. By no means the least of the several reasons accounting for this trend is the obvious student failure to make adequate contributions to the literary magazines. It will always be pointed out that students are more willing to write for newspapers than for magazines since not as much difficulty is involved. Well anyway, we are embarked upon a new form of publication, and we should try to make a great success of it.

Newspapers are not something entirely new to S.D.U. Campus! This revelation might come as a surprise to you, but it's true! A check of the records in the library will verify this fact. It was almost sixty-four years ago in 1896 that readers last saw *The Collegium*, a monthly journal published by the Alumni of St. Dunstan's. According to all reports, this initial S.D.U. publication was acclaimed well in its day. The journal's motto, *Great Oaks From Little Acorns Grow*, could well provide us with the urge to strive, each of us in a little way, to make this *Red and White* into something commendable.

About thirteen years after the finis of *The Collegium*, when Father Campbell became Rector in 1909, the students at S.D.U. set about to publish a quarterly magazine named after the college colors of red and white. The magazine dealt not only with college social life

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145 Students Initiated Into College Life

On September 12 and 13, the students who will make up the Freshman class of St. Dunstan's for the coming scholastic year arrived on the campus and registered for courses with the Dean of Studies. Thus the newcomers to the college began Freshman Week and what we sincerely hope will be for them a very successful year spiritually, scholastically and socially.

During the two days of registration, the new students had a good chance to fulfill one of the primary objectives of Freshman Week, that of familiarizing themselves with the campus and its various buildings. With no "Upper Classmen" to bother them, they were at liberty to dispose of their time inspecting the gymnasium, Main Building, the Chapel and refectory, Dalton Hall, Memorial Hall, the Science Building and of course, Marian College, completely open to the girls, but rather restricted to the male members of the class.

On September 14, all Fresh-

Enrollment Statistics

Registration figures indicate that St. Dunstan's has again this year a large enrollment. The following table lists the number of students in each class and its percentage of the total student body.

Year	Number	Percent
Freshman	145	41%
Sophomore	85	24%
Junior	61	17%
Senior	32	8%
Engineers	35	10%

Total	358	100%
HIGH SCHOOL		
Grade XII	65	54%
Grade XI	56	46%
Total	121	100%

Another Year Begins

On Tuesday, September 13, St. Dunstan's swung open her doors and admitted students from freshman and first-year engineering. Two days later, those from the remaining classes arrived to round out the household for another scholastic year. After having gone through the ritual of registration, the students plodded to their various abodes and in a matter of hours were more or less comfortably settled. Former students here naturally became adjusted to the routine rather calmly, while those at St. Dunstan's for the first time got the knack of things after a few days. Following the inevitable confusion with respect to the selection of courses, most students have by now their time table running smoothly. Seats have been assigned in both the chapel and dining hall and so the campus has taken on once more that appearance which accompanies every-day

student life, and we are faced with the reality that another term is well under way. As a matter of fact, in just four weeks the mid-semester examinations will be upon us.

MANY FOREIGN STUDENTS

Once again St. Dunstan's has within her walls students from many corners of the world. Out of a total enrollment of 354, Prince Edward Island still leads with 206. Next in line comes United States with forty-five. From here the breakdown looks something like this: Nova Scotia, twenty; New Brunswick, eleven; Newfoundland, thirty-one; Quebec, twenty-five; Ontario, four; Hong Kong, eight; Kenya, two; British Guiana, one, and West Indies, one. In addition to the above, twenty-six students are enrolled for part-time work. These consist chiefly of teachers from the city schools who are taking advantage of the

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East Versus West

In these days of conflict between the powers of the Eastern and Western worlds, many things have been compared, as to the standards, of both sides. One such subject which has come to the forefront, and one on which much controversy has been hinged, is the educational systems and standards of these parties. It is alleged by many that our system is superseded by that of Russia, and that this situation is one of the primary causes of the scientific advance of the Russians.

However, there can be much proven which is contradictory to this charge. To begin with, the fact that the educational system of Russia turns out far many more graduates in Science and Engineering must be accepted. This, however, is due to the greater population and the regimentation of Soviet education. In America and Western Europe, the fields of education today are highly diversified, and the opportunities for graduates are unlimited. This we all know is due to Democracy. In the USSR the highest priority is given to Science, and other fields are strictly limited to selected students.

Many arguments are advanced to the effect that programs which are offered to students in western countries are by far inferior to those offered in the universities of the Soviet Bloc. This of course must be the product of the mind of an extremely critical person of our school system. There are numerous institutions in our Western countries which offer equal if not superior programs to those of

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FOOD FOR THOUGHT

The human mind is so constituted that its realization of things as they really are is only possible when it can compare a given situation with a previous situation with which it has had contact. For instance, how could it develop a concept of darkness if it had had no previous contact with light? Or, how could it conceive evil without a previous conception of goodness? How could it conceive beauty without a previous conception of ugliness?

It is due to this constitution of our minds that we here on this continent of North America cannot fully appreciate the fortunate circumstances under which we live. First of all, we have democratic government, rule according to the wishes of the people inasmuch as this is possible; under such rule we are given freedom of speech and religion, freedom to be raised according to the wishes of our parents, freedom to choose freely our station in life, and so on. But these facts fail to leave a serious impression on our minds for the reason that we have not had to live under contrary conditions.

Possibly if we imagined ourselves living in a country where such freedom did not exist it would help us realize how fortunate we really are.

It would be well to reflect once in a while on the young man of Communist China whose parents were forced from their homes at the time the Communists overran the country; on how he was taken and forced to work for the good of the state. Or maybe we should think of the teenager in India who eats but one meal a day. There are many such unfortunate people and by understanding this fact we can better appreciate our privileged position.

Yes, a boy in China or India has many such memories and problems as are mentioned above. The St. Dunstan's student? Well, he too has a big problem. He cannot decide on what girl he will ask to his class party. If he did such a thing as make the wrong choice, it could have disastrous effects. He might not enjoy himself to the full extent. That wouldn't be very easily forgotten would it? Yes, that would really be bad - - -