

editorial

— OF UNREALITY —

Twenty-five thousand children are dying daily in Biafra. And the students of SDU became indignant with an editorial pointing out the unreality of university education.

The rice paddies of Vietnam are bloody with napalm scarred bodies. And the students of SDU became violent with an article condemning the PLAYBOY myth.

Thousands of Canadian Indians are leading desperate pointless lives on "Reserves". And the students of SDU are "displeased" with a photograph portraying a child's bewilderment.

In this world, all around us, there are so many things to become indignant about, to become violent about, but we refuse. No! We become indignant about an attempt to point out these things, we become indignant at attempt to point out reality.

— OF DIFFERING VIEWS —

The university is the home of intellectual freedom, of active unhampered dialogue between differing people, differing personalities, and differing ideas. In a word, it is a place where a person can be himself, where he can state his views unhampered and with the knowledge that they will be treated with respect by his fellows. True his fellows may not agree with them, they may be challenged, but they will be accepted as his own, as personally legitimate stand.

The last edition of the Red and White presented a view of this campus — socially and intellectually. Like all views, it was a personal one. Now, with respect to the above, the question is whether or not this view was treated with the respect by our academic community? The answer is obviously no. The reaction to the last paper was violent and as such irrational. It manifested itself in many instances of ad hominem arguments and weak rationalizing.

This brings up another very important question — In our community is there no place for differing views without fear of repercussions? It would seem that our community is geared towards uniformity, that it cannot accept differing views. What do you think?

— OF HAVING A CONSENSUS —

One of the most valid reactions to the last paper was that it did not represent a consensus of student opinion. It's true — it did not.

But how can it? A person when writing can only write subjectively regardless of what the objective - transcendentalists maintain. On the paper we have fifteen writers who write as they feel. They cannot speak for other people. They can speak only for themselves.

The lesson from this is obvious — if the paper is to be more of a cross-section, more people will have to write for it, expressing what they think. We invite each and every student to write. It's your paper. If you don't agree with what it says, make it say what you think — write.

There will be a meeting Sunday, October 6th — **YOU ARE INVITED.** A new column "I SAY" is a space for student comment. A box will be placed in the Coffee Shoppe into which the timid can place their poems, stories, articles, etc. — into which they put their opinion.

So, man, if you want the Red and White to change — write. Make it say what you want to hear.

AN APPEAL:

The Carnival Committee needs help. We need ideas on how to have fun, on how to make this year's carnival the best yet.

If you have any, contact any of the following committee members: Alan Doucette, chairman, Ray Doiron, Mike White, Bobby Coady, David Campbell or Cathy Gallant.

Remember its your carnival and its success or failure depends on **YOU!**

THE CARNIVAL COMMITTEE

RED AND WHITE

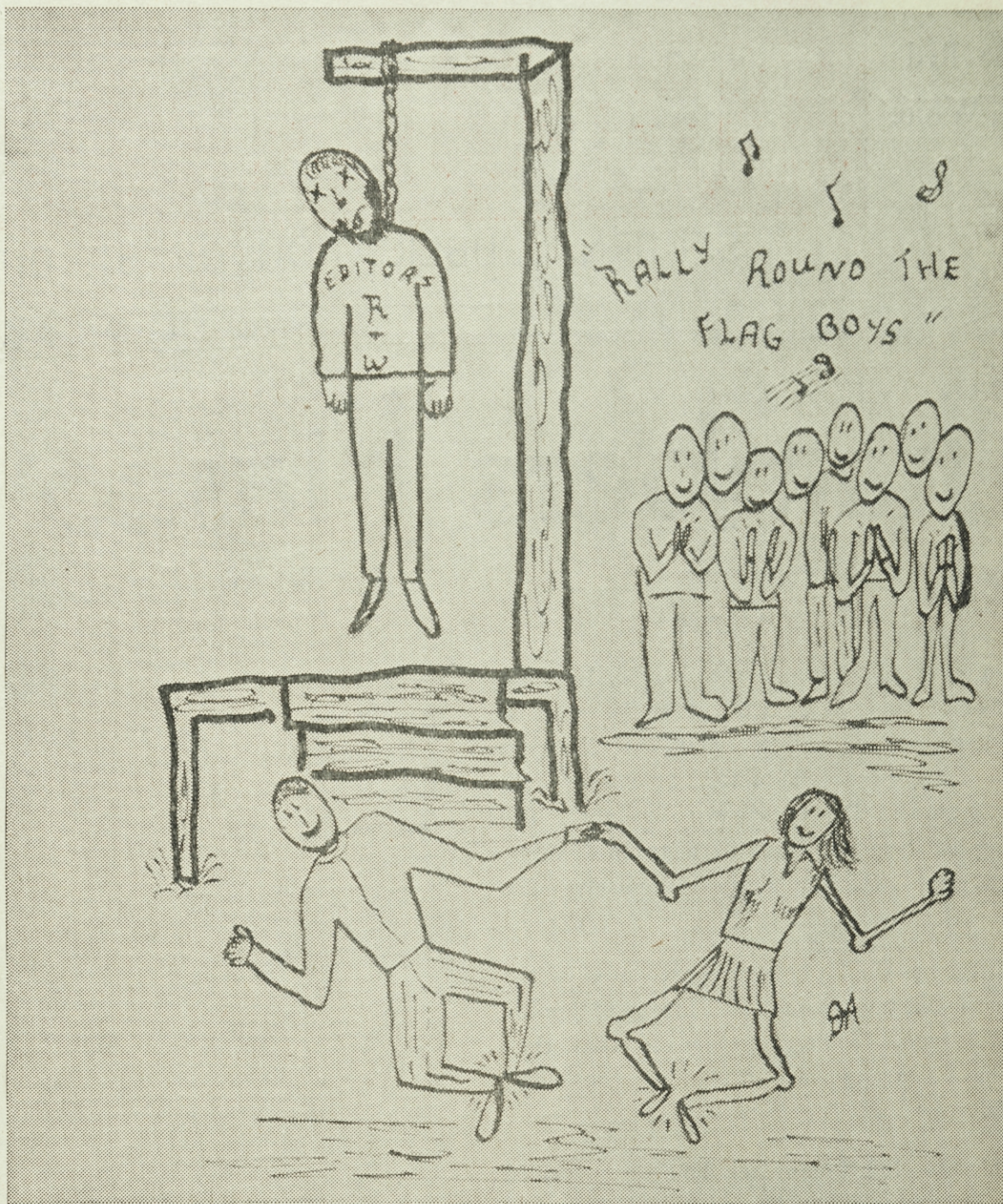
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SPORTS Don Niles
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Layout Cecil Bradley, Don Anderson
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Writers Terry McGarragle, Marg Beamish, Alan MacKenzie, Mike MacCormick, "Mordo", Paul Gray



LETTERS TO THE EDITOR

EDITOR'S NOTE: We could not publish all the letters we received in reaction to the last issue. They will be published in the next issue.

Dear Sir:

Having read the September 20 edition of the Red and White, we, as recent graduates, are very surprised at the negative attitude expressed throughout the paper. Hopefully, this attitude is not characteristic of all the students at S.D.U., but, one wonders, due to the absence of any statement of a positive outlook. Granted S.D.U. has its faults, as does every university. However, it has its points too which must not be forgotten. In spite of what the editorial would have us believe, it is possible to obtain an education at S.D.U. Nobody can give you an education. You cannot sit like a lump in a classroom and say to the professor, "Educate me." You have to educate yourself. The professor can only provide you with the raw materials. If, upon leaving university, a person claims that he is not educated, he has only himself to blame.

The editorial raises a lot of questions. This questioning is good and serves a useful purpose if it arises from the proper motives. However, we cannot agree with the directions indicated for answering these questions. The first thing the student is advised to do is shun the situation, to say, "to hell with it." Surely the writer does not mean this. How can problems be solved by ignoring them? One must become involved in the "problem" situation so that he can discover and implement a solution. Ignoring a problem does not make it go away, but, working at it does.

Things must have really changed drastically since May, 1968, if the situation is as bad as the editorial indicates. When we were at S.D.U. there were plenty of opportunities to meet people, to talk to people, to exchange ideas, to read, discuss and participate. (People, here, includes the faculty and administration whom we found to be very helpful and in-

terested on a personal, as well as an academic level, although the editorial would have us believe that they have become very impersonal.)

If the writer of this editorial wants S.D.U. to become a community of co-learning and co-development, then, words like "demand" and "fight" should not be characteristic of his approach. If he is to follow his original lofty ideals he must learn to **CO-OPERATE**. Herein lies the solution to the problems at S.D.U. Students and faculty must learn to co-operate. They must become aware, involved, dedicated. Then, and only then, will S.D.U. students be able to approach the educational ideals set forth in the editorial.

Yours sincerely,
Vangie Trainor,
Coleen Berrigan
Class of '68.

Dear Editor: (we use the term loosely)

We wish to thank you for providing us with adequate material for the lining of our waste paper baskets. Yes, they are certainly filling up fast since the first fall edition of "our" Red and White.

The very few articles which were contained in "our campus newspaper" were absolutely disgusting and revolting to the majority of all readers. Please note that this is not the opinion of one but rather of many students. In particular we refer to the article "Playboy Typifies Perversion", which appeared pointless.

When the time for the next edition of the Red and White to appear comes around may we remind you that if you find you can do no better than your first attempt we do not want a campus newspaper.

We remain sir,
"Fed up"

Dear Sir:

Please immediately cease forwarding copies of your newspaper

to this school.

Further explanation would be superfluous.
Summerside High School
R. P. Noonan,
Principal,

Dear Sir:

As a student of St. Dunstan's I should like to express my views on the last issue of **OUR Red & White**.

In my opinion a newspaper should report news, interesting and accurately, it should interpret and editorialize upon the news, and it should entertain, amuse and give enjoyment. The university newspaper should also develop real literary and editorial talents and help students form opinions on the questions which readily concern them. Did the last issue of the **Red & White** do this, or even attempt to do this?

A good deal of time and effort should be spent in finding out what the students want. After all, it is their newspaper! I realize that there is more than one reading public but a good newspaper will present news interesting to all but will also contain something that may only interest a few.

I should like to summarize my views by quoting Russell Kirk.

"The first concern of student publications, I hold — and the realm in which they can exercise the greatest influence for good — is the range of subjects and problems directly affecting the Academy. The improvement of academic standards; the struggle against apathy among students; the stimulating of student's discussion of philosophical, literary, scientific and political questions; the encouragement of logical argument, lucid exposition, and spiritual critical and creative writing — in such matters the student press can be superior to the popular press, and make itself worthy of the privileges of academic freedom."

Maureen Nantes '69

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