



## Editorials

### THE CHALLENGER

Another step in the direction of progress by the student body was evidenced on December 2, 1950, when the first campus paper made its maiden appearance. To many Alumni the announcement of the editing of a campus paper will come as no surprise because the idea of such a publication had been in the minds of former editors of **Red and White** and many others for many years. So unrecent is it that the first editor of this magazine, the late Rev. Stephen J. MacDonald, expressed his hope in a special essay some years ago that a publication of the newspaper kind would be circulated along with **Red and White**. And the idea had been nursed quite seriously by certain editors in our day. But what will provoke amazement is the fact that it is exclusively the work of our High School students; it is **their** literary product.

The publication is appropriately named 'The Challenger' for, as the editor points out in his editorial, the high school students "have a challenge to take up, which is to prove to the rest of the College that our words and ideas are not as juvenile as some may have presumed them." It is mimeographed on white paper and the first issue ran into seven pages. Items of news interest receive proper coverage, and there are a number of regular columns with such headings as, 'Grade X Notes', 'The Two Milers', 'Dormites', 'Grade XI Notes', and 'Daltonaires'. General literary work appears in the character of poems and essays. This journalistic infant is under the capable guidance of the High School English Department which provided the inspiration for the undertaking and which now acts in an advisory capacity; and it is beyond question that those teachers deserve sincere congratulations along with the students themselves, on the initial success of the project.

Undoubtedly the achievement of 'The Challenger' is a boon to the students of our High School, for it has had



the effect of a blood transfusion on the students themselves who are justly proud of their pioneering; and it provides the long-awaited opportunity for them to inject their ideas into the body of student-life. These students have long felt, with some justification, that they were spurned and ignored. They were, as 'The Challenger' remarks, "more or less a voice in the forest." Not so now. We may now expect High School to wield more influence in the every-day campus decisions and activities.

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### NOTA BENE

About a month ago a member of the faculty at St. Dunstan's who is constantly in close contact with the students made the observation that there was a definite awareness among students concerning topics of a serious nature which must be realized by the Christian world. He was impressed, he said, with the concern students are showing over problems both at home and abroad which call for charity, justice, and even self-denial in solving them. Even more than that, he was quick to point out that the same students were beginning to feel that they should not merely be interested in those problems, but that they should concern themselves directly with them. In all his years at St. Dunstan's he could never remember when an awareness of the seriousness of the times was more pronounced, or when students were more interested in forming right attitudes and grasping right principles.

The fact is that the Reverend Father was absolutely correct in his observation. There is a definite trend in the thinking of many students, and on the part of others there are attempts to find out why they are not following those trends. The thinking, which is synonymous with changes in attitudes or with the formation of new ones, it is true, has not yet reached cataclysmic proportions. Indeed, to many it may not be noticeable among the many less important things which somehow or other get emphasized in college life. Yet, the trend and the change in attitudes, the forming of new attitudes, the absorbing of spiritual values which transcend the things of this world, are most significant, too significant to be ignored and not to be encouraged.

So that these remarks will not be misinterpreted, we broach the reminder that it has always been generally



acknowledged that St. Dunstan's students have been capable of doing their share of serious thinking. The role that S. D. U. graduates have played and are playing in church and state testifies emphatically to that. At the same time, it was also conceded that Saints' men were a conservative lot. And so it was not unusual if they kept their important thoughts to themselves. The trend seems to be away from conservativeness. Students do not merely think about universal problems, but they speak with confidence on such things as the terrible threat of a purely materialistic secular society, the evils of capitalism, the necessity of charity and justice, particularly social charity and social justice, if the world is to be reconstructed on a truly Christian basis.

The attitude towards study pretty well explains the trend. Of course only a very small minority ever think that going to college is a big joke. Yet it seems to be an universal opinion that the college student is not supposed to hurt himself studying. The term "book-worm" in many places is a most widely used phrase, and to be termed such is to receive the highest condemnation. St. Dunstan's can proudly boast that it does not look upon hard work as something incompatible with human nature. "Book-worm", a term which was once quite frequently heard on the campus, is now considered obsolete, and the boy or girl who puts his or her studies first is the most admired and, we might prophesy, soon to be one of the most imitated.

Too often the outside world gets a few important facts about college life stuck in its craw and soon comes to believe that this is all college life is. Some people picture it as canary colored convertibles, football games, and athletic heroes, embarrassing professors, and Freshman initiations. We are able to say that that is not the case at St. Dunstan's. There is a great determination among the students to find out what constitutes a real education and, in an effort to find out, they are discussing the question among themselves. What is interesting and for some, intriguing, about the conclusions at which many are arriving is that one does not seek for education primarily to get a job. A larger number than might be thought are conscious of a far more important end of education, an ultimate end. Almost any day, almost anywhere on the campus, you might hear a student prolong a bull session with: "O. K., a job is necessary, but it can't be the end of education. What good is a job if we haven't got a right slant on how to live freely and happily in this materialistic world?"



No doubt some will demand particular proof to back up the optimism expressed this far, and, no doubt, some will not even accept the ones offered. They are not startling, nor earth rending. But we should do well to remember that most great and good changes take place quietly and with a minimum of excitement. Would you not account the fact that materialism has become one of the most common words on the campus an interesting sign? We could emphasize that the sincere way in which it is used connotes a lively realization of the danger the world puts itself in when it builds on materialistic foundations. Not long ago, a meeting of the Students' Union was featured by a discussion on charity. Definite signs can be recognized from a perusal of the articles in recent issues of **Red and White**. The tributes which are still being paid to the good work done last year by John Eldon Green who taught a short-lived but fruitful course in social philosophy is proof that discussions on Christian social principles are welcomed by the students.

The little publicized fact that there are two Catholic Action groups functioning on the campus reveals that many students are well acquainted with one of the chief methods in the Holy Father's plan for the reconstruction of the social order.

While this trend of thinking towards problems which by some, at least, are not often adjudged as a main part of college students' thoughts cannot be compared to a great intellectual revolution, it does seem to be compatible with the claim, made by optimistic souls, that there is a tremendous reaction against the superficiality and artificiality of modern society brought about by materialistic and secularistic influences, and which reaction has for its goal the restoration of all things in Christ. Because of the false emphasis which has been placed on the notions that college means a time for the sowing of wild oats while preparing for a big paying job in the highly competitive world, such signs which are realities may go unnoticed. That is why we feel that they should be brought into the open. This is the time to cultivate the right attitudes which may be just a beginning; this is the time to encourage those who have grasped them to cherish them with their very lives; this is the time to encourage those with a realization of true principles to live them in their daily lives. The Church, the Nation, the whole freedom loving world are crying for leaders who will be stubborn in their insistence on right principles. There is ample evidence that there are the makings of such men in our midst.