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Editorials

WHOSE FAULT IS IT?

A friend of ours remarked the other day that, as far as he was concerned, there was not much to the average College student—that he was a dissipated youngster to whom books represented only a drain on his expense allowance, that his life revolved around a gridiron in the Autumn, a hockey rink in the Winter, a ball diamond in the Spring, and a seashore in the Summer, and that his greatest

contribution to society consisted in draining off a disproportionate amount of the country's supply of alcohol. His remarks disturbed us, and we immediately dispatched our ablest staffer to investigate the situation as it existed on the local campus and to prepare a complete report for us. He crawled through the door of our private office a few minutes ago, thrust a dog-eared, water-soaked document into our hands, and passed out. To him we say, "Well done, thou good and faithful servant." His report, as we made it out, is here presented in toto:

"Assignment given Wednesday, April 6, 1949. Put on false mustache, combed hair, shaved, then sought out President, Freshman class. President dressed in natty overalls, plaid shirt. Put to him question whether or not college students going to hounds. Said, emphatically, "No!" Asked for details. Said College students getting more culturally inclined each passing day. This said with flourish. Pointed to achievements of Glee Club, Dramatic Society, cited numerous presentations on local stage. Cited talent on campus. Mentioned proudly that Freshman class represented on Glee Club executive committee by one Councillor. Pressed coin into his hand and passed on. Went to Memorial Hall, got caught in rush of students coming to and from class. Passed in and out front door three times. Tipped hat to same professor twice. Got sick of look of him. Got Sophomore elbow in face, Senior foot on calf of right leg. Hit on top of head by janitor's shovel, which appeared from nowhere. Janitor hooked on handle of shovel. Sought out janitor—asked him what he thought of present day students. Janitor bitter about whole thing. Said unprintable words. Added students in Dalton bunch of boors, spill dirt around dust chute, steal dustbane from basement, spill more than they take. Said Memorial students neater, but puerile. Didn't use exactly that word. Tipped hat, sneaked off with one eye cocked for repeat act by shovel. Tried to crash Memorial second time, was stopped at door by Prefect of Discipline. Prefect asked if reporter ever attended class. Replied no, not taking any classes this year. Extra curriculars requiring too much time. Prefect nodded, though note of sadness detected. Asked Prefect what he thought of modern students. Replied, students have too many investments in Charlottetown, students forever forced to go to town on one sort of business or other. Thought students should confine business interests to campus for most part. Thought occasional pool, hockey, or soft ball game sufficient until college career completed. Remarkd some business

matters seemed of dubious authenticity, but always took word of student. Thanked Prefect, wished him happy Spring, moved along. Looked wistfully at Memorial. Tried front door again. Found some wit had snapped lock. Tried back door. Found self in library. Asked Librarian what she thought of to-day's students. Great boys. All great boys. Read lot of books. Fiction popular, followed by class assignments. Unassigned books in unpopular fields appeared quite dusty. Philosophy stacks adorned with cobwebs. Philosophy means 'love of wisdom'. Thought that fact should be noted. Had long chat with Librarian. Went back to editorial office, prepared notes, crawled under desk, and went to sleep. Fitful sleep. Woke about three o'clock, A.M., to hear someone stealing down corridor in sockfeet. Heard shoe drop, heard muffled whispers. Rolled over and went back to sleep.

"Up bright and early. Saw stragglers headed towards morning service in chapel. Followed, peeked through window, saw many empty seats. Student body getting smaller. Later peeked through window of refectory. Full house. Refectory larger than chapel. Thought something amiss here. Stopped boys proceeding from breakfast. Majority puffing on cigarettes. Some hand-rolled. Students generally thought students would be success in later life because have lived while at College. Heard students discussing Lenten sacrifices. One foregoing smokes every second day, other gave up skipping class, third missing Saturday afternoon permissions. Added, laughingly, took Saturday night instead. Satisfied students making many sacrifices.

"Back to Memorial Hall, determined to get in. No crowds, no locked door, no prefect, made entry easily. Walked down first corridor. Student shaking blanket out door enveloped reporter with same. Gave reporter bad shaking up. Reporter returned to outside for fresh air. Tried again, went to second floor instead. Things well in control. Seniors sleeping. Asked not to be disturbed. Said, 'Gedoutta here!' Went to third floor. Got caught in middle of big argument. One student maintained he never cracked a book for weeks. Other student charged he caught first student studying previous night. First vehemently denied. Second held ground. First student got mad, threw glass of water at antagonist. Hit reporter. Got second glass of water. Again hit reporter. Got mad at reporter for being in way. Called buddy. Both put reporter under shower to teach him lesson. Argument conveniently forgotten. Reporter taught lesson.

Assignment finished, April 7, 1949. God Save the King!"

We can't help but think our reporter must have struck a bad day. We still maintain that the present day student is a much misunderstood animal, and that if he is given a chance he will overcome the frustrations incumbent on spending ten years in an Island grade school—ten years of trying to adjust himself down to Island educational standards, of trying to adapt himself to the annually-changing beginner at the front of the school room, of having to eliminate his thirst for knowledge rather than quench it, of trying to . . . we could go on, but won't. We will have something to say about it next year, mark our words, for we think this is our problem. If we students don't come up to par, we maintain it is not all our own fault, for we start our college career below par in the first place. We are going to lash out with both fists for the next couple of rounds.

CATHOLIC ACTION AND THE CATHOLIC PRESS

That Catholic Action is necessary today as a means of defence and of Christian restoration is the unanimous declaration of the Popes of recent times. Leo XIII, in his Encyclicals, constantly speaks of the need of Catholics "countering, today, press by press, school by school, association by association, action by action." Pius X, in his first Encyclical, *E supremi*, asserted that "modern times demand Catholic Action." Pius XI wrote to Cardinal Segina and the Spanish Hierarchy: . . . "it is necessary that all men be apostles; it is necessary that the Catholic laity do not stand idle, but be united with the ecclesiastical Hierarchy, and ready to obey its orders, and take its share in the holy warfare, and, by complete self-dedication, and prayer, and strength of will, and action, co-operate for the reflowering of faith and the reformation of Christian morals."

This, then, in the words of Pius XI, is the definition given for Catholic Action: "Catholic Action consists in the participation of the Catholic laity in the Apostolate of the Church's Hierarchy." The role of the laity in the Church's official Apostolate of Catholic Action is one of cooperation. They cooperate in so far as they are able in the work of saving souls. They actively assist in the spread of Christian principles and in the practical application of the precepts and teachings of the Church.

With such a meaning attached to Catholic Action we, as Catholics College students, should be in the process of developing into propagators of Catholic Action while here at College. We should not say to ourselves that we do not need Catholic Action in a Catholic College; we should not say that we will wait until graduation to put into practice the tenets of Catholic Action. If we are going to become doctors we don't wait until graduation to be introduced to the study of biology. In a like manner if we are to become good Catholics we should not wait until graduation to be introduced to Catholic Action.

We should, during our years at College, become steeped in the very nature of Catholic Action for as Pius XI says, "... whatever Catholics do in promoting and defending the Catholic School... is a genuinely religious work and therefore an important task of 'Catholic Action'." And it is an indisputable fact that students are the ones best fitted and most obligated to promote and defend their Catholics Schools and Colleges. On them lies the right as well as the duty of being engaged actively with their teachers in Christian education which aims, as Pius XI says, "... at securing the Supreme Good, that is, God, for the souls of those who are being educated, and the maximum of well-being possible here below for human society."

Understanding the aims of Christian education and the definition of Catholic Action, we can readily see that the two are inseparable, for Christian education of necessity presupposes Catholic Action.

Now it is true that in our college education we become acquainted with the Catholic viewpoint in the subjects we are taught, and there is a Catholic viewpoint and a Catholic way of teaching, no matter what the subject. As G. K. Chesterton said, "There is a Catholic way of teaching everything even the alphabet, if only to teach it in such a way that those who learn it should not look down on those who do not." But in our years at college we do not meet such problems as the labour-management question, the question of education, the problems of Christian Marriage and other current problems of prime importance to all Catholics. Most assuredly, at one time or another, we encounter these problems but usually in such a remote way that we soon forget them without properly settling the issues in our own mind. How then can we be expected, as we most certainly will be expected, to take our places as potential leaders in our society if we have not even the proper knowledge nor

the correct Catholic attitude on these fundamental problems. The answer is, of course, that we shall not. But you will ask, "How can I be expected to know about these questions when I have not been fully instructed on them?"

This is where we make one of our major mistakes. The general impression among students seems to be that they should learn only that which is required of them. They seem, in most instances, unable to venture outside their school books for anything educational. They are suffering under the delusion that their success is guaranteed, that they will become fully educated men, merely by passing their courses successfully. Their spare time is all to be spent in recreation.

Now recreation is very good in its place but the point we are trying to get across is this; How can students gain a knowledge of the Catholic attitude on present day problems unless they make use of the Catholic Press—Catholic magazines and books? In any of these we may find being discussed practical questions of interest to any Catholic priest or layman. In these publications we will be given the correct Catholic attitude on the subject being discussed. There is no other way in which our program of Catholic Action may be kept correct and up to date except by reference to the Catholic Press.

Men cannot rule themselves successfully unless they have access to factual information about the things which affect their lives. For the charting of a course that will ensure our personal survival and the survival of the values we cherish, we need an interpretation of world events illumined by centuries of experience and world wide contacts. And the organization which is the oldest and most experienced institution in the world today, which has the widest and most intimate contacts throughout the world, is the Catholic Church. And it is the teaching of the Catholic Church that we find in the Catholic Press. By recourse to it we are given not only factual information but principles and ways of life which are Catholic and which will act as guideposts to us throughout life.

ATQUE VALETE

Graduation day is at hand. And it is with a feeling of sadness and regret that we begin to write this, our last editorial for **Red and White**. For we are bringing to a close an association that has been

both pleasant and educational, an association that will soon become only a fond memory. To be chosen as Editor-in-Chief of **Red and White** is a privilege that is granted to only a few; and we are proud that our name now joins that small group who have been so honoured. It has not been an easy task; but we are leaving now with the satisfaction of knowing that we have done our best.

In undertaking the responsibility of editing the College magazine, we conceived it to be the purpose of **Red and White** to serve primarily as a medium of literary expression for the students; and we were convinced that it was our duty to use **Red and White** as a means of expressing editorial opinion. We have tried to do both; we have published the best of the literary work contributed, and we have expressed opinions on many matters that are, or should be, of interest to anyone interested in St. Dunstan's. Some of our opinions may not have been the soundest, and the criticisms we offered may not have been deserved in all cases. There are things we would change; but perhaps such change would not be for the better.

We wish to extend our personal thanks to all those who have helped with the publication of Volume XL, to the faculty for their advice and encouragement, to the students who have made the magazine what it is, and to the members of the staff for their co-operation. As we relinquish our editorial office, may we offer this word of advice to all our students: **Red and White** is your magazine; it is the result of your literary talent and work; and it should be your ambition to make it second to none. Reflection upon our experience as Editor, however, leads us to express the hope that you, the students, will begin to write for **Red and White**, that you will rouse yourselves from the lethargy from which you seem to have been suffering, and take an active interest not only in **Red and White**, but in all phases of college activity.

Before we depart we wish to acknowledge an immense debt of gratitude to our Alma Mater, which we know we can never repay. But she does not ask repayment, for her reward will be in the life we, her graduates, will lead in the future. It would be presumption on our part to attempt to say what she has done for us; we shall take the easy way out by observing that the lives of her alumni form a eulogy which no tongue or pen is capable of producing. And now, as we ask "Old St. Dunstan's" to accept our application to join her alumni, we promise to be faithful to the ideals which she has set before us, and ever to reflect credit upon her in whatever we do. We shall always look back upon our four years at St. Dunstan's with the fondest recollection.