

## EDITORIAL COMMENT

The twenty-first edition of the Dalhousie Medical Journal is now in publication. Last year, 1966-1967, was indeed a successful year for the Journal. Circulation reached numbers approaching 2500, and distribution to Dalhousie alumni became world wide. Student achievement in research and review articles was notable.

This year we can only hope to follow the trends already established and we can only attempt to introduce a few innovations. It must be emphasized that the success of our Journal rests not on the editorial staff alone, but on the student body at Dalhousie. The Journal is now one of the largest student medical publications in Canada. We believe it can be one of the finest. This will be possible if, and only if, the student body shakes off its shroud of apathy and becomes a vibrant force supporting our publication. Will this happen? We wonder. The empty rows of seats at some Med Society meetings, the meager response to the Journal's appeal for applications for staff positions last Spring, testify rather bleakly to the disinterest of the Dal med student. Will he change? Will he broaden his perspective beyond the confines of classrooms and wards? We shudder at the fate of some of these individuals when at last they have obtained that M.D.

There is yet another problem at Dalhousie of even greater magnitude - this is the lack of

student-faculty communication. Already, we realize, steps are being taken to rectify this. The recently successful Workshop on Medical Education was an impressive beginning, but this was initiated by a concerned and interested group of students, not by the faculty. All students are becoming increasingly aware of the current trends in medical education thought. From teachers and preceptors, they learn the ideals of medical education, but they fail to receive specific, practical direction from day to day. Too much is learned by rumour, and not by discussion with the faculty. It seems difficult to hear a definite statement of policy. Third year, for the class of '69, was sheer confusion while they waited patiently to know if they were to write multiple choice examinations. Speculation abounded for weeks before the announcement was officially made. Now, in fourth year, they find themselves faced with the same situation - uncertain as to what exams they will write and as to what licence they will receive. We assume, when this goes to press, that this particular problem will have been solved. But it is one which should not have existed. When such critical decisions are being made, let the faculty explain to the **entire** student body what the problem is, what measures are being considered, and what decision is anticipated.

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