



Canada's oldest college newspaper. Member of Canadian University Press. Opinions expressed editorially are not the official opinion of the Council of Students. Official publication of Students of Dalhousie University, Halifax, N. S.

Editor-in-Chief Ian MacKenzie

Business Manager Bruce Petrie

News Editor Frank Cappell Sports Editor Gerry Levitz

Features Editor Les Cohen CUP Editor Ed. Sschwartzberg

Review Editor Jeff Sack Girls' Sport Editor Jay Botterell

Photo Editor Brian Purdy Assistant News Editor Gus Visman

Assistant Sports Editor Irvin Sherman Assistant Girls' Sports Editor Janet Young

Layout Alan White Circulation Manager Ann Holman

Reporters Ken MacKenzie, Don Brazier, April Dockerill, Eric Hillis, Dot Woodhouse, Lena Gillis, Paul Farley, Ken Glube, Bill Owen, Donnie Carroll, Joan Fowler, Andrew Ossyany, Alan Jost, Paul McIsaac, Frank Mosher, Cal Hindson, T. Lautrec, Gill MacLaren.

Typists Judy Ferguson, Elka Mark.

AN EDITORIAL:

GOOD-BYE . . . AND ALL THAT

This is the last Gazette of the year, so we are going to take advantage of a tradition among college editors when they reach this point in their career — that of reminiscing over the past year or so.

Dalhousie has seen considerable change over the past few months. We have lost a president and gained a new one; the student body at last appeared to have come to life and a highly successful Winter Carnival was the result — as well as numerous other activities; the Dalhousie Glee and Dramatic Society put on a hit musical after much toil, tears and sweat; the Dalhousie Athletic Department appeared under new management and showed what could be done; and The Gazette appeared more or less regularly once a week.

We would like to start by passing on the best wishes of the Gazette staff to Dr. and Mrs. Kerr and thank them for all they have done for Dalhousie. A university president is not necessarily an altogether popular figure in the eyes of the student body, but during the time that Dr. Kerr has been at the University, Dalhousie has expanded in many directions to become the leading institute of higher learning in the Maritimes and respected throughout Canada. We wish you and your wife the best of luck in the years to come.

Dr. Henry D. Hicks has taken over as president. During the next few years Dalhousie should see even greater change both physically and in its general outlook. If the current fund raising campaign is successful new buildings will be bursting out all over. We wish Dr. Hicks all success in his future endeavours.

Turning to the student body, we would like to congratulate Student Council president Al Robertson for the job he has done over the past year. While there is a certain prestige which goes with being the president of the Council, there is a great deal of behind-the-scenes work that must be carried out if the Student Government is to run smoothly, and Al has worked long and hard at his task. We commend his example to the incoming Council president and members.

It is hard and indeed at times dangerous to single out one student for praise above the others. However, the Malcolm Honour Award was presented this year to Miss Winifred Anne MacMillan — the first time to our knowledge, that this award has been given to a woman. We have been associated with Wam for several years now in different organizations and she has always done more than her fair share of the work. We are happy indeed that her talents have been properly recognized and rewarded by the student body.

Dave Major, the organizer of the first Dalhousie Winter Carnival, also comes to mind. The Carnival was a great success — indeed judging by what we have seen of other Maritime Winter Carnivals, Dalhousie put on the best show around this year. The Carnival committees set a high standard which we hope committees in the years to come will be able to emulate.

DGDS got off to a bad start, but ended up with a hit show. We admit we regarded the move to the Capitol Theatre as ill-advised, and we condemned DGDS for their actions. We were wrong — though not completely so. The Society managed to make money for the first time in 76 years, but we hope that they will be able in future to both put on a hit musical and continue the tradition of the fall play.

Finally our personal thanks to the members of the Gazette staff. This year has been a valuable experience to us — though how the paper managed to appear regularly is still a mystery. We have not managed to carry out all the ideas which we proposed at the beginning of the year. However, I don't think the paper has been too bad — that's our inate egotism appearing. Gerry Levitz has run the sports department and done a good job of it. Les Cohen, whom I had never met before the second week of the fall term, took on the job of editing the features pages without prior experience and made good. These are two departments which almost ran themselves.

The news department had its ups and downs, but I would like to thank Frank Cappell and Gus Visman for the work they have put into the Gazette over the past year, and urge them to keep at it.

This year the photographic department was probably the best it has ever been, thanks to Brian Purdy and his camera. He won us the only recognition we got at the CUP conference in Ottawa. We hope he is equally successful as a lawyer.

There are many other people we should mention, but space forbids it. My final debt of gratitude goes to the Dartmouth Free Press and Jack, Artie and the boys who have put up with so much over the past year. How they managed it I will never know, but the fact that the Gazette even appeared is due largely to their help and understanding.

So I bid my captive audience farewell and the best of luck in the months to come.

Letter from the Education Dept.

Sir,

Your editorial of March 6 concerning the Department of Education of Dalhousie University and the accompanying article by an ex-student (but not apparently a graduate) of the Department indicate some lack of understanding of the nature of the B.Ed. course and of its aims. May I be permitted to explain?

The aims may be described as follows: - 1. To give prospective teachers some theoretical background to the practice of their profession and to introduce them to some of the important general problems of education. 2. To give the prospective teacher some insight into human nature and the nature of the child. 3. To send prospective teachers out with sufficient knowledge of methods of teaching to enable them to do a satisfactory job in the classroom.

You will notice that those aims do not include further instruction in the content subjects taught in schools such as English, Mathematics or French. This is not because we regard knowledge of these subjects as unimportant (quite the contrary) but because it is necessary for us to assume, in order that we may proceed with the tasks we regard as peculiarly ours, that students who already have a university degree have a sufficient knowledge of some at least of the subjects regularly taught in schools.

How the Education Department attempts in detail to carry out the aims stated above you may learn by consulting the university calendar.

The reference to James D. Koerner's recent article in the Atlantic Monthly suggests that the editorial and article in your issue of March 6 may to some extent have been influenced by the current literary habit of abusing institutions engaged in teacher education. Mr. Koerner, like your contributor, is much given to sweeping and unsupported statements. But, if his facts are correct, I certainly agree with his criticisms, which are levelled mainly at the quality of the instruction and the text-books in use. You have my assurance that these criticisms do not apply at Dalhousie. While it would be improper for me to refer to the quality of our instruction, I can at least point to the international reputations of the writers of the text-books we use men such as Robert Ulich of Harvard, David Russell of California and H. E. Garrett Professor Emeritus of Columbia.

There seems to be an underlying assumption on the part of some people, shared perhaps by yourself, sir, that the B.Ed. year should be similar to any other year in the Faculty of Arts and Science, that it should, in fact, follow the accustomed academic regime of attendance at lectures, submission of reports and essays, and, in some classes, attendance at laboratory periods. The B.Ed. year does not strictly follow this regime, and cannot do so if the aims above outlined are to be realised. Education students are of course required to attend lectures, to submit essays and reports and to study; but preparation for their career in the classroom must include also supervised practice teaching, instruction in how to present lessons, how to manage a class, how to plan a year's or a month's work, how to prepare material for class use, how to employ to best advantage the many teaching aids now available, etc. Much of this, of course, can be learnt by experience, but learning by experience alone is wasteful, discouraging and frustrating. It is therefore one of the two main purposes of the B.Ed. year (the other being to provide a framework of theory) to short-circuit experience and acquaint the budding teacher with what past experience and experiment have shown to be the best methods of instruction. All of this takes time, and it is quite true that time so occupied does to some extent reduce the time spent on the regular type of academic work to which the student has become accustomed during his four years of study towards his first degree or degrees. This is not a matter to be hidden or apologized for. A

student in the B.Ed. year can, if he is willing, learn just as much, or more than a student in any year of the B.A., B.Sc., or B. Comm. programs. But it will not all be book learning. A considerable portion of it will be learning how to handle a class, how to present a lesson, how to prepare and correct examination papers, how to measure or evaluate the abilities of pupils, etc., all of them accomplishments demanding careful thought, application and initiative.

It follows that the occasional student who enters the B.Ed. year expecting a regime the same as that of his previous years at university is certain to be surprised or even upset. So is the student who thinks that the B.Ed. course is an easy option or that it can be done "on the side". If those are the persons designated by your contributor as "astute" (and I suspect that they are) they would indeed be well advised to take his advice to stay away from Education. This Department welcomes those who, though perhaps less "astute", are wiser, more flexible and more ready to learn the craft of teaching. We have had plenty of such people in the past and we are more than willing to be judged by the performance of our former graduates in the schools of this province and country.

It must not be thought that we are complacent. We are well aware that the B.Ed. course, like university courses everywhere, can be improved. Within the limits of budget and facilities we propose in the future to make improvements. Nor are we averse to criticism. But we prefer the criticism to be informed and constructive.

Sincerely,

Alex S. Mowat Prof. of Education and Head of Department

Sir:

The editorial printed in your last issue of the Gazette seems to suggest that we in the teaching profession are a bunch of duds. Rather than printing a critique by student-teachers, old and new, maybe the article would have been more profitable by talking to the staff and finding out their purposes for these courses. Surely these experienced Professors must feel some value in these. I feel that the Gazette should have carried on a full investigation rather than the comments of a few students.

Potential Teachers — Don't be discouraged! . . . from the comments of Principals and Teachers these projects are useful.

Sincerely,

Louis R. Comeau (Student-Teacher)

There are over 157 million members of the Red Cross in the world today. They are enrolled in 88 national Red Cross, Red Crescent and Red Lion and Sun Societies.

Reuniting separated families is part of the service of our Canadian Red Cross. Since this service began, more than 1,250 persons from Eastern European countries have been re-united with their families as a result of intervention on their behalf through other Red Cross and Red Crescent Societies.

Joke of the Week



"The gun's in the middle drawer!"