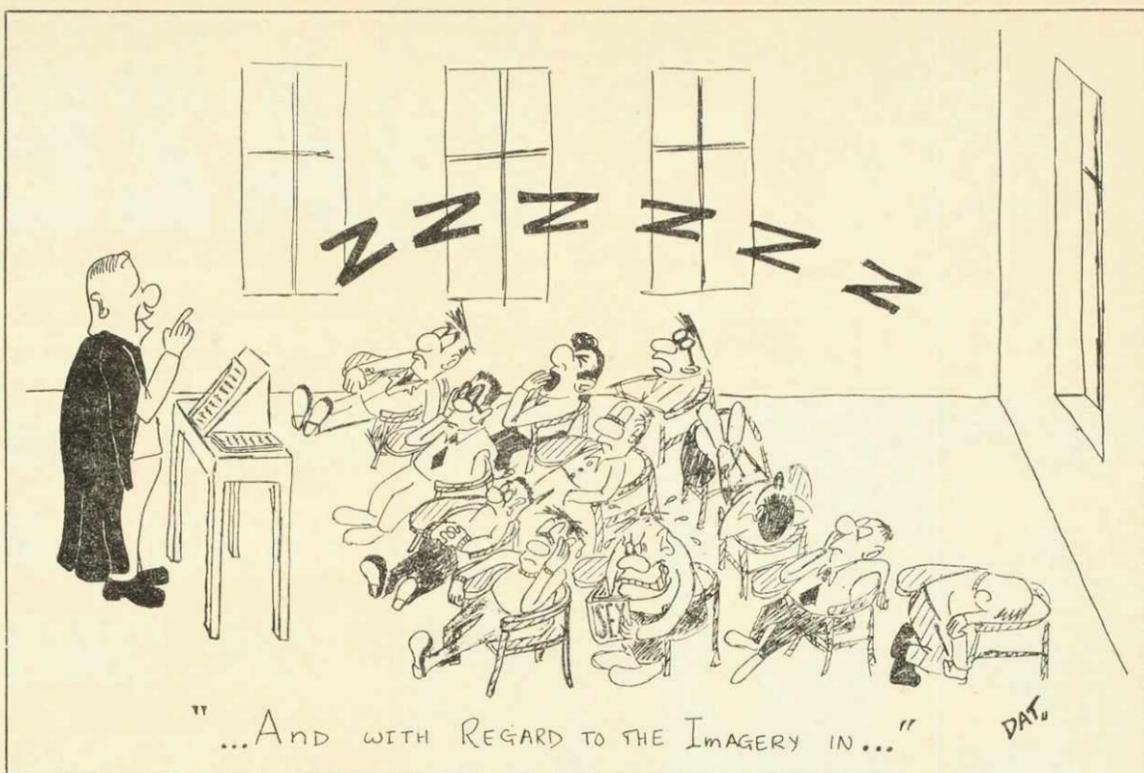


**The Dalhousie GAZETTE**

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, Nova Scotia.

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*Guest Editorial:*

*The Other Side of the Story*

Wynken, Blynken and Nod are the names I shall give to the three professors on this campus whose portraits are briefly sketched here. The men are fictitious, but not imaginary.

By a long-standing tacit agreement, every student who enrolls in one of Professor Wynken's courses is spotted a 'C' to begin with, and only in cases of flagrant absence or failure to turn in assigned written work is there any danger of a lower grade. 'A's' and 'B's' are common. Professor Wynken is not a fool; he knows that his students, by and large, are nothing to get excited about, but he is a kindly man who believes in live-and-let-live. He is also a great sports fan and is unsparing in his criticism of sloppy playing on the football field. Luckily for his peace of mind, our athletic department enforces the highest standards of performance.

Professor Blynken is not the drooling petty sadist portrayed in *Little Man on Campus*, but he manages to harass his students quite effectively simply being obtuse to their feelings. He never stops to make sure that his assignments have been understood after he gives them. When he lectures, he goes so rapidly that note-takers are left hopelessly behind, and when he holds a class discussion it usually turns out to be a tete-a-tete between himself and some favored student. He adheres to his office hours so literally that he is almost inaccessible. Though he insists that papers be turned in on time, he never returns them when he promised. He habitually comes to class late and then holds it with his glittering eye until 30 seconds before the final bell for the next hour. He is a very prominent man in his field.

Professor Nod is not a boring lecturer, droning over dog-eared lecture notes compiled 20 years ago. His method is entirely different. It may be called "teaching the text," that is, sitting in front of the class and reciting the text out loud, with interpolated comments, while the students slump, mumble and disgusted, working on their arithmetic under pertense of reading the *Lantern*. He never assigns papers that require more than a sentence or two of consecutive original writing and the papers are returned bearing grades but no comments on their faults. He will pass illiterate writing if the technical content is satisfactory. He is very fond of multiple-choice tests, though now and then he will extend himself by giving short-answer tests to see how well the students have memorized "facts." He believes that his courses are intellectually demanding.

These men are faculty failures. They are not localized in any one department or college they can be found all over the campus. Perhaps we faculty members might turn, for a change, from criticizing the short comings

of our students to considering how far short we fall of meeting the challenge that they present. This challenge is not only in their numbers; it is in their seriousness, their receptivity, their candor. It is in their woeful inexperience, their confused aims, their clumsiness at extracting the best in us.

Only in this way will we bring a university education up to the level it should be.

—CHARLES WHEELER,  
Assistant Professor English  
Ohio State University.

*Munro Day — A Flop?*

In a few weeks time, Munro Day will be here and once again all "loyal" Dalhousians will spend hours getting ready for what amounts to one big party. The day will come and go, while the student body is preoccupied with women, liquor, and dances and no one will give a thought to George Munro. No one from other universities will both to attend and all in all the whole show will be one big flop.

Why? Simply because we are trying to use the wonderfully idealistic idea of remembering a great benefactor as a cover-up for social and sporting festivities. Interspersed with hockey games, a revue, and a dance, we have for example the dryness of an awards assembly which necessary as it may be, does not fit with the other activities.

As we looked over the programs for the Winter Carnivals at Acadia and UNB last weekend, we sighed wistfully and wondered why Dal has no reasonable counterpart. The sole object of these carnivals was fun. Good, wholesome, enjoyable fun. Every event was dedicated to the enjoyment of the student body as a whole, and there was something for everybody.

The events were, moreover, spread out over a period of a few days instead of being crammed into 20, short hours as they are on Munro Day. For the best part of a week the entire campus joined in the festivities, with everyone taking part in some activity or other. The effect was one never attained here at Dal.

At the same good humour and friendliness prevailed at every corner, and the festival atmosphere was greatly enhanced by the presence of visiting university students. The "A" train helped make the Acadia carnival a roaring success while Dal and Mt. A students were a contributing feature to the affair at UNB.

Dalhousie needs a weekend similar to these. Munro Day marks the closing of our extra-curricular activities and brings the year to a fitting climax. In this respect it is a good institution and one which we should keep.

But it is time that we realized that the purpose and effectiveness of Munro Day end here, and that until we add a carnival of our own we will still remain a dead and uninteresting campus.

**Educating the School Teachers:**

*More than Technique*

By LYALL CAMPBELL



Mr. Campbell is a graduate student in the Dalhousie Department of History and spent last year teaching in the public school system of New Brunswick. His major thesis in this article is that "educators" generally put far too much emphasis on technique and practical experience, and that much more stress must be put on the greater understanding of the teacher of his subject (despite current theories regarding the low level of information needed to teach school.) He points out the broader channels of communication that are made possible between teacher and student with increased depth of knowledge on the part of the teacher.

Many modern textbooks on education stress the importance of a teacher having a "philosophy of education." One such philosophy is that in the school the "whole child" must be educated. The expression "the whole child," these books go on to explain, is used to indicate all the relevant personality factors; physical, psychological, even intellectual and many more.

**LETTERS**  
**"Gentlemen of the Press"**

Sir:  
Congratulations!  
You have proved beyond doubt that the virtue of objective reporting in the otherwise rather nasty newspaper business is still with us. Thanks!  
You have been extremely kind in not exposing your hapless opponents to merciless ridicule. Congratulations!  
You have displayed that you possess the most valuable asset press people can have in brilliantly observing the best time for a massive attack, viz. the time of near-exhaustion of the opposing team. Thanks!  
You have saved us from deepest embarrassment by frankly admitting that the best team won. Congratulations!  
You have established yourselves as scholars without peer in detecting that the "Ph" in PHAROS lends itself to be used in alliteration with "T" in "flops" so as to make a banner headline which attracts attention and sheds more glory upon the already "glorious" *Gazette* staff. Thanks!  
You have shown real magnanimity in permitting the deflated to challenge you to a return match. This challenge will be forthcoming whenever we feel that the "Gentlemen of the Press" can stand the strain of being blinded by the "Lights."

—OTTO HAENLEIN,  
For the PHAROS Staff.

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**GAZETTE STAFF PARTY**  
**Friday, February 10, 1961**  
**8:30 p.m.**  
**Zeta Psi Fraternity**  
(See Notice Board for Details)

Most authorities stress the importance of two types of preparatory work: (1) Study of teaching methods or techniques (2) Experience. Before a person becomes a teacher his or her experience consists of training by means of practice teaching.

Again ignoring a difficult question, i.e. whether a person is able to teach when he or she is concentrating on presenting the appearance of doing so, one may consider with profit the teaching situation from the other point of view, i.e. the side of learning.

Although it has become unfashionable to speak of truth, this concept seems to me necessary in order to distinguish between two different manifestations of man's reasoning, i.e. practical and theoretical reasoning. Practical reasoning may be defined as thinking which has some action for its goal; theoretical reasoning has for its goal truth.

Now, the study of techniques involves practical reasoning; the student learns how to go about performing the actions deemed proper for the presentation of certain materials to a group. Similarly, experience involves that combination of empirical observation and prudent calculation which enables one to arrive at practical conclusions regarding teaching, e.g. how best to secure discipline without affecting adversely "the learning situation" whether it is good (or safe) for the teacher to turn his back on the class, etc., etc.

Although both study of methods and experience are considered necessary acquisitions for the good teacher, it is often said by educational authorities that prospective teachers do not require any extensive study in purely academic courses because the level of knowledge required even for high school teaching is (contradictorily) low. One may doubt the validity of this statement because, just as easy writing makes in the words of Sheridan, "curst hard reading," shallowness of knowledge on the part of the teacher makes very difficult

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