

**THE YEAR ENDS
CHAPTER XX**

In Which We Are Properly Told Off. . .

They were sitting in front of the fire imbibing, the Unicorn was the first to break the golden silence.

"Bad year, Ed."

"Not too bad." The Ed was quite complacent about it. Good Dal student, the Ed.

"What d'you mean, not too bad. Rotten, sir, that's what it was! Rotten!" He took a deep, indignant swig.

"Well, it was better than last year, and last year was better than the year before..."

"Rubbish! Look at this D business! Do you know that Sodales went on record as wanting as many Ds as the Glum Club?"

"That's college spirit," said the Ed slowly..

"Which has been ordained a Good Thing," the Unicorn interrupted with heavy sarcasm. "There's no enthusiasm; why haven't we?"

The Ed turned round, and filled his glass. He spoke slowly, being a bit tired. "Acadia has a rink, sir. They have a fair field. They have an auditorium. These things make a difference."

"Why can't we get them?"

"Oh, people talk, sir, but nothing ever gets done around here. It's one of the great things about the place. Of course, this is a University. You can't learn anything worthwhile at any of these other places."

"But there must be as much money here as there is in Wolfville or these other places."

The Editor didn't answer; it hadn't been a bad year. Two or three championships; the junior basketball team looked good. Anyway, degrees would still be given out in the spring. The place wouldn't fall apart yet. Although he had to admit that things were pretty slack. A minute later, the Unicorn spoke up again.

"And tell me why, young man, a University like Dalhousie was represented at a national conference of physical directors by a man from a little place somewhere in N. B.? Why didn't our man go? Why didn't the Gazette say something about it?"

"Beyond me, sir. Not my line, sports, you know."

"What about this plebiscite? Do the students here, in the face of maxims to the contrary which have yet to be disproved, still think that they can get something for nothing?"

"Don't know, sir. Can't answer for all of them."

"Next year," said the Unicorn, "we must have an austerity year. Pay for games, council dances, everything. Not a goddam thing free. Make em pay for the Gazette; not that they'll buy it, but try. No free skating on Monday night. Paid admission only to the Glum Club. They'll learn."

"Tell the Council, not me."

"I remember once going to a debate. The judges were ther;

so was the chairman and so was I. But the debaters had gone somewhere for the weekend, or taken a night off. Once I went into the Gym, a few nights before the show. Velcoff and two others were building a stage — nobody helping, everybody just wants to enjoy themselves."

"Yes there are a few lazy people around," said the Ed, but they aren't all."

"All but half a dozen." Look at the elections. Farce! Where else would that happen but here?"

"Still," said the Editor, a good Dal man to the last, "it hasn't been a bad year. Things could be worse. We mustn't get discouraged."

The Unicorn growled something about platitudinous fools and strode off towards the keg. The Editor sat back, and contemplated the fire. He was quite comfortable; all was serene. The Gazette was four days late, but why worry? Good place, Dal. He thought.

DAL TAKES LEAD

The Dal Grads defeated Acadia 44-39 at the Dal Gym Thursday to take the lead in the two game total point series with the Axemen in the Nova Scotia Intermediate quarter finals.

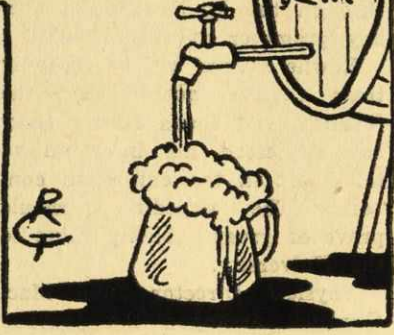
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D.K.S.V.A.

According to the President and other members of the executive of D.K.S.V.A., the need for that organization's existence has come to an end. Although quite a few of the vets, expect to graduate this year, it must be remembered that veterans will make up nearly one half of the student body next year. According to official estimates there will be at least three hundred vets at Dalhousie in 1951-52. With these facts in mind, it appears that any move to abolish D.K.S.V.A. would be premature, to say the least. In the past, our association has acted as a liaison between the student vets and D.V.A. A few may feel that this function is adequately performed by the D.V.A. Counsellor's Office. With due respect to Professor Bennett and his staff I think this function could be better performed if done in conjunction with the veterans' organization. Although the active functions of the association are in general assumed by the university, the possibility of an emergency requires that the machinery for Student Veteran action remain in existence. In any case,

I'LL TAKE SCHOLARS

In the short time during which I have had the good fortune to have been associated with universities, I have acquired a recurring nousea. It is occasioned by the attitude of those students who, feeling (and rightly) that they are at universities to be taught, complain of poor treatment when they find that they are not being taught as they are accustomed to be taught. I would like to suggest that university students are (supposedly) at universities to learn, not, primarily, to be taught. There is a vast difference.

An editorial from a contemporary college weekly, entitled "Teachers or Scholars", was reprinted in the Gazette of March 5. It was, to me, the epitome of all that we should be striving to remove from our universities. If many students at our universities agree with the editor of the Mt. Allison ARGOSY WEEKLY, I want no part of the title "student", or of any other title that connotes an ambition and attitude such as he professes in his editorial. It is indeed unfortunate that the editor was privileged to use "we" when, I hope and believe, "I" (or perhaps "it" in this case?) would have been so much closer to the truth.

Surely we have been taught enough—the way this author obviously wants to be taught. If we haven't I suggest that the place for us is school, not university. What is necessary now, I think, is learning, to be acquired in universities by students who have been taught in schools. I shall not attempt to argue that university professors should not teach; I believe that they do. I do not admit, however, that the kind of teaching implied by "a bit of teaching psychology and instructional technique" has any place in our universities.

I know from experience that students can learn from scholastically qualified individuals, university professors or not, without those individuals having to learn their "bit of teaching psychology and instructional technique". I might add that, considering the truth of the quasi-proverb that a little learning is more dangerous than none at all, I can see nothing but ill effects coming from "a bit of teaching psychology and instructional technique". But, to continue; the assumption, implicit in the editorial with which we are concerned,

the fate of the organization should be decided upon by a meeting of its members, rather than by the present executive.

that professors are with us for the purpose of discovering and applying easier and more efficient methods of inserting "education" into the student mind argues, I think, for something less than a mature point of view, or at least a misconception of the purpose of the university, on the part of the author-editor.

I would be the last to argue that professors should not be good lecturers. But ability to lecture may be acquired with practice and, were it made a prerequisite to professorial appointment, could easily serve to obscure really serious shortcomings. The professor who knows his field does not need to learn "a bit of teaching psychology and instructional technique". In most cases, it will come to him without his seeking it. And if it does not? To listen to a scholar speaking on his chosen specialty is all that is needed for the students to learn what "they wouldn't get from a book by themselves". Organization of lecture material is helpful, and by far the greatest number of professors recognize this fact. But over-organization, such as is likely to come from "a bit of teaching psychology and instructional technique" would make university nothing more than Grades XIII, XIV, XV—and there's too much of that in our universities already. In fact, there's too much of Grades f to X in our universities, too, ut that is for another discussion. The Mt. Allison editor would have our universities further scale themselves down in order, he says, to rise. It lacks logic.

In suggesting that students be allowed—in fact, required—to assess the ability of their professors, and that faculties be built on the basis of those assessments, our Sack-villain is, I feel, grossly over-rating the capabilities of students, and equally under-rating the intelligence of university presidents and governors, members of faculties, and prospective members of faculties.

(Continued on Page 8)

Refreshing with lunch

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