



SAINTLY SCREAMERS OF S.D.U.

THE LOCAL SCENE

The fall intra-mural sports program is quickly coming to a close of another successful season, despite the fact that the weather left a little to be desired at times. This year both softball and football leagues were organized by the A.A.A. The softball league under the capable management of Tom Sharkey has completed its regular season's play. The final standings are Juniors in first place, Sophomores, Freshman, Seniors and Engineers. The semifinals have also been concluded with the Sophomores eliminating the Seniors and the Juniors eliminating the Freshmen. The finals are expected to begin soon, with the Junior and Sophomore teams contesting a best-out-of-three series.

On the intra-mural football scene, under the direction of manager Geno MacDonald, have concluded their regular season's play also. Again the Junior team ended up in first place, with the Sophomores, Freshmen and Seniors placing 2nd, 3rd, and 4th places respectively. In the semifinals, the Juniors won their sudden death playoff by a forfeit, while the Sophomores defeated the Senior class team in their contests. The Juniors and Sophomores are slated for the finals with a game, total-point series.

So that's how the situation stands at present. With the softball and football leagues coming to a close, everyone is looking forward to the winter sports program. This year there will be intramural and buzzer hockey leagues formed, and most likely, intramural and buzzer basketball. There is every opportunity

for everyone to participate so come on out and support your team.

CALLING ALL GIRLS

The Ladies' Basketball League has opened for another season. This year the league is comprised of five teams — S.D.U., P.W.C., Rec Centre, Nurses and the Y.M.C.A. team.

Although our Coeds have had only two practices, they expect to give a good showing in their first game on Wednesday night. About fifteen girls have tried out for the team but cuts will not be made until after the first game. Six players from last year's team are back. These are Diane Laughlin, Linda MacDonald, Irene Larkin, Marie Murphy, Kathy Martin and Anne Smith. The Freshettes who have turned out will certainly mean added strength this year.

The Coeds deserve a lot of support at their games. However, in previous years they have not even been bolstered by the college cheerleaders. This year our new cheerleaders will surely be cheering the "Angels" as spiritedly as they cheer the "Saints"!

The new cheerleading team under the excellent coaching of Mrs. Conley are as follows: Sue Hodgson, Patsy MacKinnon, Lynn Jay, Jean Bernard, Shirley Hennessey, Corinne Lavers, and Maureen Croken as substitute. They have been practicing diligently and will certainly be a big improvement over last year's effort.

FOCUS:

Comment by DON M. CREGIER,
Assistant Professor of History

One of the student participants in your "Action" colloquium last issue referred to "idiot professors in the History Department."

I am rather chagrined at being classed with idiots even if the speaker did not have me personally in mind.

Apparently the history professors are at fault, in the students' opinion, because they lecture to their classes from notes. This is supposed to produce rote memorization, computer-like feedback, and a dearth of mature thinking, communication, and "involvement."

A professor, by definition, is an expert in a field of scholarship. He is employed by a university because he has something instructive to say to people who are not experts, i.e., students. The professor's job is to tell students what he knows about his field of expertise.

I cannot imagine why serious students should take a university course except to increase their knowledge of a subject through exposure to the mature understanding and interpretations of a professional expert.

The lecture method is the most convenient way for a classroom teacher in certain subjects, such as history, to pass on what he knows to a group of students. A well-researched and well-organized lecture represents the professor's effort to synthesize a complex mass of source material, with which he is familiar, so that it is meaningful to his less well-informed students.

The lecture should also give the professor's personal interpretation of his subject mat-

ter, so that students can, through collateral reading, compare this interpretation with that of other experts and reach their own judgment, insofar as they are equipped to do so at their relatively early stage of education.

Lecturing has obvious limitations. Most students find lectures more or less dull, for various reasons. One reason is that note taking is a boring task that distracts the student from a full immediate grasp of the professor's meaning. Often the students' notes have to be read over, after class, before the different parts of the lecture fall into place and the whole makes sense.

Another reason why lectures seem dull is that the human attention span is limited. After about 20 minutes the most fascinating lecture begins to pall in interest. The professor should do his best to make lectures absorbing as well as instructive, but there are bounds to what he can hope to do.

There are some liberal arts courses, e.g., philosophy, logic, and mathematics, in which other teaching methods, such as the Socratic dialogue, are perhaps more appropriate and useful than lecturing. In history and, in my judgment, the social sciences, the lecture technique, despite its weaknesses, is by far the best, at least in the context of conventional classroom teaching.

Unless students are extremely well prepared, a dialogue or open discussion is going to be shallow and superficial. In none of the many schools where I have taught or been a student — ranging from a university of 25,000 students to a

tiny college of 40 — have the majority of students shown enough interest, initiative, and energy — or, indeed, have had the time — to make possible educationally productive courses in history and the social sciences based largely on outside preparation by the students.

The charge that history professors at St. Dunstan's expect from their students an IBM rendition of their lectures in examinations is ill-founded.

It certainly is utter poppycock with respect to my courses!

Not only do I penalize students who do me the dubious honor of totally recalling my lectures, without benefits of their independent judgments, but when feasible I give open book examinations. In writing these open-book exams students can draw on any sources they wish. All that is required is some evidence that the student knows what he is talking about.

If there is a lack of communication in a classroom, it is because the professor is poorly qualified or the students are not listening. Poorly qualified professors should be replaced. Students who do not listen should take other courses where they will be more highly motivated.

The classroom, I believe, is not the place for "involvement" — a much misused word — but rather for acquiring the intellectual tools that later will make possible effective involvement in whatever causes the individual values highly. The effective social critic and rebel is not the sophomoric prattler of abstract jargon imperfectly understood but the sophisticated master of many arts.

KELLY & MACINNIS

135 GT. GEORGE ST.

MEN'S WEAR

PHONE 894-3635

RALPH'S MEN'S WEAR

CHARLOTTETOWN'S HOUSE OF FASHION

160 KENT ST.

DIAL 4-8444

OPP. ZELLERS

MICHAEL BROS.

240 DORCHESTER ST.

CHARLOTTETOWN

CARVELL BROS.

25 QUEEN ST.

CHARLOTTETOWN

**HUGHES
FOR
DRUGS**

MEETING

OF ALL

RED & WHITE

STAFF

8:30 P.M.

TUESDAY, NOV. 7

IN THE BASEMENT

OF MEMORIAL

AVIS
RENT A CAR

Royalty Mall Shopping Centre, Ch'town, P.E.I.

DUNDEE MOTEL

21 UNITS — ALL WITH:

BATH, T.V., RADIO, PHONE, INDIVIDUAL HEAT

10 DELUXE UNITS

6 HOUSEKEEPING UNITS

5 BUDGET ROOMS

200 POWNAL STREET, P.O. BOX 519, CHARLOTTETOWN

The Bike Shop & Sport Lodge



SERVING S. D. U. STUDENTS

FOR OVER 30 YEARS

WITH

SPORTING GOODS

FOR ALL SPORTS