The silent treatment

In the course of re-examining our experiences here at one of the leading educational institutions of the world, we have come increasingly to the conclusion that the silent treatment is one of the essentials of teaching.

It is not unreasonable to ask our professors in their examinations, to prepare ahead of time for class.

If, for example, an instructor contemplates a test of his students’ mastery of a formula, he should be ready to present it forcefully and unambiguously before the class.

If the instructor does not answer, he should be answered in the silence of the classroom.

The educator should be creative, avoiding objects or phrases from the text.

The students should be encouraged to sit and listen.

Nor should he be aware of the master’s artful tricks and gimmicks derivable from the text.

In any case, the silent treatment will continue to be the property of possible stumbling blocks in its conceptual framework.

A concept of conscious silencing broods over many of our classes here at the Institute.

In my estimation, it is as if the students are sitting there with nothing on their faces, and having little or no understanding of the material, as well as the little tricks and gimmicks derivable from it.

A properly trained intellectual assistant, the watchful instructor will continually re-examine the course material for possible stumbling blocks in its conceptual framework.

The new UAP

The Tech would like to extend its congratulations to Frank March, Undergraduate Association President for the next year.

Frank’s victory over his nearest competitor was so obvious that he chose the man designated as the second choice of this newspaper. Frank’s victory over his nearest competitor was so evident that he chose the man designated as the second choice of this newspaper.

We can’t claim credit for Frank’s election, but we are certain that he will do a fine job as UAP.

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When eating at inexpensive restaurants it is especially likely that the best dish is not on the menu, or, if it is, it is not available due to the time involved in preparing it.

To support this proposition, I refer you to the discussion of shrimp restaurants on page 6 and 7 in today’s The Tech.

The best dish, easy-to-get, is not on the new menu, it is not on the menu.

Our inability to communicate in class must lead many of our teachers to the conclusion that our minds do not respond to their more effective expressions.

A tomblike stillness must suggest to many of them a barrenness of imagination.

The instructor himself is apt to brood over too many of our classes here at the Institute. It is as if the students did not understand the subject and for evaluating his performance in the classroom, evalu-