

Partridge ballots to be destroyed

A mail ballot asking faculty members to vote confidence or non-confidence in President Partridge will be destroyed, the Martlet learned Wednesday.

While most ballots had already been returned to the Registrar's office, the Faculty Association executive ordered the ballots destroyed due to an ultimatum by Registrar Ron Ferry. A letter was sent by Association president Don Harvey yesterday immediately following an executive meeting.

"In view of the impossible conditions imposed by Mr. Ferry, the Registrar, in his communication to me of April 6 and circulated to all members of faculty, the executive and myself deem it impossible to continue with the conducting of this ballot," said the letter. "I will therefore request the three scrutineers, Mr. R. Jeffels, Dr. Donald E. Lobb, and Mr. Howard Gerwing, who had agreed to count the ballots, to supervise the destruction of the ballots."

Ferry's letter, which prompted the dispute, listed ten conditions to be met before he would agree to pass the ballots along to the Faculty Association. One of the conditions was that any member of faculty could attend the counting of the ballots and make sure that his was there. Another was that ballots containing the individual's name be counted. Those ballots are considered "spoiled ballots" in normal votes. Ferry also wanted a list kept of all those voting.

Ferry's list of ultimatums was apparently caused by several letters written to him complaining that the Faculty Association had exceeded its mandate. Ferry wanted to know who called for the ballot and who was to be scrutineer. In his letter, Ferry also indicated that when he agreed to provide the double envelope used in mail votes, the "contents of the ballot were unknown to (him)". He asked for clarification of the mandate for holding such a vote.

The mail ballot was sent out after a petition was received by Harvey from 37 members of faculty calling for a vote of confidence or non-confidence in President Partridge.

Informed sources say the 37 signatures were put on the petition in slightly over an hour, mainly from Science faculty members. According to sources, the petition was stopped at that point, enough signatures having been received to warrant the vote.

There is some speculation among faculty that the question of a vote of confidence in Partridge will be raised in a joint faculties meeting today.

Full profs want external tribunal

UVic's full professors have decided after almost a week of secret meetings to support the CAUT proposal calling for an external tribunal to hear the cases of Graff, Goede, and Jain. They also voted to consider all the procedures followed by involved parties in the current dispute, including those of the CAUT.

The meetings were initiated by Bruce Partridge as he invited all full profs in arts and sciences to breakfast in the faculty club Monday, March 28th. Under a pledge of secrecy, many refused to attend further meetings, with at least one, Professor Horsbrough of Philosophy, sending a letter to the others explaining his reasons.

The meetings were apparently

called to consider Partridge's proposal for an internal tribunal to be composed of members from the rank of full professor. Apparently the professors didn't go along, as their decision is to support an external tribunal.

Last Thursday, they voted to exclude Partridge and his deans from attending further meetings, and chose a chairman, Beattie McLean of the German Department, as their chairman.

Last week the steering committee charged that the full professors had "sold out" the three profs, the students and the university. Members of the steering committee reached for comment Tuesday generally felt they were justified in making the statement at the time, but admitted that there was no sellout.



Photo editor Les Laronde truck in on down the line. Dianne Sadler photo

CAUT censure looms at UVic

The executive of the CAUT has voted unanimously to recommend censure of the University of Victoria.

The censure move followed several months of attempts on the part of the organization to find a basis for negotiations with President Partridge on the cases of Graff, Goede, and Jain.

The executive had asked that an external tribunal be set up to conduct hearings on the cases, but Partridge refused to consider it. A CAUT spokesman said the censure recommendation was a result of Partridge's refusal to offer "concrete alternatives" in the dispute over the three cases.

The day following the censure move, CAUT President Dr. Gordin Kaplan appealed to Partridge to appoint an external tribunal. "It is never too late to be fair", said Kaplan.

The recommendation from the national executive will be carried to a full council meeting of the CAUT on March 2 where it is expected to pass easily.

"It was on the basis of our

repeated failure to persuade President Partridge and his board of the necessity for providing a suitable appeal procedure in these three cases that we have now recommended censure of the president and the board of governors", said Kaplan.

"Who is being irresponsible, the CAUT or the board of governors at the University of Victoria", he said in response to Justin Harbord's claim that the censure recommendation was "just another example of CAUT's irresponsibility".

Back in Victoria, Partridge

was implicating Arts and Science Dean John Climenhaga for the first time publicly.

His statement read in part "In the three cases appealed by CAUT, Dr. John Climenhaga ... weighed the evidence and made negative recommendations last spring. The president and the board of governors supported the dean's conclusions."

"The deans, the president, and the board of governors have full confidence in the integrity of these academic recommendations made by the dean of arts and sciences."

SMITH RESIGNS

Peter Smith, UVic's associate dean of arts and science has resigned. He will return to teaching duties as an associate professor in the Classics department.

Smith could not be reached for

comment by the Martlet, but in a statement to the Victoria Times Tuesday he indicated no comment would be made until the board of governors meet on April 19 to consider his letter of resignation.

STONED-OUT FUNNIES

by Denis Kitchen



MARTLETS NEEDED!

THE MARTLET FILE FOR VOLUME 10 (THIS YEAR) IS DEPLETED DUE TO RAIDS ON BACK ISSUES, ETC.

WE NEED TO HAVE SEVERAL COPIES OF EACH ISSUE. PARTICULARLY BETWEEN VOL. 10 NO. 5 AND VOL. 10 NO. 26.

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**THIS IS IMPORTANT
PLEASE HELP US OUT**

YS group says protest

Well, it's going to happen again this spring, like every spring for the past five or six years; and it's going to happen all over the world. That is, the International Day Of Protest, against the U.S. occupation of Southeast Asia. Whether or not Victoria becomes part of this worldwide demonstration is dependent on whether high school and university students are willing to take the first step, and form a committee in the SUB tonight.

Everytime somebody starts talking about demonstrations and the war a lot of people (you?) go around saying: "What does Vietnam have to do with me in Canada..? or "How can you end the war by waving placards and walking down the street"?

For the answer to the first question all we have to do is repeat a statement made by our fair prime minister, which goes something like: "If we stopped selling nickel to the U.S. it would cripple their war effort." Mr. Trudeau, of course, didn't mention all the other gadgets that Canada produces for the U.S. war machine, or the fact that Canadian medical aid in the form of hospitals in Vietnam, serve as CIA fronts. But the war 15000 miles away affects us in more direct ways as well ... Going to get a job this summer? Maybe? No? Ever wonder why there is so much unemployment going around? Inflation you say? Well, inflation in Canada is invariably connected to our branch-plant relationship with the United States, and inflation down there is tied-up just as bad with their war-time economy. If you are not going to get work this summer, then you know who to blame. Certainly not yourself.

So we see then, that demonstrating against the war does not have its only basis in human or pacifist sentiments (although those are certainly just enough). There are other, very factual, and sometimes, very hard, reasons for protesting. The war in Vietnam is not just something we see via satellite that's 15000 miles away. The war in Vietnam is right here in Victoria.

So maybe you're against the war, and maybe you want to do something about it. But demonstrate? Well, what are the alternatives? You could send a petition in to Mr. Nixon (remember what happened that Friday afternoon in Partridge's office?); or you could blow up a washroom in the White House; or you could think up a groovy idea of your own ... but if it doesn't involve masses of people, acting on their own behalf, and physically expressing their ideas, then don't count on any results. Nixon, Trudeau, Bennett, or even our own Mr. Partridge don't have to listen to your dissent if you just mouth off or scribble on a piece of paper. What would happen if they threw your paper into the garbage? —Nothing. What would happen if they ignored the placards and the marching in the streets? Well, the next time somebody called a demonstration, more people would show up. And when that happens our leaders have to come out with answers or concessions. They feel directly threatened; in the line of fire. And they have to stop the process before it spreads. Ever wonder why the U.S.

stopped bombing North Vietnam, or pulled out of Cambodia? Know how they got day-care at the U of T? Free parking at Vancouver City College? grade transfers at SFU? It wasn't done on paper.

But theres one more reason, really a crowning one, why students here should help build the International Day of Protest. And that is — the real backbone, the prime force behind the anti-war movement down south are the students — our counterparts. And those people shot at Kent last year — they were protesting the war; they were students—us. We not only have to show our own government and Nixon that we want the war stopped; but we have to show the students of the United States that they are not alone in their struggle; that they have sympathy and support from all over the world; and that some people, a lot of people, have the confidence and the guts to show it in the open, where it really counts. Even in Victoria.

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Hume elected editor

Mark Hume has been appointed Editor-in-chief of the Martlet for the 71-72 term.

The representative assembly ratified Hume as editor after hearing a report from the Publications Chairman Greg Fraser. Hume was the choice of the Publications Committee and the Martlet staff.

Hume, a young fellow in first year, vowed to uphold the fight for natural justice and large discretionary funds in a private interview Tuesday with Editor Emeritus Bob Higinbotham.

"Just 'cause I have long hair, that's no reason to put me down", said Hume to a dog peeing on his shoe. As with most editor-elects, he has become immediately paranoid upon hearing of his appointment.

The Martlet staff was dumbfounded upon hearing the news of his appointment. "But we elected him on a hummer", cried an anguished Dave Climenhaga, "we weren't allowed to vote for ourselves, so we all voted for the



Editor Emeritus Bob Higinbotham annoints Editor Elect Mark Hume with the customary oil and vinegar.

one person we didn't think had a chance to win, thereby increasing our own chances." Dave plans to enroll in Philosophy 202 next year.

Hume smiled benignly, reassured that the Victoria Times would never hire him now, thereby saving him from a life of police beats and movie reviews.

McKinnon fails confidence vote Steinle censured

AMS president Ian McKinnon failed to win a vote of confidence Monday night at a meeting of the representative assembly.

The vote followed by five days a vote of confidence in McKinnon by about four hundred students at a general meeting.

The motion was worded similarly to the one passed by the Board of Governors in support of Bruce Partridge. It expressed complete confidence in the ability and integrity of Ian McKinnon as president, and failed by a vote of 9-13-4. McKinnon left the meeting immediately, cancelling any opportunity on the part of the Martlet to determine whether he would resign.

McKinnon's "executive assistant" Dennis Steinle was also censured by the council for

prejudicial remarks made against members of the faculty and student body through the media.

"First Partridge, then McKinnon, now me. Too bad the faction can't really succeed. Suck rocks," was Steinle's cryptic comment. Steinle indicated he would not resign.

In other council business, the RA passed a motion to express "its sincerest appreciation to Mr. Robert Higinbotham for the exceptional standard of journalism he has displayed" as editor. It was pointed out that the Martlet has achieved fame across North America as a leading college paper. Higinbotham will get a pewter beer stein in appreciation.

Reps will rap

An internationally known artist, poet and author, Paul Repts will speak on "New Frontiers of Perception" on April 24 at 8.00 p.m. in MacLaurin 144.

Reps' lecture is to be sponsored by the University of Victoria's Division of Continuing Education.

Author of seven books, including the widely known "Zen Flesh, Zen Bones" and "Zen Telegrams", Repts has been described as a practical mystic and refreshingly playful lecturer who proposes that we recreate ourselves to align our mental, physical and psychic properties into a deeper and more inspiring state.

Reps has lectured widely on North American campuses, including Sir George Williams University, McGill, University of Vermont, Goddard College and

the University of California at Berkeley.

Tickets to the lecture can be obtained for \$1 each through the Division of Continuing Education.

Grads to discuss degrees

UVic's graduating class of 1971 is holding a special meeting this Thursday (today) at 12:30 despite a move by graduating class president Tom Newell to call it off.

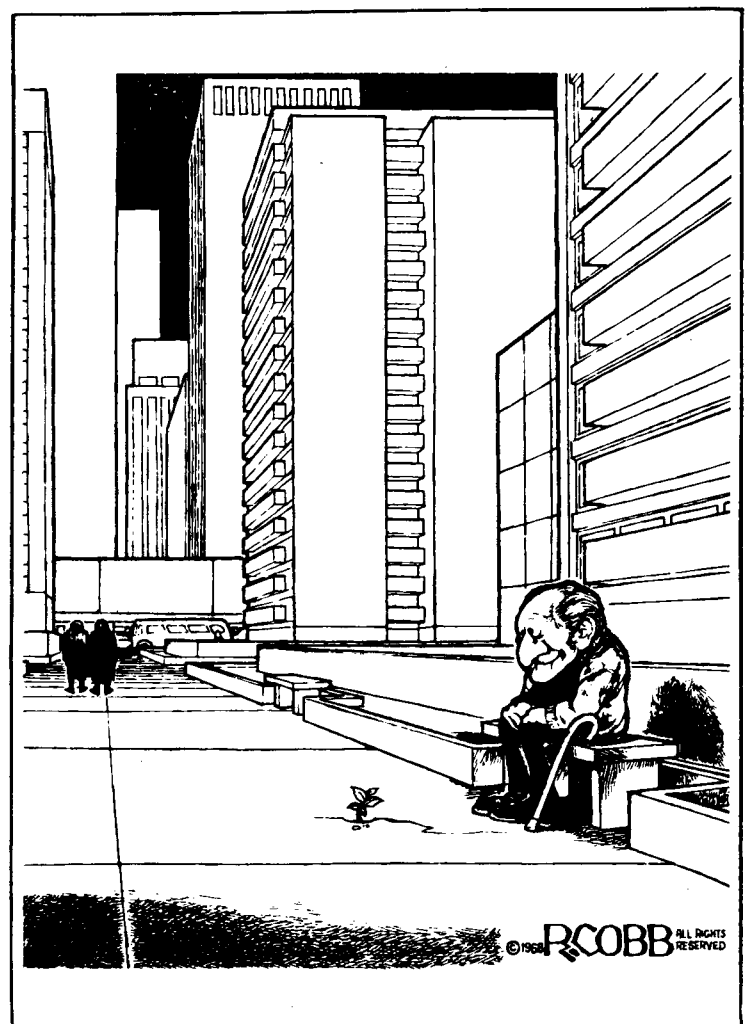
The meeting is a result of concern of many graduates about the quality of the degree they will receive this year. Many want to have their degrees left unsigned by President Partridge.

The meeting takes place in Elliot 168.

Hobson new head

Mr. John David Hobson of the UVic Germanic Department is now president of the YNDP of Victoria. Third year student Sam Harris is Vice-president with Flemming Hansen, second year is Secretary Treasurer.

At the March meeting, David Hobson was elected by acclamation to go as a federal delegate to the convention in Ottawa April 21-24. Flemming Hansen has been elected to represent the Victoria NDP constituency association. John Newcomb was elected to represent the NDP provincial convention on May 28-30 in Vancouver. Brian Currie was elected as an alternative and will be going to the convention, but without the right to vote.



Chronicle of crises

by Norman Wright

The chronicle of the past three months at UVic is a clear testimony to the depth of the division and disharmony which is the result of the Administration's policies at this time.

Jan. 12th. A student rally sent a motion to the Board requesting reconsideration of the decisions concerning twelve faculty cases. The emphasis was on the superior teaching record of each of the profs.

Jan. 19th. The president's meeting at which his "fact" sheet was attacked by students and senior faculty. The question of administrative interference with academic decisions was raised.

Jan. 28th. The "Blackstone" Martlet introduced the problem of the President's credibility in the realm of academic decision making.

Feb. 14th. The Moratorium resolution providing for a year "without prejudice" for all twelve cases was

first introduced in order that all the problems developing could be reviewed without serious disruption.

Mar. 9th. Faculty Association passes a motion requesting that the four cases involved in the Senior Lecturer category be given an extra year.

Mar. 14th. Student R.A. passes Moratorium motion and asks that the Board respond by Wednesday, 17th.

Mar. 19th. A student meeting of 1500 unanimously passed the Moratorium resolution, and 786 signed ballots were deposited on the President's desk. He said they meant nothing.

Mar. 20th. The University broke off negotiations with CAUT in the cases of Gaff, Goede, and Jain.

Mar. 22nd. Administration press release announced "unanimous support" by the Board for the actions of the President.

Mar. 23rd. A Faculty petition with 160 signatures was submitted to the meeting of the Board, "regretting the unfortunate decision to reject the recommendations of CAUT."

Mar. 25th. Student meeting of 2000 calls for a Referendum for the following day on the question of confidence in the President, and support for the CAUT recommendations.

Mar. 26th. Student referendum with 2775 voting votes 91 per cent in favour of CAUT recommendations, and 70 per cent in favour of the resignation or dismissal of the President.

Faculty Association votes 134 to 37 in favour to "urge in the strongest possible terms . . . that the Administration accept the recommendations of CAUT."

Mar. 28th. President invites the full Professors to a meeting to suggest alternative solution to the external Tribunal required in the CAUT recommendations.

Apr. 5th. After a series of five meetings the Professors frame a resolution requiring an alternative form of external Tribunal to be established by the Chief Justice of the Supreme Court of B.C. with expanded terms of reference.

The Martlet

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Guest Editorial by Norm Wright

Since the events described in the "Chronicle of Crisis" in this week's Martlet, the fall of this University into total frustration continues.

The final report of the CAUT inquiry has been made public. It states in part, "When the CAUT norms are not met at the University of Victoria, it is not because the local (tenure) document stands in the way, but rather that one person or another with discretionary power within the university has chosen not to observe the CAUT norms."

The students and faculty at this university have repeatedly endorsed the justice and wisdom of the CAUT norms. This advice has been equally consistently ignored by the president and the board.

This brings us to the quote "one person or another with discretionary power." The final question which now must be answered to the faculty, the students, and to the community is this: Does president Partridge impose a "university policy" on a naive board of governors, or is president Partridge the incompetent administrator of a totally unacceptable policy created by a board which is not naive but is in itself destructive to academic tradition?

Whatever the president's role, nobody except the members of the board of governors can break the deadlock of frustration which has effectively brought this campus to a standstill.

The problem started as a question of justice for 12 members of faculty, and this problem is not yet resolved. All parties to the dispute except the board have proposed a conventional external tribunal as the best guarantee that justice can be done in three of the cases, currently before CAUT.

If the president now stands in the way of justice it is the board's duty to remove him. If as the president stated, the board will not respond to the existing conditions then it is clearly the duty of the president to resign. We can expect nothing less from anyone who accepts the terms of reference of his office under the terms of the Universities Act. The act states "the president shall be the chief academic and administrative officer of the university."

Either way, whether it is the board or the president, Partridge is in the peculiar situation of having absolutely no alternative, except a discreditable purpose of merely staying in power.



"Why didn't someone tell me it was loaded!"

Letters To The Editor

No strike

Dear Sir:

As President of C.U.P.E. Local 951 I wish to unequivocally state that the report in your April 1, 1971, issues of "The Martlet" regarding the threatened strike action by C.U.P.E. Local 951 is incorrect.

Local 951 has at no time considered strike action during the present negotiations, and to suggest that such action is being considered is at variance with the facts. It is true, however, that the most current proposals of the University have been considered and rejected and the Local has considered mediation.

I feel it is unfortunate that this report was published without being cleared by the Executive of Local 951, particularly when negotiations are in progress. I hope that you will see fit to publish this letter which clarifies the Union's position.

Yours truly,
 E. M. Kowalchuk (Mrs.),
 President,
 C.U.P.E. Local 951

Mussolini?

Dear Sir:

I have been following with interest the current dispute over the denial of tenure to certain professors. From the information available to an outside observer such as me, it is evident that this is one of the very few cases in which one side is 100 per cent right and the other 100 per cent wrong. Who does this Mr. Partridge think he is - Mussolini?

How can he come up here with his cow-college bachelor's degree and his boxtop "doctorate" and overturn the collective decisions of a large number of eminent Canadian scholars?

As a creaking UVic alumnus and a member of the workaday world, I can assure you that for once in spite of the customary redneck propaganda from the local press gang, public opinion is heavily weighted in favor of the students and faculty.

It is my opinion that you (faculty and students) must take immediate and decisive action to rectify this outrage. In this regard, I feel obliged to state that you appear to be barking up the wrong tree by howling for Mr. Partridge's resignation: this would solve nothing. There is probably a town somewhere in Iowa which has a warehouse full of Mr. Partridges. If and when the board of governors decides to throw him to the dogs, it will simply do so, carefully choosing the most expedient moment, and replace him with a similar model, leaving the fundamental problems unresolved.

The true villain in this piece is not Mr. Partridge (after all, he is "chust followink orders"), but the board itself. The members of the board haven't the remotest interest in the welfare of the faculty, students or community: they see the university as a factory to produce more insurance salesmen, environment destroyers and desk jockeys, who will prop up our corporate-industrial society for a few more years. As virtually anyone with an atom of intelligence can see, if the "system" the governors represent is not dismantled in the very near future, we are all finished. It seems obvious, therefore, that you will never get anywhere so long as you are

ruled by the enemy.

Let us consider the example of a specific governor: Justin Harboard. This pillar of the community is Mr. Partridge's most ardent defender. You all heard him say that he would sooner "go and sell some insurance" than discuss university problems, but here is something else, which most of you are probably too young to remember: if you will check the newspaper files circa 1965-1966, you will discover that Harboard publicly boasted that he charged people with "Beatle haircuts" more for their car insurance than he would charge "clean cut" people - notwithstanding the fact that he had absolutely no statistical evidence to show that long-haired people were any better or worse drivers than the average. Do you seriously expect any justice while you are under the thumb of such an unbelievable bigot?

It seems to me that you are bogging yourselves down with petitions, sit-ins and meetings. Remember, you have only a few weeks: after that you will lose by default. What you need is an immediate, solid and unyielding strike, based on the following demands:

1) Mr. Partridge to be sent packing back to his pear tree, to be replaced by a Canadian, with a good Doctor's Degree from a Canadian university (I simply refuse to believe the ludicrous suggestion that none could be found).

2) All governors to be dismissed forthwith to be replaced by a group more representative of the community - junior and senior faculty, students, men and women, professional people and

continued on page 5



Letters...continued

continued from page 4

especially labor people, who have no say whatever in university affairs, even though they are affected more than anyone by the manner in which the university is run.

If you strike, the powers that be will say "go ahead, we don't care if you go without an education." This statement is pure bluff. They are the ones that need the university. If they don't have it, where are they going to recruit all the next generation pen-pushers? In its present form, the university is useless to you. There are no jobs for you to go to, unless you are (un) lucky enough to get into a bank or a trust company. You might as well be unemployed on a fair strike over a just issue as just plain unemployed.

Best wishes in your endeavors,

Name withheld (BA 1962)

Bound to come

Dear Sir:

Well it was bound to come, wasn't it? I mean, after all, no matter how many times we explained it at the mass meeting, we really didn't expect to get away with it did we? I refer to the letter by fourth year students Peter Weir and one David McHaffie, who signs himself, (officially?) as Vice Pres. 1971 Grad Class. All I can say is that if they are representative examples of the powers of reasoning and logic obtained by students graduating from this institution, then I begin to question whether it is worth the trouble we are being put to to save it.

Their first charge is that we 'attempted to ram the motion down everyone's throat'. Indeed — that was why we allowed those notorious radicals and outspoken Steering Committee supporters, Ian J. McKinnon, Nigel Banks, and Justin Harbord to speak. (If their reply to this is that these people do not represent the 'intelligent' opposition, they would find me in complete sympathy. Let me hasten to add, however, that, in spite of what one might legitimately suspect, the Steering Committee DID NOT arrange to have them speak, nor did it prepare their statements for them. There are some people, after all, who are beyond 'manipulation'.)

The next charge is 'lack of objectivity'. Surprising, given the fact that they include within their own argument a very subjective assessment of our collective state of mind, (i.e. 'much to their dismay' and 'their subsequent confusion'). The whole point fades into insignificance however, before the gross inanity which follows. We are charged with failing to consider the 'other side' because we didn't provide for a 'legitimate' abstention! Ignoring for the moment that it is a false charge, (Returning Officer Greg Fraser stated quite plainly at the meeting that a blank ballot would be considered an abstention), one really must be skeptical about the reasoning capacities of Messrs. Weir and McHaffie when they suggest that the 'other side' of this issue is represented by abstention. Perhaps these gentlemen can visualize thousands of anxious

and concerned students flocking to the polls, desperate for the opportunity to stuff a blank ballot in the box, but I, for one, cannot. On the other hand, perhaps my imagination has not reached the optimum level obtained by fourth year students, especially Grad Class Vice Presidents.

In replying to the last paragraph of their fantasy, let me be the first to admit that one might indeed wonder why the polls were only open until noon, but one wouldn't if one had been listening at the meeting when the reason was given. The polls closed at 12 noon in order that the recorded vote would be available to the Faculty Association prior to its meeting at 3:30 that same day. They may argue the validity of the tactic if they wish, I should warn them however, that there are at least 2400 students who would be prepared to argue the other way.

Their final accusation, 'one wonders if the voting were handled honestly', sounds like something straight out of the ignoble Bird himself. Really gentlemen, implying that Greg Fraser is dishonest is closely analagous to suggesting that the Pope moonlights as an abortionist. Not even Pres. McKinnon's Executive Assistant would attempt such a dismal depth of slander — and everyone agrees, (abstainers included) that if it's too low for him, 'don't touch it with a twenty foot Hungarian!'++

Derry McDonell
Ex-President, B.C. Gov't Employees

Ten Pin Bowling League
++with apologies to Robt. McDougall

Fear facts

Dear Sir:

I would like to know why you have not made any reference to a letter you (the editor) received from the head of the Chemistry Department (Dr. Ryce) in reference to the Dr. Jain case. This letter states the facts that the "steering committee" has been asking for. I believe that now they have the facts they have been asking for and are scared of them and to make them public would hurt their cause(?). I think the "steering committee" only wants to see one side. They have been demanding statements from the administration, but as soon as they get the facts they don't to you they will not make them public. (sic)

I think you are not being a responsible editor unless you present the facts in the letter to the students. Don't try to tell me you didn't have time to publish the letter because you had time to publish facts about the mass meeting on Wednesday.

It seems now that the "steering committee" as well as the Martlet editor are afraid of the facts.

It should also be noted that I am a 4th year honours chemistry student and have a lecture course from Dr. Jain.

Terry Foster

An open letter to Dr. Ralph Allen

Dear Dr. Allen,

I am appealing to you, as Chairman of the Theatre Department, to use your influence on the small number of theatre students who are continually blaming all and sundry criticisms of the Theatre Department and the productions coming out of same, i.e. "Justice Not Revenge," on Developmental Drama students. All kinds of theatre students are unhappy with the Theatre Department. I am getting really annoyed with the continual accusations from a number of 'theatre' students about 'attacks' on the Theatre Department by Developmental Drama students. You, yourself, pointed out a non-Developmental Drama student who was carrying a sign which severely criticised Victoria Fair. You, yourself, attended a meeting where two Acting students criticised the Theatre Department. You, yourself, were present at a general meeting where the Theatre Department was criticised by Acting, Directing, Design, Developmental Drama and General Program students.

I wish to speak of the audience reaction to 'Justice Not Revenge' last Saturday night, the night that I was present. I am becoming impatient with the kind of person who puts a sign up in the dressing-room announcing that 'the Splunge (a term which Professor Courtney uses affectionately for his Developmental Drama classes) are in row M.' This is the same kind of person who does their best to discredit anyone who does not agree with them, the kind of person who puts up stupid 'mock cast lists' (something which you tore down if you recall). On Saturday night, I observed that a large portion of the audience, including members of the community and non-theatre students, were not particularly pleased with your production and, in fact, voiced their displeasure (in the true tradition of Lope De Vega audience, minus the fruit!). I absolutely resent the comments that got back to me from your cast that the response on Saturday night was a deliberate attack by Developmental Drama students. In my estimation, the production was far below anything that you have done before in Victoria and that its only saving grace was the performance of one of the actors. Again in my estimation, I feel that the response from the audience was exceedingly generous considering the low quality performance we were subjected to. In this, I do not criticise the set or costumes. Since Saturday night, I have heard adverse comments regarding the production from many people who have nothing to do with the Theatre Department.

What troubles me are the stories that are still coming back to me, in ever increasing numbers, saying how 'horrible' Developmental Drama students are and what is going to happen to those students who are politically involved in the present

issues at the University. Just today a story got back to me that you were overheard discussing with another Professor in the Theatre Department the possibility of looking into all the files of Developmental Drama students in order to investigate their competence as future teachers. The person telling me the story felt that you wanted to discredit Developmental Drama students. I refused to believe the story and said that you were far too professional to do anything of the sort. What really bothers me is that this kind of story even has a source and a beginning.

I think that it is time for the future good of the Theatre Department and anyone who chooses to remain here, that stories such as these be discouraged by you. I say you because I am aware that the people that have taken your side in the recent incidents believe in you and will listen to you. Therefore, I feel that you can influence them to settle down before they do something really stupid and get into a lot of trouble. After a brief discussion with some of the students who have been criticising Developmental Drama students, I have concluded that they are not really aware of what's going on and I have invited anyone to sit down and discuss the issues quietly with me. Unfortunately, all I receive from these people are second-hand, shakily based slams, at a good program and many good students.

I am fully aware that you and others continually find my views radical but you must be aware that there is nothing unique about my criticisms of the Theatre Department. Students from all the sections of the Department are unhappy with the Department, not only Developmental Drama students. If you plan to remain here, I think that you should perhaps listen to ALL the students in your Department. This is my open personal appeal to you.

Yours truly
Don Maclean
3rd year Theatre student

Changed his mind

Dear Sir:

This is an open letter to one of my profs. I would like for him to see it in your paper if possible. Thank you.

One of the strangest people I have ever met was a prof of mine this year, and the course he taught was wierd. He rarely lectured, in fact 3 or 4 lectures after Christmas is all. Most of the time he just talked about this and that - something interesting in the news or some thought he had been mulling over. He asked us to talk, too, but we rarely did - most times I had nothing to say. Besides I preferred listening to him. Other people did, too, as our small class grew to almost a hundred students while other sections had only a few.

He did other things besides talking, though, like not talking. He would just sit there and stare at us, while we sat there wondering why he didn't say anything. I guess he expected us to do something but we always disappointed him. It was strange the way we relied on him so much. Sometimes he would ask us to play a little game of some sort - to press a point he was making, or to make us think, or

sometimes, I suspect, just to see what silly things he could make us do - perhaps all three.

He had a list of almost fifteen books he recommended, but he told us not to buy them if we didn't want to. I bought most of them. He had one or two favorites which he wanted everyone to read and he became very upset at the thought that they might not be read, yet he emphasized we did not have to read them if we didn't want to. I read them. He asked us to write for him an essay and most of us did, but he didn't mark them - all he did was read them. Later he asked us to write another essay - most of us didn't. We didn't have any exams, and besides our Christmas party and a bit of yoga this pretty well summarizes what we did this year.

I said the other day - what a Mickey Mouse course! And in terms of the "old grind" this is true for there was little of it. But the little pieces are falling into place as I discover, to my own amazement, how much I have learned from this man. The course this prof had been teaching was Philosophy, yet a statement by a Canadian economist, Watkins, on foreign investment in Canada sound strangely familiar, as does another prof's views on the Vietnam war. M.L.A. Tom Berger speaks on campus echoing for an hour the thoughts of my prof, as does John Holt, the author of *How Children Fail*, and Tom Durrie, the founder of the Saturna Island free school. And the list goes on. Indeed, it has become apparent that I have been listening for the past eight months to one man's philosophy about life - all of life. He talked about the games people play and about the roles in which we act out our lives, about being normal and being sane, about alienation and socialization and education, and about freedom. He talked about many other things as well, but most important is the fact that when he talked, I learned. I learned not in the sense that I took notes, studied, then passed an exam and forgot. I learned in a different way. When he spoke I learned about experiences that I had felt. When he talked about himself I learned about myself. He talked about freedom and I learned because in his classroom I experienced freedom. He said things about our school system and university which I found difficult to believe, but which I have come to accept - partly because I experienced an alternative in his classroom. I disagree with some of what he said and certainly I have forgotten much of what he said, but the fact remains that I have learned more from listening to him than from any of my other highly structured courses with their lectures, exams and term papers. I have gained from him more understanding of the world around me than from all my Political Science and Economics together. His course was for me an enlightening experience, one that I could recommend to almost anyone. But he will be leaving UVic soon. Perhaps we will find another like him, perhaps not. The purpose of my letter is just to let him know that his time here has not been wasted, that he has indeed influenced the life of at least one Victorian student.

Steve Porter
AS 2

continued on page 6

Letters...continued

continued from page 5

It's Spring

Dear Sir:

The End of The Year.

by Wilma A. Stowicork

Classes are almost over
Our exams are almost here
By the mood of the cheery spring-time
You can tell its the end of the year

The daffodils are blooming
The quad is nice and green
But busy students studying
Are everywhere to be seen

And over there in Sedgewick
The president smiles and waves
O! Aren't we very lucky
To go to Uvic, by the waves

The jock-straps all are going home
As are the radical ones
But we'll all be back next year
And then the fun is just begun.

ODE ON A COKE BOTTLE

Coke bottle in the evening light
I see your long transparent hight
I think I will,
I think I might.

Coke bottle so long and high
I think you're worth a try
I think I might
Dare I? Dare I?

Coca Cola bottle,
O Coca Cola bottle,
So long and wide and strong and high
Dare I? Dare I? Dare I?

Unthinking attacks

Dear Sir:

I have been watching with increasing concern the unthinking attacks on President Partridge by yourself and your small band of followers. These attacks have been pointed, inaccurately, I think, at his personnel policies, his credentials and his character. I would like this opportunity to set the record straight with regard to his academic and administrative contributions, and to publicly state my appreciation of what he has done for the university this year.

His first contribution was streamlining administrative decision making by applying very narrowly defined and proper procedures to gain results. It is unfortunate that the technique of systems analysis and business managerial 'line-of-command-responsibilities' are so vulnerable to attack by irresponsible people and consequently do not work as well in the manipulation of scholars as they do in the manipulation of business personnel or investment funds. However, I know his few apparently minor failures were caused only by a small radical group of trouble making students and professors operating out the the Martlet office.

Furthermore, Partridge knows this - he said last week to CAUT president Jordin Kaplin, "You know the kind of people I have to deal with out here." - And I am sure that once he cleans these few bits of dirt out of the gears, the machine will run more smoothly.

The second contribution, and his greatest, has been his invention of the new concept I call "rationed truth", or in abbreviated technical terminology, "ratruth". This is indeed the most useful concept that an administrator has developed in decades. It saves valuable administrators' time (up to \$100.00 a day), from being wasted in explaining very simple policy matters to stupid, or unreasonable persons. Ratruth is unbelievably elegant in its simplicity: only a a rationed portion of the truth is told to one party and a different ration told to another party. Ratruth achieves its ultimate operational success when the different parties can be kept completely separated.

Partridge's intellectual audacity in proposing to use the university as a laboratory testing-ground for the ratruth concept is deplored by unreasonable people such as yourself. But it must be made clear to you that progress and efficiency should never be hindered by ill-formed considerations arising from unscientific value judgements.

Certainly Partridge's experiments with the ratruth concept, as applied to the B.O.G. and the College of Professors, have already shown some success, although it is not completely unqualified. And even though he is not himself a scholar, he has given scholars at the University much material for study

I would now like to publicly state my unequivocal appreciation of President Partridge's decisions and policy during the past 19 months: Never, have I seen such dedication to standardization, legality and pro forma procedures. Never, have I seen such ardent pursuit of efficiency by means of centralized controls. Never, have I seen such devotion to morals, and other important values which have made America what it is today, and doubtlessly, what the University of Victoria will be tomorrow

President Partridge has been described by Justin Harbord, Hershell Smith, and the Reverend Canon Hilary Butler as an "outstanding administrator." And I agree completely. I have never in my life ever seen such an egregious performance by anyone else.

I fail to understand, when such prominent and honorable men support Bruce Partridge, how persons such as yourselves can continue to scurrilously attack his policies, and, even more shameful, his character. It is my sincere hope that the students and faculty eventually see you and your followers for what you really are, and take appropriate action.

Yours sincerely,
Frank Waelti

Board blew it

Dear Sir:

Whether the hope or the mere attempt is the cause I know not. However that may be, nonetheless, it seemed fit that I should write.

At the University of Victoria we have for president a junior administrator from an American

university whose academic qualifications are, in reality, although until recently he styled himself Doctor, almost nil.

It is perhaps untrue to say that Mr. Partridge is solely and entirely responsible for the present situation. After all! Proper Channels!

Yet I wonder at this absurd secrecy. If 'proper channels' indeed be proper why then can they not bear the scrutiny of an external investigation? Mr. Partridge appears to have made a virtue of secrecy. But let that be. It is well enough known.

We have heard that Mr. Partridge does his job well. The president of U.B.C., Walter Gage, aside from functioning as president, teaches and is Dean of Student Affairs as well. He is paid less than Mr. Partridge (although likely he is worth infinitely more) and has refused to live in the presidential mansion. This last, however, Mr. Partridge obviously could not do as his house was apparently custom built for him.

The selection committee blew it. The Board of Governors blew it. And Apparently nobody has the guts to recant. So while Mr. Partridge increases bureaucracy and decreases teaching quality we float to Hell in a Dixie Cup.

Gary Hayman,
Arts and Science 4

Pity Hume

Dear Sir:

Shades of 'East Village Other'! Who would ever have dreamt that one day, the Martlet would have to admit (blush) that it actually DID speak for the majority of students on campus? Robert, you've sold out!

Pity poor Mark Hume - he looks like such an unlikely candidate for editor of an establishment newspaper; and, as usual, it's all your fault Higinbotham. You never did have any consideration for the work of others. Think of the countless hours of tedious labour he'll require in order to recapture the marvellous irrelevance that was once the hallmark of the Martlet; the tearful days and sleepless nights he'll spend trying to re-establish its credibility in the counter-culture. (When will those goddam tenured profs stop praising it!?)

Let's face it. He might just as well cut his hair, put on a Brooks Bros. suit, then go out and beat up a Georgia Straight vendor - or how about a juicy expose of commies in the Hare Krishna Society?

Never mind Mark, our sympathies are with you. The only thing that could follow an act like Higinbotham would be Angie Esposito doing the sports for Pravda.

Derry McDonell
A&S 3



Another solution

by Dave Climenhaga

It's bound to happen eventually; with the state the university is in, profs being fired, CAUT censure, student unrest, all combined with the fair and objective news coverage papers like the Daily Communist give us, it's just got to happen. Sooner or later bus loads of overweight, wrinkled, and be-cameraed tourists are going to come looking for those "riots" we've heard so much about.

The Tourists sound like they could be the straw that will break the camel's back. So what if our degrees won't be worth very much, so what if they'll have "Bruce J. Partridge" written all over them, so what if we'll have lost all of our best professors? That we can take but tourists?

However, things may not be that bad. If we can't recover our pride, at least we can recover our pocket-books. As a matter of fact, the tourists may be the only hope left for this university. With their help we can still get a degree (of sorts), make money, make the Social Credit government very happy and make more money, and even make sure that we have jobs when we graduate. And its easier than joining the Junior Chamber of Commerce, all we've got to do is turn this place into a bigger and better tourist attraction than Fable Cottage. Its got all the makings of one too: ugly, monolithic, garish buildings, long-haired professors, and Father Brucie.

For the first time in history a university will make money, real money. That will make the Socred government so happy, they'll give us even more money because we'll be a good investment. And all the students will still get a degree, of course, it won't be a very good degree because all of the good profs will have left, but that doesn't really matter because when we get out we'll all have good jobs waiting for us - as tourist guides driving little busses around Beacon Hill Park. Now that's more than you can say about a graduate of a real university.

This plan has a long-term advantage as well. The university will make so much money in the next hundred years or so that it will be able to hire good profs, grant good degrees, and become, in the words of Bruce, "a truly great university."

Now it just might be easier to simply bring in a CAUT tribunal and start being a truly great university right now but, gee, that's not nearly as much of a challenge and almost none of us would get a chance to drive a bus around town next summer.

MEMORANDUM UNIVERSITY OF VICTORIA
TO THE STUDENT BODY OF THE UNIVERSITY OF VICTORIA
FROM OFFICE OF TREASURER
MARCH 29, 1971 DATE

re: financing of the "Steering Committee"

At this time I shall do something that's very irregular... publish publicly an accounting of an AMS organization. It is done for the following reasons:-

1. apparent demand from all sectors of the university population; for a tabulation of "STEERING COMMITTEE" expenses.
2. hopefully such a publication will answer many questions and queries put to me personally in the last few days.

Revenue:- Steering Committee	
Feb. 28, 1971	\$50.00
March 13, 1971	\$99.00
March 23, 1971	\$1350.00
Total Grant	\$1949.00

STEERING COMMITTEE STATEMENT
Total Expenditure - Steering Committee.

January	
19 Supper Meeting (Gary Zak)	\$ 17.60
19 Saanich Lumber Yards	\$ 5.67
21 Posters (Belmont Printers Ltd.)	\$ 70.00
27 Posters (Seinen Printing)	\$ 55.86
27 Cardboard (Crown Zellerbach)	\$ 9.81
30 Petty Cash	\$ 5.50
30 Breakfast (Colonial Inn)	\$ 4.65
31 Postage	\$ 5.06
February	
4 Bullhorns (Macey Sound)	\$ 10.00
9 Posters (Seinen Printing)	\$ 55.86
9 Posters (Fleming-Review Printing Ltd)	\$147.71
28 Exacto Knife	\$ 4.65
March	
17 Telephone calls	\$ 9.25
19 Telephone calls	\$ 18.25
22 Posters (Instant Printing)	\$ 37.49
22 Stationary	\$ 15.96
23 Victoria Press - ads	\$529.76
23 Posters (Instant Printing)	\$ 27.93
25 Food - to persons setting up ballots	\$ 17.60
26 7 cases pork & beans	\$ 53.20
26 Coffee supplies	\$ 3.19
26 PA system rental	\$ 30.00
Total as of March 26	\$1131.30

Balance \$817.70 credit.

Any questions concerning the above please direct them to the office of Treasurer and I will attempt to answer all inquiries.

Paul Malnanch
AMS Treasurer

Remember the revolt?

Although things were pretty tense during the occupation of Dean Garvie's office, there were a few lighter moments.

When the students first marched in the secretary nearly had a breakdown. She hustled to a nearby office to call the security department, apparently thinking that the students had come to destroy, loot, and burn.

"Students have just taken over Mr. Garvie's office," she breathlessly announced to a security guard.

When the uniformed officer arrived, however, he found that things weren't as urgent as he'd been led to believe.

After standing by the door quietly watching for a few minutes, he said to a few nearby students, "You could've arranged this at a better time; I'm just goin off shift."

When a few student "radicals" arrived to join the "riot" somewhat late, the guard didn't let them in until he'd asked them if they had appointments.

After about 15 minutes the bored security officer left, saying with a yawn "No blood please."

In Partridge's office Friday, the President cautioned a student who had picked up a small totem pole which had been resting on a window sill.

"I hope you won't break that," he said.

"Oh don't worry," replied the student, as he examined the totem's label. "you could always mail away for another one."

Park being stripped of trees

Government-granted long term timber leases which do not require reforestation are stripping Wood Buffalo National Park in northern Alberta of much of its timber.

The lease of Swanson Lumber Co., the one firm now working Wood Buffalo, the largest national park in the world, does not expire until 2007.

George Rogers, a national parks regional forester comments, "we won't be making any more agreements like that," but said "I'd surprised if they haven't taken all the lumber out."

Frank Ladouceur, Metis Association president at a settlement near the park says "there are areas of the park that have been stripped almost bald."

He estimates that about a third of the timber in the park has been cut.

Northern development minister Jean Chretien said the contract was awarded before the area became a national park. Contracts in three other parks have been bought back at a cost of \$5 million, but it would cost more to buy back the Swanson company's rights.

Rogers said that some areas will regenerate naturally, but some won't and added that forestry service reseeding programs haven't "gone beyond the thinking stage."

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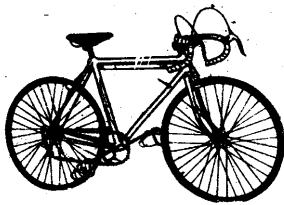
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NOTICE

S.U.B. SUMMER HOURS

thursday, April 29th. last day of operation of SUB Cafeteria until summer school.

Monday, May 3rd., "off session" building hours come into effect: Monday to Friday, 8:00 a.m. to 6:00 p.m.; Saturday and Sunday, building closed. Specific arrangements must be made in advance with the General Manager for access to the building during evenings and weekends. The main office will remain open throughout the summer.



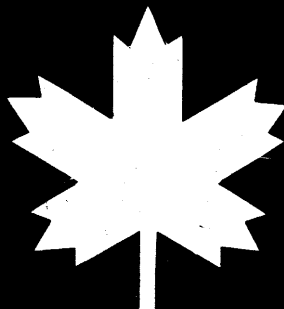
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1971 SUMMER SESSION

June 28 to August 13

University of Victoria students who plan on attending the 1971 Summer Session are reminded of the following dates:

1. ALL Applications for Re-registration must be in the Registrar's Office on or before MAY 3, 1971. Any Application for Re-registration received after May 3 is subject to a late fee.
2. Registration must be completed by JUNE 1, 1971. Registrations received after this date are subject to a late fee.
3. Even upon payment of the late fee no student may be registered after Friday, JUNE 18, 1971.

For further information or a copy of the Summer Session Calendar please contact the Summer Session Office, Building M.

Office of the Director of Summer Session.

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"You have to feel it to believe it."

It has already been established that Dr. Tikam Jain of the Chemistry Department has been denied natural justice (see "Of Cabbages and Kings", Part III). In this article some of the substantive issues in the Jain case will be considered with an eye to clearing up the doubts which may still exist as to whether or not the following charges are trumped up or real. The charges are as follows:

1. Dr. Jain directed experimental work of a student that has been done by others.
2. Dr. Jain considered himself essentially infallible and other colleagues incompetent. In this regard a "testimony" of a student was cited saying that Dr. Jain had denigrated his colleagues in the presence of students.
3. Dr. Jain was inept in the ways of Western give and take; his veracity and intellectual honesty were questionable.

The graduate student

A necessary part of any analysis of the Jain case starts with the story of a graduate student of "mediocre background", and his stormy and brief period of study for a MSc degree in Chemistry.

(.....) came to the University of Victoria in the fall of 1968 fresh from undergraduate work in the United States. He wanted to do research in the area of 'natural products', and Dr. Jain was to be his supervisor, since Jain is the only member of the Chemistry Department listed by the ACS Directory of Graduate Research as a specialist in 'natural products'. The student had some difficulty getting accepted into graduate school here, but was, and subsequently failed his orientation exams. It was at this time that Dr. Stephen Ryce, who had just been appointed Acting Head, labelled (.....) as a student of "mediocre background". (.....) was required to take some make-up courses in addition to his graduate course load.

Failed to conduct research

It appears that under the extreme pressure of extra courses, or perhaps from a general reluctance, (.....) did not carry out the amount of experimental work in the laboratory during his first year here that is normally expected of graduate students. During his first year at UVic, (.....) spent only 25 days involved in laboratory work. However, Jain himself was involved in the same project doing his own research, and carried out substantial experimentation during the year.

Dr. Jain felt that when the academic year ended, and (.....) was finished with the course work, he could expect (.....) to get down to some serious laboratory work. But (.....) proved to have little idea of how to carry out the work. Jain tried conducting the research with (.....), but this also failed to achieve success. (.....) began to complain, asking Jain to let him alone to work it through himself. Jain tried another tack, setting exercises from the literature so that (.....) could develop some confidence in lab techniques. (.....) failed in this endeavour.

The department intervenes

At this point, late in the summer of 1969, (.....) began to vilify the literature, Jain, and the research project. He was becoming increasingly uneasy over his lack of accomplishments to date. He found some friends among faculty however, and in August of 1969 he took his holiday. At that time Dr. Ryce wrote to Jain saying: "It has been brought to my attention that much, if not all, of the research work on pine-apple weed that (.....) has done under your direction towards his MSc has already been published elsewhere." Dr. Ryce is a physical chemist. Dr. Robinson of the Chemistry Department wrote in two memoranda the following statements: "Mr. (.....) therefore feels that his experimental work to date is of little value for inclusion in an MSc thesis", later "Mr. (.....) is more fearful than ever that his graduate career is in jeopardy." Dr. Robinson also has no interest in 'natural products'.

Who's qualified to judge?

Another member of the Chemistry Department, Dr. Fischer, in two memoranda stated: "I investigated the situation and my conclusion was that there was considerable amount of overlap between the work Mr. (.....) had done and work already reported," and "Will this overlap seriously inhibit presentation of an MSc thesis by Mr. (.....)? My answer to this question is that with the addition of the work proposed under items IV and V Mr. (.....) should have sufficient material to present a good thesis." Dr. Fischer is not a 'natural products' chemist either, although that did not prevent him from taking over as supervisor later in the term.

THE TIKAM JAIN CASE REVISITED

Who is really disrupting "teaching and scholarly activities"?

by Bob Higinbotham

There are a few consistencies here that should be made more explicit. First, that at this time the department was preparing the charges with which to deny Jain tenure. The more documentation the better. Jain was not asked how much work he had done on this project, and how much (.....) had done. Neither was (.....) asked. In fact, the important parts of the research, (that have since been accepted by an international journal) were done by Jain, (.....) having spent only 25 days in the last year doing lab work. In December, the department forwarded their negative recommendation on Jain's tenure to the Dean.

Around the same time, and having repeatedly tried to inculcate some lab techniques and confidence into the student, Jain, after extensive and thorough evaluation, decided to recommend to the supervisory committee that (.....) be asked to withdraw from graduate school. Before meeting with the committee, Jain asked the student to prepare a progress report, and it was not done. Jain asked him again. The report was finally submitted in a sloppy manner lacking a discussion of two of the six points Jain asked for.

On January 29, 1970, the supervisory committee met and during the meeting Jain expressed "serious dissatisfaction with the student's progress and questioned his competence to continue with research." Dr. Fischer, a member of the committee, disagreed with Jain's evaluation of the student's work, even though his area of competence is not 'natural products'. Fischer opposed Jain and the matter was passed to Dr. Ryce for resolution. It was also at this meeting of the supervisory committee that Jain made absolutely clear that the meat of the research had been done by Jain, not by (.....).

More than coincidence

(.....) moved out of Jain's lab that day, even though it was a week later that Ryce informed Jain that a new supervisory committee had been struck to assign a program of work for (.....). On the same day that (.....) left Jain's lab, the "student testimony" against Jain was written and signed; written by Dr. Robinson, and signed by (.....). It seems more than coincidental that these two events took place on the same day, and why couldn't the student write his own testimonial? Was the department that concerned with making the testimonial effective that it didn't trust a student of "mediocre background" to write it?

Following the meeting of the supervisory committee, Jain was informed (in the same memo that stated a new committee had been formed) that Dr. Fischer would take over as the research supervisor. This was the same Fischer that is not a specialist in 'natural products', the same Fischer that ignored Jain when he told the original committee that (.....) had done very little research, and the same Fischer that stated there was "considerable overlap" between the work done by (.....) and work previously published. Three months later, without any more experimental work being done by (.....), Fischer accepted as a thesis the same work, work that he said overlapped other people's previously done work, and work that he said was insufficient without the addition of some other proposed work. The additional work was never done.

A list of Jain's publications since appointment in 1966

1. Jain, Striha and Stewart, "Structure of a-dicarvelone", *Experientia*, 24, 105 (1968).
 2. Jain and Banks, "22-Dihydrostigmasterol from *Saussurea lappa* Clarke", *Can. J. Chem.* 46, 2325 (1968).
 3. Jain, Owen and Striha, "Norphytane: A norditerpene hydrocarbon from Bute Inlet Wax", *Phytochemistry*, 8, 785 (1969).
 4. Jain and Banks, "The structure and absolute configuration of vacchanic acid", *Chem. & Ind.*, 378 (1969).
 5. Jain, Owen and Striha, "The structure and synthesis of a norditerpene hydrocarbon isolated from Bute Inlet Wax", *Abstracts of Papers*, 10B, p. 35, 6th International Symposium on the Chemistry of Natural Products, Mexico City, 1969; see also, *Rev. Soc. Quim. Mexico*, 13, 77A (1969).
 6. Jain, Banks and McCloskey, "The direct brominative cyclization of dihydrocostunolide", *Experientia*, 25, 906 (1969).
 7. Jain and McCloskey, "A facile and stereospecific cyclization of costunolide", *Tetrahedron Letters*, 2917 (1969).
 8. Jain, Banks and McCloskey, "NBS-induced trans-annular brominative cyclization of dihydrocostunolide", *Abstracts of Papers*, AGFD-49, American Chemical Society (158th National Meeting), New York, 1969.
 9. Jain and McCloskey, "The thermolysis of dihydrocostunolide", *Tetrahedron Letters*, 4245 (1969).
 10. Jain and Striha, "Studies related to Bute Inlet Wax. The identity of norphytane, pristane and bute hydrocarbon", *Can. J. Chem.*, 47, 4359 (1969).
 11. Jain, Banks and McCloskey, "Dehydroassaurea lactone from costunolide and reversibility in the germacranolide-Cope reaction", *Tetrahedron Letters*, 841 (1970).
 12. Jain, Banks and McCloskey, "Transformations in costunolide and related compounds. Reversibility in the germacranolide-Cope reaction", *Abstracts of Papers*, E35, p. 451, 7th International Symposium on the Chemistry of Natural Products, Riga, U. S. S. R., 1970.
 13. Jain, Banks and McCloskey, "Novel cyclization of trans-1,2-divinylcyclohexane-3,4-trans-ylactone unit", *Tetrahedron Letters*, 2387 (1970).
- NB: Jain has supervised two Master's theses and two Doctoral theses at UVic.

same thesis. The copy in the library has Jain's name typed in as research supervisor on the page entitled "Abstract" but underneath, and poorly erased, can be seen the name of Dr. Fischer. The departmental copy lists nobody.

The "ethical question"

The question of ethics should certainly be raised in this issue, but not against Jain. However, no action has been taken against the Chemistry Department, even though the matter was raised with Dean Climenhaga and Dean Fontaine. Jain received no response from them at all. These are serious matters and it must be considered strange that the Dean of Arts and Science did not investigate.

This year, Jain received the laboratory notebook of (.....) from Dr. Fischer. Pages 115 to 210 were removed without Jain's consent, and as yet, Dr. Jain has not received the spectral files (containing at least 400 spectra) of the work carried out in Dr. Jain's laboratory. This valuable evidence is being kept by Dr. Fischer, evidence that would throw some light on Fischer's conclusions concerning the work done in Jain's laboratory on which at least one of the charges against him rests.

Dean refused evaluation

About a year ago Jain asked Dean Climenhaga for an external assessment of the difference of opinion that exists between Jain and some of his colleagues concerning the research work. There has been no assessment. The department has accepted the opinion of a graduate student of "mediocre background" while dismissing the views of his supervisor, Jain.

It is clear that for the department to charge Jain with being inept in the ways of Western give and take is farcical. Should a man sit back and have his professional integrity questioned? Is that give and take? And considering the conditions under which the graduate student signed a "testimonial" against Jain, should it be regarded as substantive evidence or sour grapes?

Quality of documentation

Perhaps it would be in order for me to make explicit counter-charge. Since assuming the position of Department Head, Dr. Ryce must have worked long hours flooding Jain's office with correspondence in order to have "documentation." Dr. Jain has submitted more than 300 documents to the CAUT in order to indicate prejudice. Ryce chose to send his 99 page brief against Jain, leaving out all documentation that put Jain in a good light. To take one example, in the fall of 1968, when Jain was up for reappointment, Ryce raised questions about a statement in the President's Annual Report which had Jain receiving \$16,400 in research grants one year. Ryce stated that the figure was incorrect, that Jain had received only \$7650 and further stated that this had serious implications. Ryce also said that he assumed the figures were taken from Jain's annual report as a faculty member. Jain responded to the letter stating that the report of the President covered one calendar year from the beginning of July to the end of June, and listed once again the breakdown of monies received and when they were disbursed, thereby clearing himself.

Ryce accuses Jain

This conflict, however, was left out of Ryce's 99 page brief, as was other information. There has been a certain selectivity in Ryce's documentation. As another example, recently a student (currently writing his PhD thesis) under the supervision of Dr. Jain won a prestigious Postdoctoral Fellowship from the National Research Council. Initially, the student applied for a postgraduate fellowship, and withdrew it on the advice of Jain, replacing it with the postdoctoral fellowship application, worth over twice as much money. Dr. Ryce immediately charged Jain with "jeopardizing" the chances of the student winning either award. This, of course, is nonsense. Part of the student's success in obtaining the award must be attributed to the seven papers he has published with Dr. Jain in prestigious journals. It seems that the NRC disagrees with the Chemistry Department over the quality of Jain's work.

Lack of compatibility

Taking the issue as a whole, there are numerous questions that beg to be answered. Who knows best the standards achieved by Jain in his research, including the research under question; expert referees of an international publication, or Dr. Fischer? At what stage was Fischer's name erased as "research supervisor" of the Master's thesis? What did the student stand to gain by being dishonest in claiming Jain's work to be his own? Who is the best judge of a student's performance, someone outside the specialty, or the research supervisor? Bruce Partridge said in a statement to the press that Dean of Arts and Science John Climenhaga "weighed the evidence". Can that statement be taken seriously? Why isn't the thesis signed by the supervisor? Other theses are.

The tenure document states that "Lack of compatibility shall not be invoked in matters relating to the reappointment or advancement of a faculty member except when it seriously disrupts the teaching or scholarly activities of his colleagues." This was the basis of the Chemistry Department's decision to deny Jain tenure. As was pointed out in Part III of "Cabbages and Kings", incompatibility is a two-way street. Is it not conceivable that the Department of Chemistry has "seriously disrupted the teaching and scholarly activities" of Tikam Jain? Most important, why is the Chemistry department shivering at the thought of an "external tribunal"?

At this point it is necessary to clarify a couple of points. Fischer and Ryce had maintained that the work done by (.....) overlapped other previously published work. Jain has maintained all along that not only is the work legitimate, (citing its acceptance by an international journal after having been referred by experts as proof) but that it was not done by (.....). It is impossible that a student who spent only 25 days in the laboratory and who could not do even mediocre work on basic experiments could have bamboozled a complete department. Or so one would have thought.

Okay, so having jumped three months ahead in the last two paragraphs, let's jump back again to February, after the new supervisory committee was struck. At that time Dr. Ryce asked (.....) to "write up and record comprehensively and fully" all the work he had done under Jain's direction. He further stated that "Dr. Fischer has kindly agreed to assist the student in this task." Why was this necessary? Fischer already had a copy of the progress report that Jain finally persuaded (.....) to write. This report clearly indicated what the student had and had not done since he commenced work under Dr. Jain.

Sabotage hits Jain

A few days earlier, and two days after (.....) left Jain's laboratory, sabotage struck. An unopened crate of plant material was stolen from the Elliot Building and set on fire in the driveway of one of Jain's students home. Jain had ordered the plant material from India, and would have used it in research.

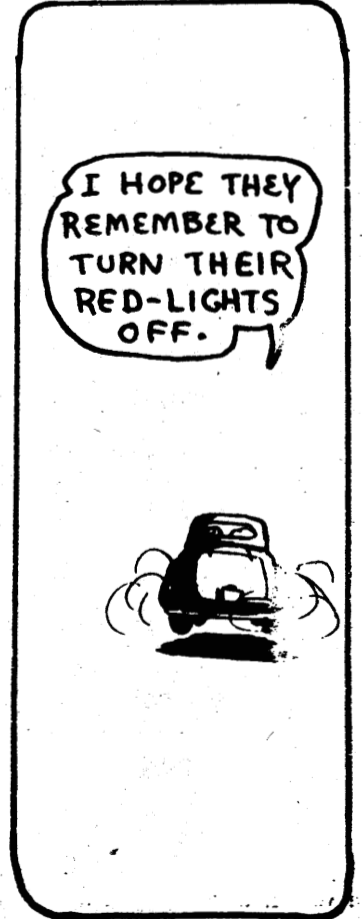
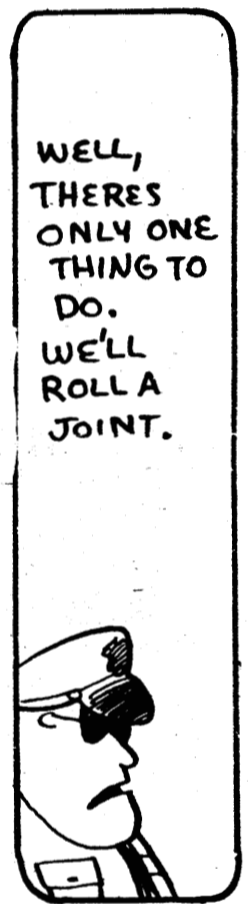
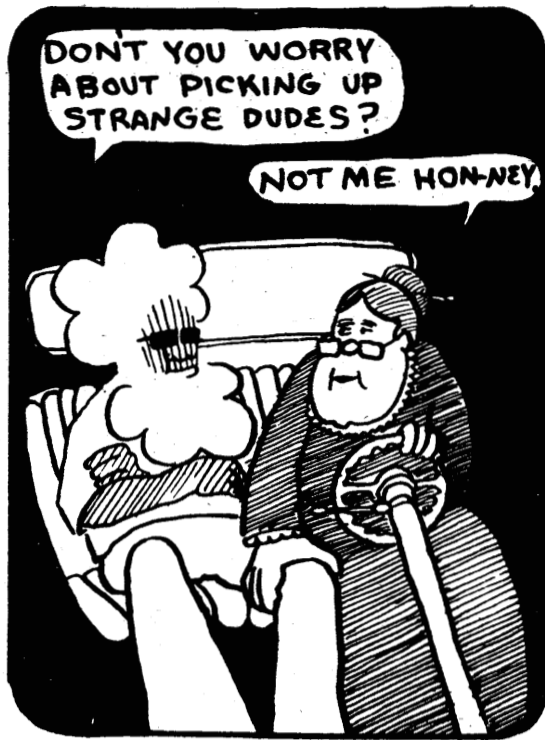
From the time he left Jain's supervision until the time he submitted his thesis, (.....) carried out no further experimental work in the laboratory. Yet he submitted his thesis and it was accepted. Prior to his oral defence of the thesis, Jain was informed, as were all other faculty, that copies of the thesis would be available from the department secretary. He was especially interested, since he was curious as to what new experimental work (.....) had done in three months to justify a thesis, without having worked on the laboratory bench. Although Jain asked repeatedly for a copy of the thesis, all he could elicit was a response from Acting Head Fischer, who told Jain to stop bothering the girl in the office. Fischer also promised a copy of the thesis to Jain, but it didn't come, and so Jain was unable to attend the oral and discuss the thesis.

Following the oral defence, the fun started. Dr. Fischer sent a letter to the Dean of Graduate Studies stating that (.....) "successfully defended his thesis". The letter was not sent or signed by Dr. Jain, who for some reason, once again found himself listed as supervisor, as that is how it was reported in the thesis.

Months later, when the thesis was bound by the library and copies sent along to the department along with copies of other completed theses, Jain received his personal copy of his other graduate student's thesis of which he was supervisor, but failed to receive a personal copy of (.....)'s thesis. After many more months of confusion, the department finally agreed to give Jain the departmental copy. The curious thing about the departmental copy given to Jain is that it does not name a research supervisor, as the McPherson Library copy does. In fact, there are two versions of the

THE CONTINUING STORY OF **GOD** Jay GAULDING & DENNIS HARPER

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Home Recipes

by Victoria Cross



This week:

'Roast Partridge'

I have recently taken an interest in gourmet cooking. Of particular interest to me is the preparation and cooking of the Partridge, a large game bird found in grassy or marshy areas. In Victoria, this bird is prevalent in the Gordon Head area. Despite

the lateness of the season I thought it appropriate to inform your readers on the best way of cooking Partridge.

Other birds, especially of the American variety, are usually tough, therefore it is advisable to

marinate them overnight before cooking. Another important fact to remember is that you must clean your Partridge immediately after shooting. Plucking should ensue as soon as convenient. All Partridges should be refrigerated from two to three days before cooking. Keeping these things in mind you may proceed, following general directions for cooking goose.

ROAST PARTRIDGE
 1 large Partridge
 4 slices bacon
 Salt and pepper
 4 slices lemon, seeded
 3/4 cup chicken broth
 3/4 cup commercial sour cream
 Bread Sauce

Clean Partridge very carefully and tie bacon around the Bird with thread. Rub Partridge, inside and out, with salt and pepper; place slices of lemon inside. Arrange in buttered baking dish with broth and roast in moderate oven (350-375 degrees F.) 25 to 30 minutes, basting frequently. When Partridge and gravy are a rich brown, pour the sour cream over him. Let cream bubble up in the pan for one minute, basting twice. Serve your Partridge with the gravy from the pan, Bread Sauce, and a side dish of tart-jelly.

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NEW AMERICAN CINEMA
 Three films by Paul Sharits will be shown in Elliot 167 at 8 p.m.

SATURDAY APRIL 10
JAMPOT
 There will be a Jampot in the SUB from 9:00 - 12:00 in the SUB.

TUESDAY APRIL 13
UNIVERSITY CAVE CLUB
 Help wanted to explore new caves. Twenty five virgins need human exploration. Join now before its too late! Meet in Elliot 166 at 7:00 p.m. with 1 hr. in Gym for rope practice.

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BUYING OF USED BOOKS COMMENCES APRIL 19th, 1971

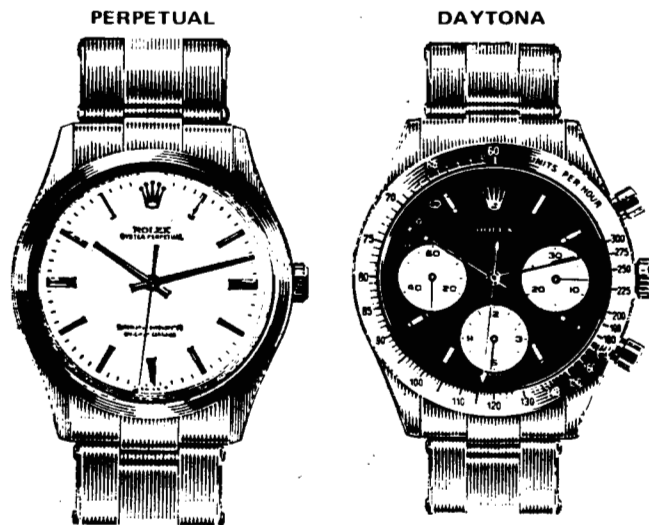
Used textbooks may be brought to the Bookstore for re-sale.

Half price will be paid for books if they meet the following requirements:

1. They are in good condition.
2. They are to be used on Fall Term courses.
3. They are on the used book list. (This list is available at the store counter from April 19th)

Books not on the University of Victoria courses will be bought according to the prices listed in Follett's College Textbook Buying Guide which is available at the counter.

This space for rent



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DAYTONA CHRONOGRAPH — Stop-watch timing to 1/5 second; minute and 12-hour recorder; tachometer dial engraved on bezel. Striking white/black or black/white dial, 17-jewel movement, waterproof stainless steel case and matching stainless steel flushfit bracelet, \$295

SUBMARINER — Oyster Perpetual with 26-jewel movement. Extra-luminous markers, Crown-Guard steel shoulders to protect winding crown. Revolving bezel measures elapsed dive time, heavy-duty stainless steel case, Waterproof and pressure-proof to a depth of 660 feet under water; matching stainless steel flushfit bracelet, \$210

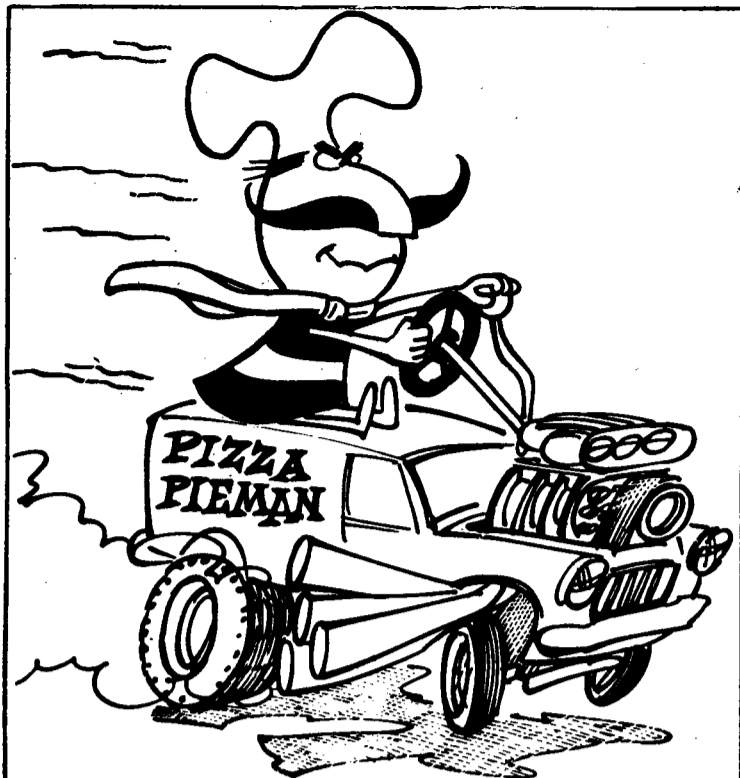
....also (not illustrated)

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SPORTS

Soccer Viks reach cup final

The Vikings played 2 games this weekend, both against top-ranked clubs.

On Saturday they played Cosmopolitan Royals in a semi-final match for the Jackson Cup. Viking spirit was high as the

team has never won this cup, emblematic of the top club in the city, and they managed to win a 2-1 upset victory.

Sunday's was a league game and the tired Vikings had to play Gorge Molsons who needed to win

in order to clinch the league championship. Vikings played hard and well but lost 2-1.

Saturday's game was highlighted by the Viking's spirited determination and good play. They finally regained the poise that was lost after the national championships in Toronto last November. Vikings scored early on a good shot by Robin Burrell. Royals managed to tie the game just before the half on a fine individual effort by Marty Taylor. Vikings were pressed in the early part of the second half but through the fine play of their stalwart defence they managed to stave off the Royals. With only 10 minutes left to play, former Viking Jack Magi drew a penalty 25 yards out. Scott Taylor shot the ball perfectly to Barry Moen who headed the ball beautifully passed the diving Royals goalkeeper.

Sunday's game was highlighted by the Vikings' spirited defence. Although tired they held Molsons out until mid-way through the second half. Centre-half Kevin Costain played an outstanding game, twice robbing Molson's of sure goals by clearing the ball off the goal-line.

Molsons' persistence led to 2 quick goals in the second half, but Vikings fought back and scored on a booming shot by Peter Mason.

Vikings came close to tying the game twice, on corner kicks, but just couldn't find the net before full time.

The final game for the Jackson Cup will be played Wednesday, April 14th at Royal Athletic Park under the lights at 8 p.m.



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would like Students who registered during the 1970-71 academic year for Part-time, Xmas and summer work to re-confirm during the dates

APRIL 19th to APRIL 30th

that they will be staying in Victoria and available for local jobs.

A list for names will be posted at the Placement office for the purpose of checking them against applications received.

Applications from students who have not yet registered for work are invited.



Nature's Creation

By Edward English

I'm a travel man
I started when i was young
you will meet some strange people
doing strange things
acting real strange too
the way i travel was by freight train
i was all over the united states of america
before i was eighteen year old
god is here
this was back in the thirties
during the depression
the freight train was full of people riding them then
time was hard

these people live in box car
and cook by the railroad track under a tree
if there were one
every living thing is god

i was in altoona, "penn."
so i decided to go out west
so i caught a freight train
and got in a boxcar full of hobo
some people call them tramp
i laid down and went to sleep

the railroad police woke me up
saying all of you tramp is under arrest
for trespassing on railroad in pittsburgh
the next morning we all went before judge
we were all in court room waiting to go before the judge
there were so many of them tramp
that they would bring up five tramp at a time
before the judge to be sentenced
the judge ask them
what is you all name?
the first tramp said
my name is switch engine pete
the second tramp said
my name is box car shorty....
the third tramp said
my name is gun dodger slim....
the fourth tramp said
my name is flat car willie....
the fifth tramp said
my name is rail head sam....
so judge lean back in his chair
and look over his looking glasses
he was wearing, and said
switch engine shorty
you just roll back on rail head sam
and you hook up to box car shorty
and back up to gun dodger slim
just keep back up to flat car willie
now the train is ready to go
this train is got ninety days in alleghany county work house
these tramp though they were sharp
but this judge was out of sight

do you dig these tramp?
in the name of love charity and hope

A gypsy poet lost in time

Edward English is out of time. He doesn't belong here in the electric spaced age - it seems like he knows it, and is trying to escape.

He's 55 years old, a poet-storyteller, and he doesn't stop moving.

He tries to tell you that he should be here, that he's right on time; "I'm never late, everyone else might be late, but I'm here and that's what time it is."

English has been just about every place there is to be, and he's still moving.

"I don't fool around," he says in explaining why he keeps travelling, "I don't wanta be tied down to no place for long."

He likes to tell people how they can find themselves, and maybe he knows because it seems like he's been looking for a long time.

He says that he's a "heavy dude", and maybe even a mystic.

"You know wut the goorilla's in Guatemala tole me? They say I wuz a prophet. I neva said thet. They sed it. They sed I wuz a prophet!"

At first impression, English is an overpowering personality. But after awhile you learn that that's only something that he's built up.

"You know," he said after we'd been talking for a long time "I'm really jus a salesman."

He's not out to con people though - he hustles himself and his poetry for a reason.

"One day I wuz up on a campus," he explains, "and I sees this stooudent hustling off to class with a big armful of books. 'Hey man,' I calls out, 'hey man youz wanna rap wi' me fo' awhile.' An the stooudent he looks at me kinda funny, and then just hustles off faser 'an ever. Coupla days later, after a story bin in the local paper 'bout me, I'z up on campus and I seez this stooudent hustlin himself off to class. I don't say nuthin, but he sees me an he stops and comes on over an asks me if I'd mine rappin awhile."

That's what it's about to English, that's why he sells himself.

"I don't want to have to go to them," he says, "I want them all to come to me."

Only trouble is that he don't stay around long enough for too many people to reach him. But then ghosts always have been hard to get a hold of.





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NAME AGE

STREET

CITY PROVINCE

INSTRUMENT

Employment co-ordinator elected

The R.A. has voted Bob Plecas for the Employment Co-ordinator and Opportunities for Youth Director for the Student Body.

This summer an agency will be set up to do three things:

- 1) co-ordinate students interested in "Opportunities for Youth"
- 2) administer the Employment Office
- 3) Act in co-operation with Canada Manpower in conjunction with finding student employment.

Applications will be received in the SUB boardroom between 1-5 p.m. on Sunday April 11. The committee hopes to assist in co-ordination, handling finances for each project.

The committee is submitting a brief to Ottawa to set up an Employment Agency. This will entail a 6 person board with direct contacts with business downtown and with Manpower. If the budget is approved, it will be



Plecas to find students jobs. Les Laronde photo

hiring four students to assist in student employment. The number one priority is finding jobs for students.

UVicius 71: 1-18

Uvicius 71:1-18

1 At the end of the reign of Brutus Partridgian, when he would have usurped the power of the council of these domains, at the command of Donaldus Fraternali, toward the end of the years of Cecilian Okanagan, Master Of The Earth And The Waters,

2 When twelve of the faith were brought before Partridgian, and threatened with banishment for their evil ways

3 (For they practised the faith openly, and were not ashamed)

4 And were saved among us only by the shame of the scribes and Pharisees, who were forced to defend the faith or be seen for hypocrites,

5 It came to pass that Cecilian Okanagan, now in his decline, embraced the faith, and sought to do what he might to further it,

6 But he could not practise it openly before men, lest they cast him from his high position (for he was previously an ironmonger, and not born to his rank, but his wealth and his years in power had clouded the peoples' mind);

7 So he took counsel, how he might promote the faith subtly, and in secret, and yet to great effect.

8 Now Cecilian Okanagan was not a fool, though he had often led his adversaries into thinking this, to gain advantage of them;

9 And he knew that those of the faith were much given to that joyous communion, whereof it is said of our father Adam, that he begat Cain and Abel.

10 And he also knew that some of the faithful would take the leaves and flowers of the hemp, and wrap them in paper, and, lighting it, draw the smoke deep within themselves

11 (For it was claimed to be pleasant, and good for the mind, to do so),

12 And he wished to encourage the people to these things, thinking they might thus be brought closer to the faith.

13 Moreover, Cecilian Okanagan well knew the persuasive power of the press, and of radio and television, to numb the people into lethargy, and he wished to chase these evils from the land.

14 But he could not do this directly, for that power was given unto the Most High Ruler, Mad Pierre The Gutless Gaul.

15 Then Cecilian Okanagan, in his infinite wisdom, made a law to accomplish his purpose.

16 For he knew the media depended heavily on the trade of those who dealt in spirits and tobacco, and that these evils kept the people from the practices of the faithful;

17 And the law of Cecilian Okanagan was, that while spirits and tobacco might be openly sold, no-one might use the media to offer them for sale, or to make public the merits of this wine over that.

18 And Uvicius, when he knew these things, his heart leapt within him, for joy, and he gave thanks for the devious wisdom of Cecilian Okanagan, and rejoiced to have so great a man among the faithful.

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Do grades prevent learning?

A student's guide to the grading system

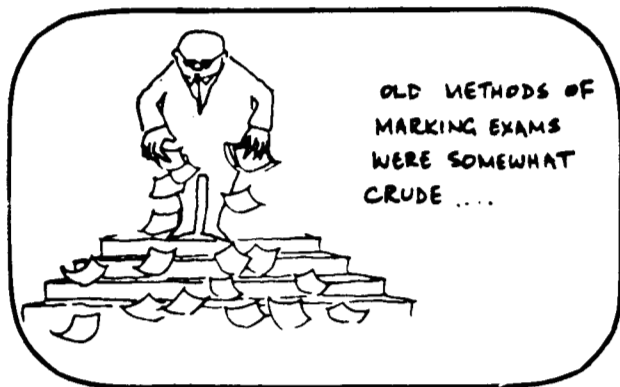
By JERRY FARBER

THERE'S NO QUESTION that the grading system is effective in training people to do what they're told. The question is: what does it do for learning?

Grades focus our attention. But on what? On the test. Academic success, as everyone knows, is something that we measure not in knowledge but in grade points. What we get on the final is all-important; what we retain after the final is irrelevant. Grades don't make us want to enrich our minds; they make us want to please our teachers (or at least put them on). Grades are a game. When the term is over, you shuffle the deck and begin a new round.

Oddly enough, many of us understand all of this and yet remain convinced that we need to be graded in order to learn. When we get to college, twelve years of slave work have very likely convinced us that learning is dull, plodding and unpalatable. We may think we need to be graded; we assume that without the grades we'd never go through all that misery voluntarily. But, in fact, we've been had.

We've been prodded with phony motivations so long that we've become insensitive to the true ones. We're like those sleeping pill addicts who have reached the point



where they need strong artificial inducement to do what comes naturally. We're grade junkies — convinced that we'd never learn without the A's and F's to keep us going. Grades have prevented us from growing up. No matter how old a person is — when he attends school, he's still a child, tempted with lollipops and threatened with spankings.

LEARNING HAPPENS WHEN YOU want to know

Ask yourself: did you need grades to learn how to drive? To learn how to talk? To learn how to play chess — or play the guitar — or dance — or find your way around a new city? Yet these are things we do very well — much better than we handle that French or Spanish that we were graded on for years in high school. Some of us, though, are certain that, while we might learn to drive or play chess without grades, we still need them to force us to learn the things we don't really want to learn — math, for instance. But is that really true? If for any reason you really want or need some math — say, algebra — you can learn it without being graded. And if you don't want it and don't need it, you'll probably never get it straight, grades or not.

Just because you pass a subject doesn't mean you've learned it. How much time did you spend on algebra and geometry in high school? Two years? How much do you remember? Or what about grammar? How much did all those years of force-fed grammar do for you? You learn to talk (without being graded) from the people around you, not from gerunds and modifiers. And as for writing — if you ever do learn to write well, you can bet your sweet ass it won't be predicated on nominatives that teach you. Perhaps those subjects that we would never study without being graded are the very subjects that we lose hold of as soon as the last test is over.

STILL, SOME OF US MAINTAIN that we need grades to give us self-discipline. But do you want to see real self-discipline? Look at some kid working on his car all week-end long. His parents even have to drag him in for dinner. And yet, if that kid had been compelled to work on cars all his life and had been continually graded on it, then he'd swear up and down that he needed those grades to give him self-discipline.

It is only recently — and out of school — that I have be-

gun to understand self-discipline in writing. It grows out of freedom, not out of coercion. Self-discipline isn't staying up all night to finish a term paper; that's slave work. Self-discipline is revising one paragraph fanatically for weeks — for no other reason than that you yourself aren't happy with it. Self-discipline is following a problem through tedious, repetitive laboratory experiments, because there's no other way of finding out what you want to know. Or it can be surfing all day long every single day for an entire summer until you are good at it.

Self-discipline is nothing more than a certain way of pleasing yourself, and it is the last thing anyone is likely to learn for a grade.

COERCION INSIDE SCHOOL probably leads many of us to develop our self-discipline in areas untouched by the classroom. Who knows? If movie-going, dancing and surfing were the only required subjects, there might well be a poetic renaissance. I suspect that most kids fool around with writing on their own at some point — diaries, poetry, whatever — but this interest rarely survives school. When you learn that writing is intellectual slave work, it's all over.

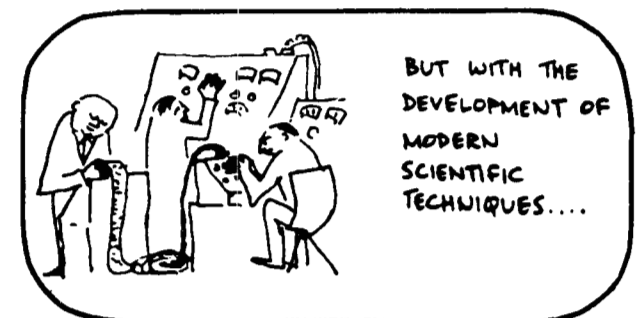
Do you think you're a lazy student? No wonder! Slaves are almost always lazy.

Suppose I go to college: I want to be a chemist or a high school teacher or an accountant. Are grades really my only reason for learning the field? Is getting graded going to turn me on to my subject? Or is it more likely to turn me off? How sad this is. History is so engrossing. Literature is so beautiful. And school is likely to turn them dull or even ugly. Can you imagine what would happen if they graded you on sex? The race would die out.

WOULDN'T IT BE GREAT to be free to learn? Without penalties and threats, without having to play childish competitive games for gold and silver stars? Can you even imagine what the freedom to learn might be like?

Perhaps this kind of freedom sounds attractive to you but you're convinced that it isn't suited to our society. Even if the grading system can be shown to work against learning, you may assume that grades are still necessary to evaluate people for various kinds of work.

But think about it. Do you really believe that the best way to determine someone's qualifications is to grade him — A, B, C, D, E, — week by week, day by day, in everything he studies for sixteen years of school? Is this monstrous



rigmarole honestly necessary in order to determine who gets which jobs?

THERE ARE FAR BETTER WAYS to determine a person's qualifications. Many fields already do their own screening by examination; the bar exam is one instance. In some areas — journalism, for example — supervised on-the-job experience would probably be the most effective screening and qualifying technique. Other fields might call for a combination of methods. Engineers, for example, could be qualified through apprenticeship plus a demonstration of reasonable competency on exams at various levels — exams on which they would, of course, get an unlimited number of tries.

In a great many fields, no screening technique is necessary at all. Countless employers, public and private, require a college degree for no really good reason, simply because it enables their personnel departments to avoid making any meaningful individual evaluation and because it indicates some degree of standardization.

There is no reason why a person should be forced to spend four years of his life in college just to get a decent job and then discover that he would have been much better off working in the field itself for four years and pursuing his own learning interests on a less rigid and formal basis.

Still it might be argued that eliminating grades entirely would require too sudden a shift in our society. I would maintain that the sudden shift is desirable. In any case, though, society is not likely to face the simultaneous abandonment of grading by every school in the country. Furthermore, on a campus where there is enormous resistance to abolishing grades, one could put forth a fairly good half-way compromise — The Credit system — which is, from my point of view, worth trying even though it falls short of what should be the goal: no grades at all.

Under this system, some courses could be made totally free of grading: basic algebra, say, or drawing or poetry writing. The rest would be run on a Credit basis. If you meet the minimum requirements of a course, you get credit for it. No A's or C's or silver stars. Just credit. And if you don't meet the requirements, nothing happens. You don't lose anything or get penalized; you just don't get credit for that course.

THIS IS NOT THE PASS-FAIL SYSTEM. Pass-Fail is a drag: if you don't pass a course, you get hurt. Under the Credit system you simply either get credit or you don't. All that your record shows is the courses you've earned credit for (not the ones you've attempted). And when you get credit for enough courses, you can get some kind of certification or credential, if you want one, according to the number and type of courses you've taken. And there should be not just a few assembly-line four-year degrees: BA, BS and so on; there should be scores of more meaningful and varied certifications and degrees. Or maybe there should be none at all, just a list of the courses for which you have credit.

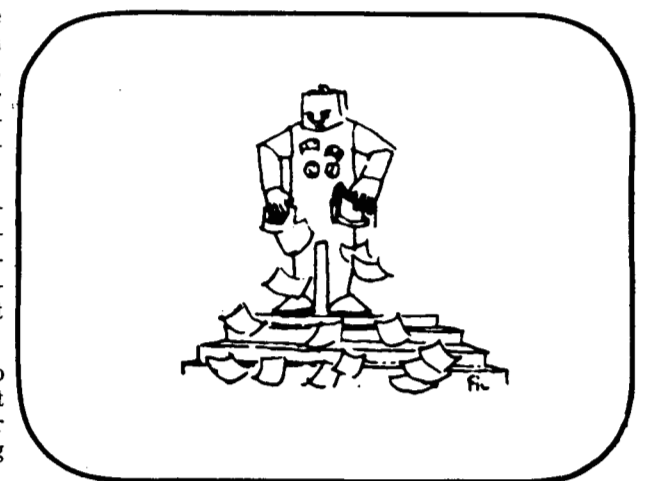
What's wrong with that? College becomes something more like a place for learning and growth, not fear and anxiety. It becomes a learning community, not a gladiatorial arena where you're pitted in daily battle against your fellow students. In elementary and secondary schools, of course there is an even weaker pretext for grading and even more to be gained by its abolishment.

And we mustn't be too quick to assume that abolishing A's and F's would make our colleges still more overcrowded. If we eliminate the pointless Mickey-Mouse requirements that are foisted on the administrative, if we eliminate the gold-star games and all the expensive paperwork and class busywork that go along with them, if we reduce the overwhelming pressure for a meaningless, standardized degree, then perhaps we'll end up with learning facilities that can accommodate even more students than the number that get processed in the factories that we currently operate.

AND IF AN EMPLOYER WANTS not just degrees but gradepoint averages too, the colleges will explain that that's not what they are there for. Graduate schools, for their part, will probably not present a serious problem. They already put heavy emphasis on criteria other than GPA's. They stress interviews, personal recommendations; most of them already given their own entrance exams anyway. Besides, the best graduate schools will probably be delighted to get some live students for a change.

But what about the students themselves? Can they live without grades? Can they learn without them? Perhaps we should be asking ourselves: can they really learn with them?

from The Student as Nigger



CAUT report charges injustice to three profs

President Bruce Partridge has come under fire from CAUT in a report dealing with the current contract and tenure dispute involving three faculty at UVic.

The report, prepared by the Academic Freedom and Tenure Committee, deals with the cases of Dr's, Tikam Jain and William Goede, and Toby Graff. It charges Partridge with being unjust, and is highly critical of him for failing to give the three men reasons for this decisions, or any opportunity to defend themselves against his reasons.

The report further states that the President's actions are "an obvious threat to the working of academic appointment committees at the University of Victoria."

The report states that "A tenure decision", on Jain, "was reached in a manner flatly at variance with the procedures outlined in the CAUT Policy Statement."

"he was denied tenure without being offered reasons"

THE CASE OF DR. T. JAIN

Several detailed pages are devoted to Jain in the report, and the following is an excerpt from those pages:

"On 9 April 1970 Dean Climenhaga wrote to Professor Jain reporting that the Faculty Advisory Committee proposed to recommend against the granting of tenure, and reminding him that he had a right to meet with the Committee to discuss the reasons before the Committee made its formal recommendation. On 14 April Dr. Gow (Dr. James J. Gow, of Political Science, is working as legal representative for Jain.) wrote to Dean Climenhaga requesting that written reasons for the proposed recommendation be given to Professor Jain, and informing Dean Climenhaga that Professor Jain intended to exercise his right of appeal to the Faculty Advisory Committee. The Committee, however, instead of supplying reasons immediately, decided to meet again first, and at a meeting on 28 April reversed itself and recommended that tenure be granted to Professor Jain, a recommendation that was reported to Professor Jain through a letter from Dean Climenhaga to Dr. Gow of 30 April. Professor Jain heard nothing further on the matter of his application for tenure until he received a very brief memo from Dean Climenhaga dated 19 May suggesting that the two meet to discuss several unnamed "points", and indicating that he had not yet forwarded to President Partridge either his own unfavourable recommendation on Professor Jain's tenure or the favourable recommendation of the Faculty Advisory Committee. An exchange of memos between Professor Jain and Dean Climenhaga failed to elicit what Dean Climenhaga's "points" were, and the meeting never took place. On 22 June President Partridge wrote to Professor Jain telling him that he had decided not to recommend tenure to the Board of Governors, and declaring that therefore the academic year 1970-71 would be Professor Jain's terminal year of appointment at the University of Victoria. On 7 July Dr. Gow wrote to President Partridge disputing the validity of his actions and decisions in the matter of Professor Jain's application for tenure, and on the same day Dr. Gow wrote to the Secretary of the Board of Governors enclosing a letter from Professor Jain requesting that the Board make a formal decision granting him tenure. On 27 July the Secretary of the Board wrote to Dr. Gow reporting the actions of the Board at a meeting of 20 July in which the Board had resolved that inasmuch as the President of the University had not recommended tenure for Dr. Jain and inasmuch as Dr. Jain had requested the Board of Governors to make a decision granting him tenure, the Board had agreed, determined, and decided that Dr. Jain should not be granted tenure."

The report states that "What happened essentially in the case of Professor Jain is that after applying for tenure, he was denied tenure without being offered reasons for the decision, and without being afforded the opportunity to speak to those reasons before a final decision was made."

"A university president exercises his authority in a wide range of matters," continues the report on

Partridge singled out for criticism

commenting on the Jain dispute, "but he exercises it improperly when he reversed (without appeal) a decision from an academic appointment and tenure committee."

"no mechanism to appeal"

THE CASE OF DR. WILLIAM GOEDE

"Again, as in the Jain case, what happened essentially" states the paper in drawing a parallel, "is that after applying for tenure, Professor Goede was denied tenure without being offered reasons for the decision, and without being afforded the opportunity to speak to those reasons before a final decision was made. The critical issue is the same as that in the Jain case, namely that the President took it upon himself to reverse the decision of an elected committee charged with the responsibility for tenure decisions, and gave the faculty member involved no mechanism to appeal the reversal."

The report points out that though the Goede case is similar, it "is clearer than that of Professor Jain."

"In the case of Professor Goede," states the report, "both the Departmental and the Advisory Committee recommendations were favourable. The Dean's recommendation was against tenure; ... the Goede case shows ... clearly President Partridge's preference for administrative rather than academic judgements in matters of appointment."

In regards to the Goede hassle the report further charges that "the presidential action is flatly at variance with the CAUT Policy Statement touching tenure." and points out that "Alternative actions were available to President Partridge if he had serious doubts about the recommendation of the Faculty Advisory Committee."

"directly contrary to the policies of the CAUT"

THE CASE OF PROFESSOR J. P. GRAFF

"The story of Mr. Graff's difficulties with the university is involved in detail" says the report, "but rather simple in substance. His Department believes that he should be promoted and has twice so recommended unanimously. On the face of it, this case involves failure to promote ... But, in fact, this is also a case of the non-renewal of a contract since failure to promote automatically means non-renewal."

In the handling of this case, charges the report, Partridge acted "in a manner that was directly contrary to the policies of the CAUT."

Failure to promote Graff would automatically result in the non-renewal of his contract owing to provision 7.1 of the Tenure Document.

Graff got the complete backing of his Department (Philosophy) in his application for advancement, first to Senior Lecturer, but was turned down by the Dean.

"On 19 January 1970," states the report, "Dr. Rankin (Dr. Kenneth W. Rankin, Head of the Philosophy Department) wrote to Dean Climenhaga: "I forward a strong and unanimous recommendation from the Philosophy Department that Mr. Graff be appointed to the position of Assistant Professor ... As I have remarked on another occasion, to force out a man of his intellectual and personal qualities by not according him promotion would be an extravagance which this

University cannot afford." Dean Climenhaga transmitted the department's favourable recommendation to President Partridge, and his own recommendation against promotion for Mr. Graff ... On May 1970, President Partridge wrote to Mr. Graff: "I cannot ... recommend to the Board of Governors that you be promoted to the rank of Assistant Professor."

In June, following an appeal by Graff, the University Review Committee asked Partridge to review Graff's case; "It is the unanimous recommendation of the Review Committee" read the letter that went to Partridge, "that Mr. Graff be reconsidered for promotion to the rank of Assistant Professor ..."

In response to that request the President had Dean Climenhaga take a second look at the case, and on Oct. 14th, 1970, informed Graff that "... it has now been decided that objective review of the additional information does not constitute evidence sufficient to warrant a reversal of the University decision previously reported to you. Consequently ... your appointment for 1970-71 is a terminal appointment."

The report states that "On 16 October, Mr. Graff wrote to President Partridge requesting the reasons for the denial of promotion. On 30 October, President Partridge replied: "I would be glad to arrange for you to meet with your Department Chairman, your Dean, and me, to discuss on a 'without prejudice' basis, your reactions to the decision not to promote you to Assistant Professor." On 10 November, Mr. Graff replied to President Partridge: "I am quite familiar with my 'reactions' to the decision not to promote me, but I still do not know the reasons for it. Accordingly, I do not wish therapy, just an explanation."

Graff was given no explanation.

"In all three cases the President refused to offer reasons"

In closing, the report states:

"Throughout these three cases there has been a consistent pattern of action. In the case of Professor Jain, the President, on the advice of the Dean, overruled the Faculty Advisory Committee which had recommended in favour of tenure. In the case of Professor Goede, the President, on the advice of the Dean, overruled the recommendation for tenure of the Department and of the Faculty Advisory Committee. In the case of Mr. Graff, the President, on the advice of the Dean, overruled the unanimous recommendation of the Department for promotion and consequently caused the non-renewal of Mr. Graff's contract. In all three cases the President refused to offer reasons. He was not bound by the Tenure Document to refuse such reasons since the document was silent on this matter. He chose, therefore, to exercise his discretion in a manner that was directly contrary to the C.A.U.T. Policy Statement. Nor, if he was dissatisfied with the procedures either of the Faculty Advisory Committee or of the departments concerned, did he attempt to create any form of tribunal that might review allegedly defective procedures in these bodies."

"The President has just recently agreed to offer his reasons to the three candidates although they still have not been given at the date of writing this report. He thus may meet one condition of the C.A.U.T. Policy Statement, but not the other, namely that there should be an appeal mechanism to hear any rebuttal that the three professors might care to offer. To give reasons without a forum in which there can be fair discussion of the merits of the reasons is to offer a formal rather than a substantive solution. Once again, this is a matter within the President's discretion, and he has chosen to exercise his discretion contrary to the C.A.U.T. Policy Statement. Nor has there merely been a failure to reach agreement on a suitable forum for hearing such reasons and the answers of the professors, since President Partridge explicitly told the C.A.U.T. negotiating team on 19 March that he was opposed to any review of the cases whether internal or external."

"As a consequence the Academic Freedom and Tenure Committee recommends to the Executive of the C.A.U.T. that it take every possible step to assure that Professors Jain, Goede and Graff receive a fair hearing according to the C.A.U.T. Policy Statement."