



# THE MARIET

## MAGAZINE

UVIC  
NUMBER

### THE PROBLEM OF COMING TO GRIPS

# Anyone Seen Council Lately?

By BJORN STAVRUM

The last lap of a slow, grinding, often frustrating session of the Student Council is here.

Scanning the august Circle of Fifteen, one sees some nodding their heads in unison, or shaking them; a note is pushed across the shining table, a correction is made in last meeting's minutes. More nods. The mover is usually Mr. President and the seconds are in a dead heat. No involvement, no imaginative thinking, no one standing out, no one eager, no one questioning, no one probing. The Seven O'Clock Show is not an inspiring sight.

No one encourages keen debate. Timidity nullifies any real conviction. Maybe no one has any view. Or won't express himself in an official capacity. Council homework done? Or is it that he knows his opinion is open to future scrutiny? Why not follow the rest, since a lone dissenting vote doesn't change the result anyway? One would not want to tarnish one's record by dissenting.

University elections are dismal and pathetic. The election platform of Brian Smith, CUS chairman, seemed typical. His consisted of, he said, "the usual garbage". Why? Because it's only to the mediocre unknowables, the vast majority, that you have to appeal. And for these students all you need is a poster with your name on it, Smith said. New PUBS Director Keith Guelpa said he would "maintain the freedom of the press", whatever that means. He didn't elaborate. He didn't have to. Commitment is too often frozen permanently in the verbal stratum.

After elections, Councillors find themselves often in irreconcilable dilemmas. There is no criticism of one another. There is no backboard to bounce ideas against, for there is no opposition, formal or otherwise. Being a relatively small group, the Councillors forego their representative role to satisfy personal friendships: an environment is created in which there is no questioning spirit.

It is felt among some Council members that their positions are generally considered insignificant. The students are aware of a Council, to be sure, but pay little or no attention to it in their day-to-day campus pursuits. The University Administration, in effect, totally ignores any meaningful motions or recommendations of Council and remains aloof in its righteous invincibility. To the general public, too, the

Mr. Stavrum, a second-year Arts student at University of Victoria, is an associate editor of the Martlet Magazine.



SMITH  
"the usual garbage"

Student Council is just the name of a unionistic, closed club, a mere extension of an anachronistic high school phenomenon. How then, can its members properly do the tasks for which they were elected, and how can they do their task with imagination, initiative and perseverance in an environment of indifference?

#### COUNCIL ROLE NOW REFORMATORY

In the light of creeping meaninglessness, the primary task of the Council is now no longer "administrative", though some Councillors still cling to this belief. Its role has now become negotiative, reformatory, and spokesman. This means reform in several areas, namely within Council departments, structural reform of the Council itself (and possibly a new name), reform in the "we-they" attitudes of a rigid authoritarian Administration, and also reform to bring about the end of 'jurisdictional ping-pong' between provincial and federal governments.

Frustrated by its impotence, the Williamson Council last year found some outlet in its dramatic opposition to fee increases. It made some inroads with the public at any rate. Yet the march was only a stop-gap measure since the powers of implementation, in the final analysis, rest with professional administrators and politicians.

To have any purposeful effect on more powerful bodies, then, the Council must first reform itself. Reform of the Council, however, is not a simple job. It first means the enunciation of a clear, fundamental policy in its relationship with those whom it must deal. It also means broadening its own base of support, participatory support, not just financial, and making itself much more meaningful in the daily life of the student.

Discussion among a few Councillors has been heavy, and several reports and private papers have been the result. A new plan of a restructured Council, termed a *Representative Assembly*, has also circulated, which tries to mould a large body of students into an effective, viable role in representing and expressing the modern student's grievances.

The continuing professed activist programme of the Council comes this year mainly under the Education Action Committee label. Among other things, Stephen Bigsby, the chief planner, hopes to persuade the University Administration and/or the provincial government, with the aid of the B.C. Assembly of Students, to act immediately in the face of economic, academic and authoritarian crises.

The EAC programme, however, has come under criticism from some Councillors themselves. The primary aim of the Student Council, said Mr. Smith, should be to facilitate discussion among students. This, of course, has not been accomplished. He also disallowed the spokesman roles of the Council.

"A student is here to learn how to think for himself," Mr. Smith said, "not to parrot the views of either students or professors. Therefore it isn't really our job to be spokesman for independent students." Why then, a Council at all? He felt that a Council is necessary to protect students' rights, whatever they are.

#### HART SAYS WE AREN'T ACTIVISTS

Ken Hart, AMS Vice-President, expressed the concern that the Council was merely jumping on the bandwagon of activism without a basic policy. Rather, he said, we should create the University of Victoria in a positive, meaningful image. Instead, the student role is made political.

"Coming to grips with particular University problems is the true role of the student and the Council," Mr. Hart continued. "The end of the rainbow is right here on campus, but instead we rationalize away by trying to convince ourselves that joining the North American student movement is the real salvation of this University."

It is difficult to separate the concept of the Council without considering also the concept of the University, and of the University student. Hart intimated that what the student lacks, so does the Council.

"We aren't really activists. We are masturbators. There is the dichotomy of the studios and the activist,



BIGSBY  
"has at least begun"

or masturbating student," Hart explained. "The atmosphere is unreal here. We're here to question things, not to get a job. We must question the values of society. In our present state, I don't really know how to do it. Maybe seminars, or \$75 per month (an EAC recommendation), but don't forget that we're foremost students. The EAC may develop into this kind of masturbation. It's good, it's approved of by society, it gives you a chance to say you are an activist. Its aims are legitimate. But it's nothing but labour union tactics."

"It's a political action all right," Mr. Hart continued, "but it's not the 'search for a truth'. We need something else. We need a questioning attitude. We are totally ignoring vital problems like communications because of the rigid authority relationships. We must break down these authority relationships, this continual blind acceptance. This \$75 a month should not be the end. The end is making students of people."

With reference to current student attitudes, Mr. Hart furthermore charged that students suffer from mommy and daddyism on campus. These students haven't become real people, he said, and they operate within a framework which has been imposed on them, rather than within one which has been built by themselves. Students base their decisions on inherited attitudes.

#### BIGSBY FAILS TO ATTRACT STUDENTS

Some think the aims of the EAC "legitimate" but much too hasty. Others feel that the programme has been forced upon the Council and the students without allowing for sufficient debate and examination. Mr. Bigsby

(Continued on page two)

## COUNCIL (CONT'D)

## 'The Council Has Not Made Students Fully Aware Of Problems'

must fully and continually account for and justify his actions. It appears that the students are still skeptical of the EAC, partly through lack of knowledge, and therefore dissociate themselves from it. In this respect, that is of attracting a great number of new faces into the reform programme, he has failed. Reading the list of sub-Committee heads, one sees for the most part the familiar names but in a slightly different package.

Mr. Smith feels that the EAC overlaps his own CUS programme and he and Mr. Bigsby have often been in a position to present identical reports.

A critical consideration is the absence, especially this year, of an effective system of communication between the Council and the students. The *Martlet*, more than usual, has been a virtual dead fish in factual, responsible reporting. Primarily, it is emasculated by having a Council seat, where, in all probability, the editor's insights into council's problems seem to have the effect of mitigating his own views — views which, instead of being sharp and weighty, are too often innocuous and unconcerned. No Councillor offered any original solution to the communication problem, though nearly all admit the problem is serious. It is perhaps significant to note that only Mr. Guelpa said no such problem existed. It is a candid admittance of an attitude of indifference to his major task and that of the Council.

Without communication, there can be no external opposition. Initiative is



HART

"need something else"

easily undermined or killed without continual stimulation. In the present Council structure, there is simply too much compromise and a subsequent loss of intellectual flexibility. The Council is presently failing to encourage dissent, because not enough people know what's going on.

Instead, a massive bureaucratization has usurped the primary aim of promoting a true university atmosphere, promoting a responsible questioning spirit, as well as an interest in being students. The Council has not made students fully aware of problems, nor, therefore, has it made any students interested in solving them.

One means to make inroads into the academic realm and possibly establish meaningful dialogue is to rehabilitate a constructive anticalendar, or academic guidebook. It is, however, a publication that must be totally responsible in its criticism and backed by a solid editorial philosophy, and not filled with babbling, factless marijuana stories.

In summary, it is not the fault of Mr. Bigsby, or any other single individual, that the present attitudes prevail among and between students, Councillors and administrators. But some individuals are in a position to initiate programmes. Mr. Bigsby has at least begun.

Perhaps that this University is new, and simply growing up does the Council neglect to come to grips with problems. Or is it because the first allegiance of the Councillors, being students, is personally to their own academic discipline? Or does present Council and student unrest stem from the Administration, with its present policy of uncompromising rigidity and disdain for change in relationships with students and with the times? What some loudly proclaim affects only the students, apathy or whatever, also affects the Council.

The essential problem, it appears, is the lack of stimulation and the unquestioning acceptance of the status quo. To the University student, the Council is quite acceptable. The Councillors are all agreeable and nice peo-



GUELPA

"maintain the freedom"

ple. The EAC, to all intents, is acceptable.

Even in the Administrative realm, everyone is accepted, accepted by the student and by the public, no questions asked. The President, the Senators, the Governors, the Deans, *et cetera*, remain accepted and individually faceless. A few cracks in the Administrative brickwork are seen, but public relations, like ivy, is obsessively nurtured to cover the unpalatable signs of disharmony.

A University should equal WHY. It appears the University of Victoria presently equals NICE.

## 'Guards' In Canada?

By W. A. (BILL) SCOTT

Citizens' opinions should ultimately decide what is good or bad for them—especially in the field of education. This is because nations prove they are only as good as the curriculum of their educational system.

Therefore, Canada's survival in the growing struggle for power amongst today's nations, depends wholly on its educational system.

## What Is Education?

Education means instruction, teaching, cultivation, nurture, tuition, and so on. And when we hand this responsibility over to intelligent minds, mankind benefits enormously — but when education is controlled by non-intelligent minds, mankind suffers accordingly.

So the question facing our youth today is — "Who controls our educations?" "Is it the intelligent or non-intelligent educationalists?"

Judging from my recent trip to China, which was followed by a tour of Canada's major universities — I unhesitatingly state — There is a majority of non-intelligent minds in control of Canada's educational system.

Mr. Scott, a frequent visitor to the Uvic campus, is an Anglo-Chinese Canadian who lived 23 years in China and the last 21 years in Victoria. He has recently crusaded through Canada on behalf of youth, whom, he feels should be more in control of things—not the "adult illiterates".

And these mental misfits are rapidly converting our youth into mental and physical degenerates. Hence this protest. But I see I am not alone. And great was my joy and relief to read June Callwood's brilliant article in the current issue of *Macleans Magazine* exposing the betrayal of Canada's youth by our present educational management.

## The Educators' Problem

The intelligent educator's main problem is that our mass media influences the majority of our youth to commit educational suicide. I refer to the soul-destroying pulp magazines, advertisements of press, radio, and TV commercials.

But how can we overcome this appalling waste of human intellect?

I am convinced the Chinese educational authorities led by Mao Tse-tung provide the answer.

In short, Mao Tse-tung made it possible for youthful Red Guards to become the most important factor in China's educational system, and in planning the future of their country. So now, with intelligent guidance, young China is in charge of its own destiny. This is why I urge our university students to form a "Maple Leaf Guard," and assume control over their educational destiny and planning of Canada's future.

Therefore, I offer the following suggestions to the proposed "Maple Leaf Guards."



SCOTT

● Make Canada the headquarters of the English and French-speaking world.

● Assume the initiative in solving Canada's bi-cultural, bi-lingual problem.

● Without let-up demand a long term peace and trade treaty with China.

● Invite a delegation of Chinese Red Guards to Canada and get first hand truth of their objectives—which in my opinion will confirm they are friends, not foes of Canada.

● Scrap Canada's present obsolete curriculum, and with advice and help of INTELLIGENT educators, replace it with one relevant to the life and expectations student will face when they leave school.

● Demand without let-up free time in press, radio and TV towards the above objective.

● Demand—and don't take 'no' for an answer, that education becomes Canada's first line of national defence, and that money be spent on it proportionately.

● Set up a code of moral ethics for Canada's youth, and be strict in enforcement of same. As conditions change, insist youth make the changes, not prejudiced old age.

● Demand, insist, 'holler to high heaven', that youth has the major say



to conserve and preserve nature's bountiful gifts—which in Canada are unparalleled. And which adult illiterates—for the fast buck—exult to destroy.

● Profit by the example of China's Red Guards in writing posters, leaflets, and the use of wall newspapers. Make your wall newspapers the main vehicle of news for Canadian youth in like manner to China's Red Guards. SPLASH THEM EVERYWHERE. It is your only hope to compete with our controlled press, radio, and TV.

In short, make adults realize the future of all countries depends on youth and education, which gives our university students the right to shape Canada's future.

And above all—tell Canadian adults the devastating truth — that they have failed in their responsibilities to youth, and for your own survival, you intend to take over education and prove — "O CANADA, WE STAND ON GUARD FOR THEE."

## A Pro and A Con On Uvic:

### Take Your Pick . . .

#### People Are Wrong

# 'Misguided Efforts'

By CATO

CUS's policy of student involvement adopted at the Dalhousie Congress has created severe traumas for its member institutes. Some, unwilling to take the active part in "university" affairs forced upon them by ramification of last year's Universal Accessibility motion, have withdrawn from the national body. The institutions which have remained in it have tried, as best as possible, to carry out the "new look" in English Canadian student politics.

The Alma Mater Society is no exception. Through the Education Action Committee and its diverse activities, through joint action with the UBC AMS and the Simon Fraser Student Society, and through the BCAS, the elected leaders of our AMS have conscientiously tried to carry out the "new policy." The effectiveness of the steps required, especially the unpopular ones, has depended largely on the amount of support given by the small band of volunteers to the lofty aims and aspirations of such notables as Mr. Bigsby.

However, these admirable efforts are misguided. If Article 2(b) (to advance higher learning in B.C.) of the AMS constitution is still in effect, the AMS should dissolve itself and reorganize as a new society with different purposes. The efforts expended by the society in attempting to increase accessibility to the institution known as the University of Victoria may be sincere but amount to a planned attempt to eliminate "the cause of higher learning in the Province of British Columbia."

#### UVIC ONLY A DEGREE MILL

The University of Victoria is no more a "university" in the accepted meaning of this word than is the B.C. Institute of Technology. It exists, guaranteed by provincial government support and controlled by a government-appointed board of governors, to produce graduates with B.A., B.Sc., and B.Ed. degrees, graduates who will be expected to fill the positions in government, industry, and the teaching profession which require these degrees as prerequisites. A select number will be expected to further pursue their "edu-

cation" so that they can take their place in this and other institutions so that the existing system can be perpetuated. In order to increase the efficiency of its function in society, the university has recently introduced graduate studies so that its reputation as a degree mill will be suitably impressed with the importance and necessity of their role in this process.

There is no doubt that the university of Victoria is reasonably effective in its task. There is also no doubt that measures such as those the AMS is now considering would increase the ability and efficiency of the University of Victoria in carrying out its obligations to society. However, considerable doubt exists whether this kind of role benefits "higher learning in the Province of British Columbia;" and, if higher learning means (even in part) university education in the accepted sense of the term, there is no doubt that the AMS is no longer following its purpose as stated in Article 2(b) of its constitution.

#### AMS ADVANCES THE STATUS QUO

So, if the leaders of the AMS have any integrity at all, they should update the constitution so that it reflects the existing situation. This would require two constitutional amendments; the first changing the name of the society to the Alma Mater Society of Victoria's Degree Granting Institute, and the second changing Article 2(b) from "to advance the cause of higher learning in the Province of British Columbia" "to advance the 'educational' status quo in the province of British Columbia."

If Messrs. Bigsby et al can't bring themselves to do this (which is likely because it takes a lot of guts to realize the amount one has sold out to the 'system'), they might at least launch a critical study of this institution; a study of ends as well as methods which would indicate whether the kind of 'higher learning' offered here compares favorably with the ideal of a university as a place where one becomes acquainted with attitudes towards society and its problems, rather than with the superficial information used to cover the surface cracks in the facade of the rapidly rotting North American dream.

Cato, a recent graduate of this University and an active participant in AMS affairs while here, feels that his experiences outside Uvic entitle him to "ask a few questions".

#### People Are Happy

# 'Some Sucking Their Thumbs'

By GARTH HOMER

I think the time has come to re-evaluate some of the realities that surround our university. Free thinking, liberal interpretations, and reaction against the status-quo are all very popular things to adhere to, in fact if one does not protest, if one is not radical to some degree we feel that we are not being what university students should be. In the field of university one-upmanship we cannot be outdone by the factories to the south, or by some of our brothers to the east.

Our university has grown from a sea of mud. Four years ago the Clearihue Building and the SUB appeared as if they had been spat out onto an abandoned field. No one can deny that now we do have a university that appears to look like a university. One would also have to be singularly narrow-minded not to recognize the ability of some of the faculty. Though the winning of scholarships is essentially a triumph of the individual's hard work and intelligence, some measure of praise belongs to the faculty.

As much as students vilify the administrative side of our university, one cannot deny that as an institution it works reasonably well. Much of what we take for granted, much of what we don't see takes careful planning. What of acquiring land? What of battles with the municipalities? What of problems with the Department of Education? The government? What of the accounting, what of the grounds staff, the catering, fund raising, what of these realities which so many of us assume just happen?

Mr. Homer is a fourth-year Arts student at University of Victoria.

It would be quite a day, I feel, when student run organizations such as the Martlet, and the Students' Council acts with either the foresight, or the sense of responsibility, that the administration illustrates. When the students, or at least their 'leaders' can accomplish such simple tasks as printing dance tickets without resulting in chaos — then I feel that they have some right to demand representation.

Activists on campus launch their slings and arrows against what they call 'apathy.' What they are doing is attempting to disguise to themselves and to others that beast of all beasts, 'acceptance.' Horrible as it sounds, people at our university are happy with the way things are. If they were not they either would be demonstrating in the halls, or quitting the university. This for some is the hardest reality of all.

Our problem is that some of us are still sucking our thumbs and hating our fathers. Some of us are unable to accept the fact that our university does function with a reasonable amount of efficiency and no little amount of success. We cry for the abolition of fees so that others can pay for our education in taxes, the 'simpler if daddy pays but doesn't really know it' attitude. Student loans are for sports cars and ski trips. Heaven forbid I go into debt for my education.

As ego destroying as it is we must acknowledge at least one reality. Being students we have, by virtue of our positions, accepted the fact that there are some that know more about some things than we do. In the light of some of the facts that surround us, is it so hard to admit that there just might be the chance that some know more about the creation and the administration of a university than we do?



## Special to the Mag

# A CHAT WITH BIGSBY

TALKING TO JIM HOFFMAN

**HOFFMAN:** How was it you were able to win last year over the other two candidates?

**BIGSBY:** A smoothly run campaign. I had a lot of people working and planning. Also, we "particularized," that is we did special things such as sending a personal letter to each of the 800 out of town students identifying with their particular status.

**HOFFMAN:** Were there any issues involved in that campaign?

**BIGSBY:** It was fought on personality and the ability to do the job. There were such things as equalization grants and long library hours, but all the candidates concurred on these, so it was largely a matter of being the first one to get to the students with these issues.

**HOFFMAN:** What would you advise to people running in this coming presidential campaign?

**BIGSBY:** I would like to see them run on ideas, not on past experiences. They should be talking about what they would like to see being done to student government and students on the senate, then merely adding that they are reasonably competent in the administrative duties of the position. The majority of students are duped — there are a lot of good-spirited intellectuals who deny themselves a chance to drastically alter the AMS because they fear a heavy administrative workload. This doesn't exist to the extent most think.

**HOFFMAN:** What do you think prevents most people from running for a council seat?

**BIGSBY:** Too many fear defeat. They also think they would not really be effective and couldn't get much done. There is what I call the time and expertise myth. Just about any student could hold a seat, even be president, with just the qualifications he has now. This campus is really ripe for some Joe Student to emerge, take his stand on the real issues of student government and carry the show. If he's tough intellectually he can make it.

**HOFFMAN:** Could you describe briefly some of the main features of the proposed new council system?

**BIGSBY:** As things now stand there is a council of fifteen people, each of whom has his own sphere of interests and each of whom is often overly concerned about protecting

Steve Bigsby is this year's Student Council president. In this position he is bureaucratic chief and spiritual leader of over three thousand university students. Many of them haven't seen him. Most don't know him and most find him more enigmatical than anything else. All are effected by his actions and by the kind of person he is. In this dialogue he gives some insight into the pleasures and the problems facing the number one man, one who at times is looked upon in awe, and at other times is cursed for even existing. Contrary to rumor, he will not run again for next year's presidency; nor will he even think in terms of any future political activity. Election time is near. Steve's term is almost up and it was his wish that we have an interview. The reason for it, as he stated, is so that some things he is very concerned about can be brought before the students. So we chatted for several hours and thus the following dialogue.

his own departmental interests. This council, for the most part, faces little opposition. What is proposed is that there be two "houses." There would be a kind of upper house that would act as a cabinet. It would be made up of the executive heads of the various departments and would consist of about eight members plus the president. Members would be the various directors of clubs, sports, probably two vice-presidents and an external affairs director who would head such things as CUS relations. The other "house" would be a kind of representative assembly and would have approximately thirty-two members. Sixteen of these would be elected as now in mid-February and the other sixteen would be elected in late October. These people would give the students a broader base of representation and would introduce more ideas and vitality into the meetings, which would be held every two weeks. They would serve on committees, as well as invoke projects.

**HOFFMAN:** What do you feel are the advantages of this system?

**BIGSBY:** Hopefully it would evolve into a party system in which there would be derived a healthy opposition. And with the elections held more often, there would be incoming people with new ideas and elections could be fought on council's past policies.

**HOFFMAN:** Speaking of opposition, do you feel the MARTLET has provided any constructive analysis of council this year?

**BIGSBY:** No. The MARTLET has not been reporting the hard news. It has failed to humanize the campus. The students don't know who the council people are or what they're concerned about. This is no one person's fault and no doubt reflects on the turmoil which culminated last September in the Uvic press. Uvic now has a rather unique situation. We have a council which has more creative ideas, which attracts more radical elements, and which has in fact outrun its student press.

**HOFFMAN:** How have your relations with the administration been?

**BIGSBY:** On a personal level, good. They are always willing and available for private discussion. And they have among them, similar to elements in the faculty and among the students, reform elements that are quite progressive. But they are much too hesitant. They must realize that a university can't be run on consensus where it does not exist, nor on diplomacy that is used to paper over basic differences. I don't believe in personal relationships acting as a replacement for accomplishing structural harmony.

**HOFFMAN:** What about the faculty?

**BIGSBY:** Of all the three groups—administration, faculty and students, faculty are by far the most conservative. They are largely an unmoved mass force where creativity does not extend beyond the narrow confines of the various departments.

**HOFFMAN:** Can you give me a brief assessment of the council you have headed this year?

**BIGSBY:** On the whole they are much better informed than any other council has been. My regret is that there was considerable balking because certain things, such as the EAC program, had to be forced through. There was even some animosity aroused among students because they felt a "new program" had been foisted from the president onto the council and then onto the student, a program which they'd never heard of before.

**HOFFMAN:** Why did council itself balk?

**BIGSBY:** Because they weren't properly clued in. This wasn't through any lack of information, but because they were not completely involved in the creative processes, many of which took place last summer. Then there was the time element: much of the program had to be virtually dictated and rammed through. Some didn't take it seriously at first, but we did inherit much of the activist programs begun in the Williamson council and we had to prove this year that students were able to effect these programs.

**HOFFMAN:** Why aren't you running again in this coming election?

**BIGSBY:** I found it too demanding. You suddenly find yourself in a vacuum where you have to be keen all the time and if you're not there's no need for you. Every grievance and every triumph relates to the president. And people are always coming to you to get your interest — because it is often the president's support that decides how well a project will succeed in council. The problem quite often is that on one hand, you must support and look out for others, while on the other hand, you've got to get down to your own program.

**HOFFMAN:** Obviously personality is a big factor. What do you consider to be your personal limitations?

**BIGSBY:** I am not by nature a backslapper. I found that if you appear abrupt, committed, that you create a rich climate for suspicion. The students had to accept that I'm not an overly extraverted person. I don't get a charge out of going around the SUB chatting over coffee in a superficial way.

**HOFFMAN:** In retrospect, can you describe the frustrating aspects of being AMS president?

**BIGSBY:** The most frustrating thing is that the president sees the great potential of the students because he is forced to see all, the university, the community, the whole panorama. He can be very persuasive with friends but in large scale attempts to meet the mass of students, he often finds extreme difficulty. And it is not encouraging to have your plans shot down because of some imagined "offence."

**HOFFMAN:** What was your reaction to Education Minister Peterson's refusal to condone or to participate in the forthcoming student presentation of the brief on education?

**BIGSBY:** I've written a letter to him re-iterating that he has a responsibility to meet with the students for at least ten minutes. If the government is not doing anything for education there must be good reasons; if so, he owes us an explanation.

**HOFFMAN:** As a final note, would you like to list those things that you think candidates in the coming elections should be thinking and talking about as matters of prime importance?

**BIGSBY:** Yes, there are four: the anti-calendar; student involvement in the university; a system of reform in the AMS government; and continuous political pressure.

## Martlet Magazine

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Unsolicited material, including articles, poems and short stories, should be clearly addressed to the MARTLET MAGAZINE and either mailed to or left at the Martlet office. Contributions to the anonymous column, CERBERUS, should be signed and consist of about 700 words of topical, political opinion.



# WELCOME TO UVIC

Stories by Deryk Thompson  
Photos by Ian McKain

A fascinating building sprawling over a large area is the Social Science Building. An inner quad, with quiet walkways features two totem poles visible in the centre background. Navigating the interior of this complex presented a problem to most students at the beginning of the year.

A striking addition to the campus scene is the new Education Arts Building. Second in size only to the Elliott Building it is located in a far corner of the campus. Contrasting outside design of concrete and integrally-coloured brick as pictured here is typical of the whole building.

Open House at the University of Victoria on Saturday and Sunday, January 28 and 29, will show to the public the results of four years of progress on the new campus at Gordon Head.

Open House Weekend will commemorate the completion of the University's move from cramped and out-dated quarters on the old Lansdowne Campus to a new 350-acre site at Gordon Head overlooking Haro Strait. Since independent University status was granted to Uvic in 1963, classrooms and offices of the institution have been divided between the two campuses. As a result of far-seeing, long-range planning the new campus has arisen as a monument to progress featuring large and modern buildings stocked with the latest in equipment and classroom facilities.

With the completion of two major buildings this year there is now finally enough room for all students on the Gordon Head campus. Official opening of these new structures will be at 11 a.m. on Saturday, January 28. Finished at a total cost of four and a half million dollars they are the Education Arts Centre and the Social Sciences Complex. They complete the present picture now joining with eight other buildings which have risen over the past four years as the result of a six-million dollar capital investment.

Completion of these two buildings came just in time to avoid a "space squeeze". Enrollment in the present academic year has grown to over thirty-four hundred from eighteen hundred in the year 1962-63.

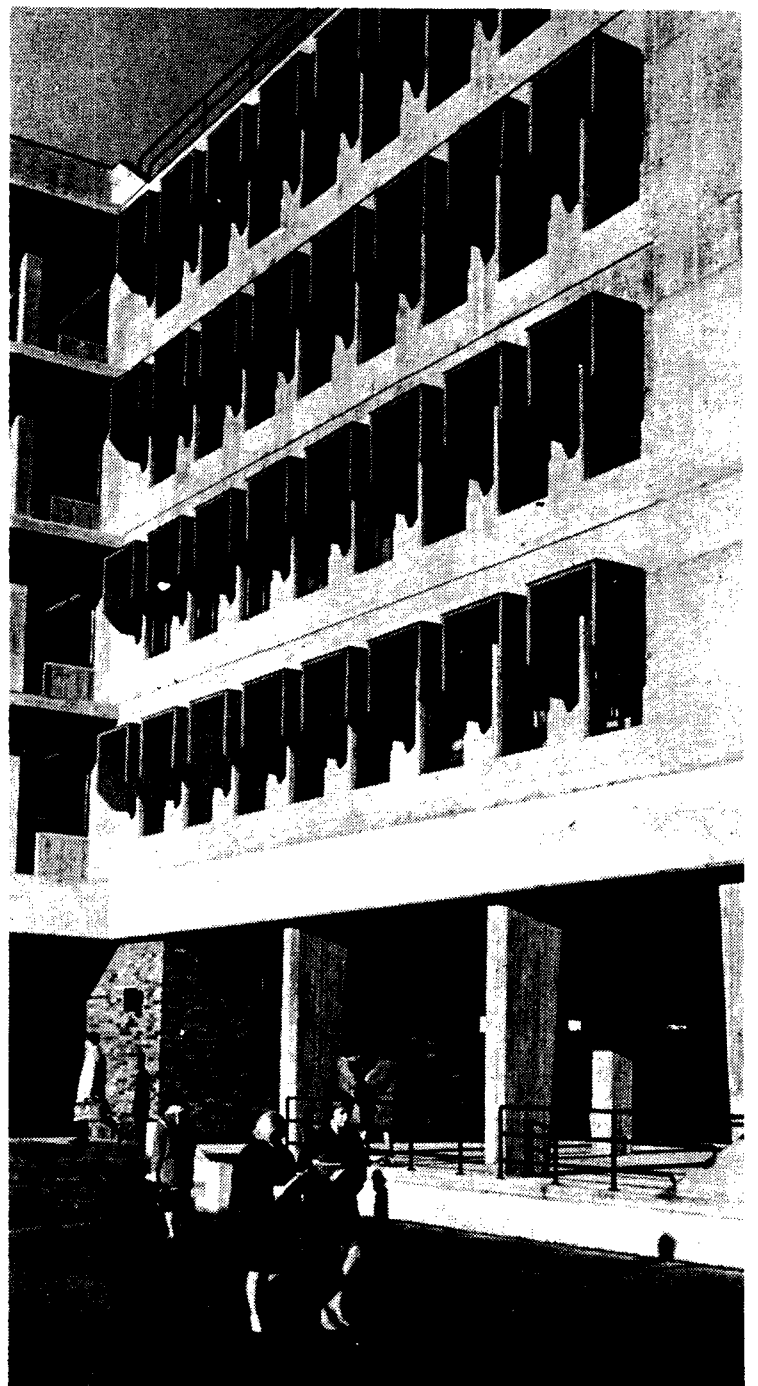
The public is cordially invited to examine and explore the entire University campus in action this

weekend. Scheduled from noon until 6 p.m. on both days, specially arranged exhibits and demonstrations will illuminate the processes of study and research that are integral parts of the university. A task force of campus hosts formed by the students will show and explain to the public, prepared displays on club and student activities and other related fields. Specially arranged displays on sports and the arts are also included.

Newly elected Chancellor R. B. Wilson will perform his first official function in the ceremony which will see him open the new Education and Arts Centre. Wilson was elected to the Chancellorship this winter following the resignation of Judge J. B. Clearihue, founder and life-long friend of the University.

Prior to the initiation of Open House activities a special address in the gymnasium on Friday, January 27, at 8:15 will set the stage for the exciting weekend planned. Dr. Robert T. McKenzie of the London School of Economics will lecture on the topic of "The Social Sciences and Democracy". Dr. McKenzie, born in Vancouver, is a well-known commentator on both sides of the Atlantic and formerly both studied and taught at the University of British Columbia.

The new and luxurious lecture theatre in the Education and Arts Centre, which has officially become the main centre on campus for guest lecturers, will see another prominent speaker featured on the second night of Open House Weekend. Dr. Garrett Hardin, a noted geneticist from the University of California (Santa Barbara) will speak Saturday night on "Ethical Challenges of Biology to Education".





One of the solid cast concrete stairways leading down from the main floor to a lounge area outside the Fine Arts Studios.

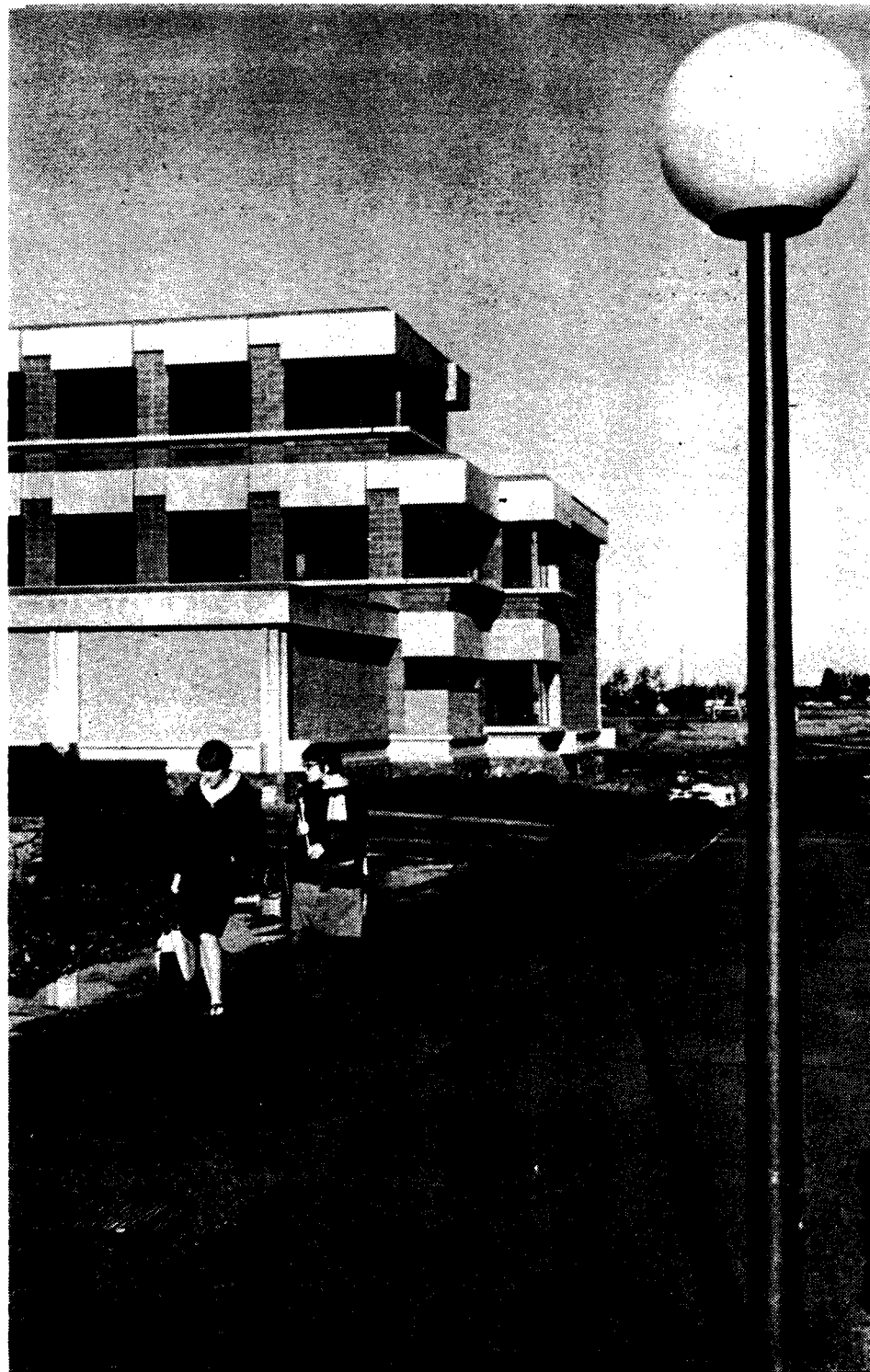
## Education and Arts Building

The completion of this building saw the move of the remaining portion of the campus from the old campus to the new at Gordon Head. This building, the most original in form and function was designed by architect Alan J. Hodgson and cost \$2,167,000. The area it provides of 131,000 square feet is divided between 27 classrooms, 8 studios and 96 offices. The design is mainly of concrete and coloured brick with interiors of native wood panelling and plaster. Completed in conjunction with this building was spacious quadrangle at the University's centre. The building houses the Faculty of Education, the School of Fine Arts, and various other arts departments. Also located in it are additional Language Laboratory facilities and the Education curriculum library. Scheduled to be put in active use in this building is a 300-seat lecture theatre.

## Social Sciences Building

This building, completed in time for the start of the academic year 1966-67 is a striking, complex building designed by John Di Castri. The building surrounds a courtyard on four sides with two large totem poles in the centre. Constructed mainly of reinforced concrete and finished in marble covered stucco the building has a working area of 108,000 square feet and cost \$2,241,000. Accommodated in it are 29 classrooms and 96 offices. It houses the Departments of Anthropology and Sociology, Economics and Political Science, Geography, History, Modern Languages and Psychology. The building was designed as a complex rather than as separate units because of the elements of function involved in integrating its requirements. Beyond the building can be seen the University playing fields and the Centennial Stadium now under construction.

A view of the eastern section of the Social Sciences Building showing part of the concourse leading from the Central Quad to the Inner Quad of this complex.





Another view of the stair well and gallery around which the Fine Arts Department has its offices and studios.

# What's What!

## EDUCATION AND ARTS BUILDING

**Stadium Committee**—Model of Intermunicipal Centennial Stadium, now under construction on campus. **East end of main lobby.**

**Faculty of Education**—Exhibition on mathematics education. **East end of main lobby.**

—Exhibition of art by school children from Victoria area. **West end of main lobby.**

—Display of audio-visual aids, including television. **Basement.**

**School of Fine Arts**—Exhibition of art by undergraduates. **Fine arts lobby (west end, lower floor).**

—Exhibition on Phoenix Theatre activities. **Fine arts lobby.**

**Dept. of English**—Display of The Malahat Review, the University's new international quarterly of arts and letters. **Main lobby.**

—Displays of publications by members of department. **Fourth floor.**

**Dept. of Classics**—Model of ancient Greek theatre at Eretria. **Room 420.**

—Display of Greek vase replicas. **Room 422.**

**Dept. of Linguistics**—Display of publications by members of department. **Rooms 321 and 323.**

—Demonstration of EVA (Electronic Vocal Analogue), the only electronic "talking machine" of its type in Canada. **Room 181.**

**Dept. of Modern Languages**—Demonstration of new language laboratories. **Rooms 207, 209, 211.**

## SOCIAL SCIENCES BUILDING

**Dept. of Psychology**—Demonstration of neuropsychological research. **Rooms 176, 180, 181, 185, 193.**

—Demonstration of sound laboratory (Sat. only). **Room 189.**

—Demonstration of research techniques. **Rooms 58, 60, 75, 80-82 (basement).**

**Dept. of Geography**—Centennial exhibition on the Victoria of 100 years ago. **Room 132.**

—Laboratories in action. **Rooms 129, 135, 243, 245.**

**Faculty of Education (Geography section)**—Exhibition on Gordon Head history. **Room 134.**

**Dept. of Anthropology and Sociology**

—Anthropology museum. **Room 130.**

—Laboratories in action. **Rooms 211, 220, 224, 226.**

—Book display. **Room 216.**

**Dept. of Modern Languages**—Russian folk songs by students in national costumes. Displays of books and charts on program. **Rooms 165 and 167.**

**Dept. of Economics and Political Science**—Display of economics charts. **Room 344.**

## CLEARIHUE BUILDING

**Student Counselling**—Counsellors on hand throughout Open House to answer questions from parents and prospective students. **Ground floor.**

—Demonstration of language laboratory. **Basement.**

## CAMPUS SERVICES BUILDING

**Computing Centre**—Demonstration of computer techniques, regular and irregular. **Basement.**

## ELLIOTT BUILDING

**Dept. of Physics**—Laboratories in action. **Ground floor.**

**Dept. of Biology**—Laboratories in action. **Second floor.**

—Aquarium on view. **Room 14 (basement).**

**Dept. of Chemistry**—Laboratories in action. **Third floor.**

—Demonstration of glassblowing. **Room 12 (basement).**

**Dept. of Astronomy**—Astronomical exhibits. **Room 403.**

One of the Fine Arts studios in use. There are eight such studios panelled with native wood, with brick and plaster. This marks quite a switch from the old "hut studios".



## Student Activities

Open House will afford the general public a view of University life not usually seen by them. Contributing heavily to this aspect are displays representative of the many and varied clubs on campus. Several of the most active of the present fifty-odd clubs have been asked to present in this manner something that will indicate to the public how students spend their "spare-time" in extra-curricular activities.

Displays will be staffed by student members of the clubs who will attempt to explain to an interested public the projects in which they are involved.

A project sponsored by the French Club is sure to be a great attraction to Open House guests. This is a Cafe de la Paix to be held in the new cafe in the SUB basement. A repeat of a similar production held early this year the Club is endeavouring to set up a reproduction of a typical Parisian sidewalk cafe. The tradition of the Café de la Paix is good food and coffee at low prices. The food consists of a type of pastry called croissant which is the Frenchman's staple diet for breakfast, and another called brioche. In addition to the food there will be naturally the delicious café au lait according to a member of this club which is rumoured to contain the "élite" on campus.

The Uvic Outdoors Club which organizes numerous hiking and sightseeing trips is one of the most active clubs on campus with a large slate of members. Part of their display includes pictures showing their activities and a slide-commentary show in the SUB basement. A large scale map will outline the routes taken by the club on their various jaunts. Many members of the Club felt that this was not enough to show people what they did so an idea was conceived to set up on the SUB lawns five tents realistically showing how members live while on excursions. The tents will be set up on Friday afternoon and thirty-two members of the club plan to spend the whole weekend living in the tents. They will prepare their meals in view of the public on the lawns and try to conduct themselves in such a manner that spectators will get a true idea of what goes on in this club.

Practically all buildings on campus will contain some kind of display by students and faculty alike to show the public university life.

An intricate composition utilizing the bearing elements of the covered walkway, connecting the four units of the complex. Marble stucco and concrete finish give the building a very modern aspect.



Pictured above is the Social Sciences Building showing a broad entrance to a spacious inner quadrangle. The building is a prime example of the bold modernistic concept employed in the overall design of the campus.

## Speech Synthesizers

EVA, the latest newcomer to the University of Victoria, is a sophisticated little bundle — even though she insists on talking back.

Talking, in fact, is her specialty. She is the only speech synthesizer of her type in Canada, with the ability to produce an infinite variety of spoken words without pre-recording.

The initials stand for "Electronic Vocal Analog". Unlike a tape recorder, EVA "reads" the various complex factors that go into any speech sound, rather than "hearing" the sound itself and playing it back. She was acquired recently by the University's department of linguistics for research use.

Dr. Jean Paul Vinay, who joined the department last year after 15 years as head of the linguistics department at the University of Montreal, said that speech synthesizers permit "a new and spectacular approach to the science of language".

"Until about 1950, it was possible only to **analyze** speech by the trained ear, or with the help of recording machines," Dr. Vinay said. "The picture is now completely altered. We can now **generate** speech, by feeding into a machine several parameters such as pitch, intensity, intonation contours, and the elements making up vowel or consonant structure. Each of these factors may be modified at will, enabling researchers to conduct studies on one aspect of language with all non-pertinent features removed."

EVA produces sound from an electronic "vocal tract" activated by currents passing through eight lines drawn in special ink by the researcher. The lines correspond to eight major variables in human speech, and may be altered at will to produce new effects.

As the process lends itself to analysis, EVA's talents are expected to be useful in many fields other than linguistics, including psychology, acoustics, language teaching, and the use of communications media.

The public will be able to hear EVA in action during the University "Open House" January 28 and 29. Her vocalizing will have competition. The University's computer is tuning up, and has been programmed to hum a husky bass version of "The Flight of the Bumble Bee".

