

Emery feud continues to flare

By DAWN EBY

Battalions of enraged veterans and assorted angry citizens are on the warpath.

The enemy — professor Tony Emery. The area of battle — his recent criticisms of two local war memorials.

Emery commented unfavourably on the art form of the Uplands War Memorial and the memorial soldier at the Legislative Buildings. Veterans, however, have taken his comments as criticism of the spirit the monuments represent.

The veterans say they won't stand by and let their war memorials be denounced. Monday night they delegated Royal Canadian Legion Zone Commander Thomas Clements, "to fight back."

"Any monument that sits as a memorial to our people who died in the wars is like a church to me," Clements said.

"Though I am not a religious person, I will not have anyone criticize a sacred thing."

Apprehensive, perhaps, of being approached by the 7000 irate veterans, Emery defended his words.

"Critics have always commented upon and judged the art form of churches; that doesn't mean they criticize what the church stands for. When I made my comments last week all I was doing was criticizing the calibre of the art in the monuments. Some of the greatest works in the history of art have been churches and monuments. If those who survived the wars are going to put up memorials to those who didn't then they should erect statues which honour the dead. The Victoria memorials are a disgrace to the dead."

"If people want to spend money in memory of the dead, why don't they spend it on scholarships. I am a veteran myself and hardly a day goes by that I don't think of my friends who didn't come back. I don't need a monument to remind me. I saw them being killed. Some of them were going over the wall, and others were killed running back from the latrines."

"If a pastry cook had been hired to construct the Uplands memorial then I would praise it as a great work; but an artist made it so I won't praise it as a great work of art because it isn't."

In a later lecture, however, Emery had better opinions of Victoria architecture.

"The Parliament Buildings and the Empress Hotel are well-thought-out buildings," he said. "They were well placed to fit the surroundings. They were placed well back from the edge of the lot so that at least a person can look at them without having to stand under them and look straight up."



—DAVE BARTLE PHOTO
Marauding UBC engineers? No, just the cretinous rugby team at it again, throwing Frank Frketich and Dave McLean into mud puddle in puerile attempt at hell-raising.

Winnipeg goes hairy as lid blown off pot

WINNIPEG (CUP) — When the University of Manitoba's newspaper, The Manitoban, ran a story January 9 claiming four professors had used marijuana, it unwittingly opened Pandora's Box.

The result was uproar. The story was carried in both Winnipeg dailies, and the CBC covered it in their national news.

University president H. H. Saunderson was besieged by angry calls from irate parents and other members of the community.

He threatened the Manitoban with a libel suit for damaging the university image if a retraction was not forthcoming.

Three of the four professors, unnamed in the article, came forward stating they did not use pot as the paper had reported.

Mothers demanded that the Manitoban absolve their sons of ever having taken the drug when editor Brian Gory appeared on an open-line radio show. One woman said the university should close down.

The student council at U of M Thursday passed a motion expressing confidence in the integrity of the Manitoban editor and staff.

In the Friday issue, an apology appeared "for any and all harm that might have fallen upon specific people or the general community as a result of the story."

It went on to say "in all journalistic honesty it could not withdraw its original claims."

It did, however, modify the story, saying professors "had used pot", rather than "use pot" as the original story had claimed. An editorial claim that two members of University College used drugs was withdrawn.

Saunderson later said he would not sue the paper, and expressed confidence in the integrity of the editor.

Student senators slammed

Student senators who threatened to resign last week because of senate secrecy at UBC came under heavy criticism from Alma Mater Society president, Dave McLean Thursday.

"The UBC senators ran on a platform of open senate meetings, but they saw their success only as a further advance of student power. When they didn't get what they wanted immediately they opted out and scheduled a sit-in in protest," McLean said.

"This is not a rational way to achieve change in a body like the senate. This opting out is only a further manifestation of the hippy mentality.

"They are ending up with nothing by opting out, rather than sticking it out, taking their positions seriously, and trying to work out a change rationally," he said.

"A sit-in will completely alienate most of the UBC senators."

McLean said he was worried Uvic might get student senators not interested in doing

their jobs properly. He said he wishes to point out that most of the senate work is done in committee, and student senators must be prepared to do more than just attend monthly meetings of the senate.

"Uvic senators will have to be willing to go into the senate and prove they are capable of contributing to its operation," he said.

"Then they may be instrumental in initiating a valuable change through mature and reasonable presentation of their arguments.

"Right now the senate is closed and the majority of students probably feel its meetings should be open. However, there are better ways of bringing about change than the belligerent course the UBC senators are taking," McLean said.

He said he was convinced open meetings would eventually take place without undue hostility or conflict.

New York drug raid nabs thirty

STONY BROOK, N.Y. (MNS) — A commando-style dawn raid by almost 200 police seized 30 alleged drug offenders on the State University of New York campus Wednesday.

Culminating a three month investigation 198 police divided into 32 strike-groups and swept through dormitories and apartments of the sleeping university in a synchronized assault at 6 a.m.

Police had warrants for the arrest of 38, but only 30 were nabbed in the lightning raid.

A police spokesman said 23 of those arrested were enrolled at the 3,900-student university.

Most of the students were trapped as they slept in dormitory rooms by swarms of police who descended on the 850-acre campus. Twenty-five of those arrested had been indicted by a county grand jury and five others were picked up in dormitory rooms where drugs were found.

All were booked for felonious possession or sale of various drugs, including hashish marijuana, mescaline, opium, LSD and MDA, one of the most powerful stimulants known.



—COLIN JACKSON PHOTO
Truth is a distortion of reality, and the Ed-Arts building is a crumbling myth in the minds of professors, students and administrators who use it.

Scholarly radio broadcast spews literary ruminations

By BOB MITCHELL

John Peter and Robin Skelton are not known for being turned on. But they have to their credit (from an administrative point-of-view) a supposedly growing list of publications.

Dr. Peter is acting head of the English Department, and Mr. Skelton is an unofficial poet-in-residence. Added to that is the fact that these two men share the editorship of the notoriously international Malahat Review.

Possibly for all these reasons they were chosen to represent the University of Victoria on CBC's 'Who needs literature?', fourth in a five-part series, 'Who needs the arts?', broadcast on CBU-FM last week.

But then again it is just possible that host Peter Garvie and producer Bill Terry felt that Skelton and Peter were the best men around for a twenty-minute talk on the raison d'être of novels and poetry.

Dr. Peter's short dissertation read very nicely, and although it did little to elucidate the rôle of literature in society, it did have a few insights into Dr. Peter himself.

He seemed to base his talk on the traumatic premise that somewhere out in the wilderness of mankind, dark forces are at work, scheming to "pile up and burn" all the great novels, and especially his novels. Both of them.

He added however that we must respect the distrust the world has for literature. "Ordinary folk are much wiser than we usually give them credit for," he said. The writer must use that distrust not as a deterrent, but rather as a justification for creativity.

Dr. Peter has, in fact, had experience with regimes unfriendly to his own literary production. His first novel, 'Along That Coast', probed some of the consequences of Apartheid in South Africa, and was banned there.

Having said that, he went on to say that Canadian critics had not understood his second novel, 'Take Hands at Winter', which has prairie setting. The listener was left wondering whether Dr. Peter had not wanted to draw an unfavourable comparison between the South African government and the Canadian critics. Both of them.

Skelton's short talk was more interesting. As



—BILL HALKETT PHOTO
Robin Skelton lights John Peter's twelve-minute cigarette as they confer over a typewriter on Malahat Review and English Department policy.

well as talking about his own experience as a poet, he tried to give us some idea of what is happening in poetry today, relying all the time on the clichés literary apologists tend to use.

"Each time I write a poem," he said, "I am chasing after the notion of what a poem should be."

Not a blame-worthy approach, since by it he has already published several small volumes of poetry.

He said his own poetry is "individual" because it aims at distilling the "inner dialogues of the spirit" in order to speak to "every troubled and lonely individual".

"Poetry can say one thing: the human individual matters. We have to keep on saying it."

Skelton said the most significant development in poetry today is emergence of socially conscious poets like Allen Ginsberg, Bob Dylan and John Lennon. The poets of dissent, he said, are exploring the state of the "troubled and complex world we live in today."

Dr. Peter interjected: "We emphasize 'literature of dissent' because our administrations are so bad."

Having listened for the better part of an hour to the ruminations of these two English Department gurus, I had the distinct impression that they had not been talking about literature, but had been standing back from it, poking at it with a very long pole, so as not to soil their hands.

Boorish audience spoils performance

By ERNIE HARPER

Uvic's gymnasium was the scene Sunday evening of one of the better concerts to be presented to university audiences.

The performance by the B.C. Telephone Choir was adequate, even praiseworthy in places. Piano soloist Irene Weiss did an almost unbelievably good job of Greig's A minor concerto. And, of course, the Victoria Symphony played in its usual top-notch fashion—though I must confess they could have left the stage during Miss Weiss's performance and I would never have noticed.

The occurrence of a raffle at intermission, though, gave the whole thing an atmosphere of bingo night in the boondocks. I have a feeling that the audience came mostly to win a colour TV, not to hear the symphony. They chattered, shuffled and clambered up and down the bleachers, seemingly without the least regard for the music, the performers, or those who came to listen.

The evening's music — in spite of its being a collection of old chestnuts — rates among the really good concerts I have heard; but much as I hate to be stuffy the low comedy occasioned by having various petty dignitaries line up and draw names from a barrel with a faulty lock belongs elsewhere than in a symphony hall, gymnasium or not.

Prurient sex flic low-key self-abuse

By STEVE HUME

Art that can be labelled "of no redeeming social importance" seems to be a popular definition of obscenity among the Supreme Court judges of Uncle Sam. That's probably why the British Columbia Censor slapped a restricted tag on the movie Valley of the Dolls currently showing at the Odeon.

Surprisingly enough, the flick doesn't contain more than the carefully veiled amount of sex Hollywood seems to believe necessary for plasticizing prurient interests. What screwing-about there is turns out to be less real than if Mickey Mouse should suddenly go phallic and make it with Minnie in the middle of an animated Walt Disney special.

Valley of the Dolls is the story of a Radcliffe girl who progresses from small town through a touching (sigh) defloration at the hands of her boss to (wow) fame as the star of a television hair-spray commercial, and then (sharp intake of breath) throws it all over to search out her self in the snowy peace of a small New England settlement.

The Radcliffe girl, who narrates the movie with all the refined verbiage and depth of an intellectually oriented hair-spray commercial, warns the audience during the opening scenes that the Valley of the Dolls is higher than the top of Mount Everest, just as hard to reach and not worth climbing to.

The amazing thing is that she's only wrong on one count.

The Valley of the Dolls is easy to reach: all it takes is a dollar and a half and one easy jump from street to Odeon seat.

Unfortunately she's right about it not being worth the effort, the movie comes on like a self-flagellant whose licorice whip melts in his hand. She's also right about it being higher than Mount Everest — which is a hell of a lot higher than a week-dead horse.

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Crusader show wows hundreds

By BOB MITCHELL

Over 500 novice and journeyman lovers packed like sardines into the SUB lounge Tuesday to pick up some pointers on aspects of love, sex and marriage from campus crusader Jon Braun.

"Love education is far more important than sex education," said Braun, while students and followers listened intently.

"Love is creative, love is patient, it's kind," he said.

"It isn't arrogant, it isn't proud, it overlooks what the other person does wrong."

Braun quickly established a close rapport with his audience by interspersing his serious points with numerous humorous anecdotes.



Braun

Quoting Jesus Christ and Saint Paul, he said that intercourse within marriage unites two people "in one flesh", and ultimately brings them into a transcendental relationship with Christ.

Such a relationship he termed "the maximum marriage."

On the topic of 'petting' Braun said it is as important after marriage as before.

"Petting gets you into gear emotionally," he said, "it's the automatic transmission that gets you ready for intercourse."

Using a clever analogy between the human body and an electronic computer, he said petting couples become programmed to each other. As they go through the petting cycle, from holding hands to kissing, the programming becomes more intense, and finally they arrive at intercourse.

"Petting is supposed to be a habit," he said, "It's a response pattern that couples should continue to go through after marriage."

Braun is married and has five children. His visit to Uvic under the auspices of the Campus Crusade For Christ was his first trip to Canada.

He said he attributes his own marital bliss to the fact that his childhood was dominated by the harmony his parents found in their marriage.

"When I finished high school I knew what I wanted in marriage: I wanted exactly what my father had."

He said the knowledge that his wife and children accept his as he gives him confidence in speaking to students all over North America.

"There's nothin' in the world like little arms goin' around your neck, and a little voice sayin', 'Daddy, I love you,'" he said.

"I made the decision that my kids would have the best soil that any kids could have to grow strong in."

On Christianity, Braun said:

"Christianity is forgiveness."

He rejected the rule-ridden concept of belief in God: "Rules don't make people moral, in fact, they might even make some people immoral."

"Jesus gives a person a new, dynamic power inside, a rebirth."

"One morning I woke up and I said, 'Jesus, here's my life, you take it and do what you want with it.'"

"It was not an emotional experience," he said, "but it changed my life."

MARTLET DEDICATION: TO JON BRAUN AND THE CAMPUS CRUSADE

The Garden of Love

I went to the Garden of Love,
And saw what I never had seen:
A Chapel was built in the midst,
Where I used to play on the green.

And the gates of this Chapel were shut,
And "Thou shalt not" writ over the door;
So I turn'd to the Garden of Love
That so many sweet flowers bore.

And I saw it was filled with graves,
And tomb-stones where flowers should be;
And Priests in black gowns were walking their rounds,
And binding with briars my joys and desires.

—William Blake.



Largest crowds on record flocked to the SUB lounge Tuesday to drink in the hallowed words of Jon Braun, Campus Crusade For Christ field co-ordinator. Braun's moving analysis of the love game held audience's undivided attention.

Cutbacks in government spending let out in advance by British MP

Uvic students got a sneak preview on British economic policy in the New Year from a wandering member of parliament Monday.

Ivor Richard, visiting Labour MP and parliamentary secretary to the Minister of Defence, predicted up-coming economic policies in capsule form before 150 students during a lunch-hour lecture in Elliot 168.



Richard

He said major cutbacks in government spending could be expected in the areas of defence, welfare and public works, and predicted an internal crisis for his government following the moves.

The Labor government announced cutbacks in the areas he predicted Tuesday, and the announcement of less spending on welfare drew cries of "Resign, resign!" from back-benchers in the government.

"Unfortunately you can't cut public expenditures in the abstract, you can only cut public expenditures in the specific," Richard said.

"I expect a major political row in the next few days. But I anticipate on the whole that the government will survive. If it survives this week it stands a very good chance of surviving the year."

He said he was disturbed by the distorted view North Americans tend to have of Britain's economy as tottering on its last legs.

"This is really a mythological image of Britain today. She is really the second-richest nation in the world and is not falling into debtor's court," Richard said.

Devaluation of the pound was evidence of serious problems with the British economy, but pointed out that the move was taken because of a series of unfortunate events and not as a last ditch stand to save a crippled economy.

"Devaluation was a defeat for the economic policies followed by the British government, but we had a good deal of bad luck," he said.

The seamen's strike and the dock strike

which cost the government 253,000,000 pounds over two months, were examples of the unlucky streak Richard pointed out.

He added the closure of the Suez Canal cost Britain more than 100,000,000 pounds, while embargoes against Rhodesia increased deficits by a further 100,000,000 pounds.

This combination of events, plus the strain created by the pound's position as a world reserve and trading currency, and the drain of overseas military expenditures, forced the devaluation of the pound more, Richard said.

Lurid tragedy freaks minds

Freak-outs and blown minds don't just belong to the acid-generation.

Turning on and freaking-out were significant aspects of black rituals among the Greeks in worship of the terrible god Dionysus.

The last play of Euripides, The Bacchae, deals with just such frenzied rituals in Thebes, and the resulting murders, corruption and suffering of the people at the hands of a savage god.

Major production of Players Club this year, The Bacchae will have strong appeal for young audiences, predicts director Carl Hare.

The play tells the story of Dionysus' struggle to re-establish his religion and be accepted as a deity in the place of his birth. Their rejection of him draws the terrible result of divine vengeance, madness and death for the impious.

Two Uvic graduates, Robert Foster and Margaret Hooper have translated Euripides' tragedy from the original Greek.

Technician Wolfgang Baba designed the rough, primitive setting of ramps, runways and platforms.

Tickets are now selling on a reserved-seat basis, and students may buy two for the price of one (\$1.50) for the Tuesday, Wednesday and Thursday performances. Phone 477-4821. Curtain time is 8 p.m. in the Phoenix.



the Martlet

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Conference crasher

From reading the newspapers these days we understand Premier Cec will break away from recent tradition and represent this province at the federal-provincial conference on the Canadian constitution.

While Mr. Pearson and other provincial premiers (or prime ministers) may greet this with glad hearts and eager smiles we sit back, swallow the lump in our throat, and shiver at the thought.

Heaven only knows what the man will do there.

Frankly we don't trust him.

As the representative from the Victoria sacred hickocracy (now almost a national joke) Cec will without a doubt be outclassed and out-manipulated by his fellow counterparts.

This man who babbles about priorities in government spending but obviously doesn't have any is bound to leave the conference looking like a fool.

The honourable opposition leader would do well to bitch about the waste of the taxpayers' good money in sending Cec along.



"Well, if he isn't going to Calgary, how come he got that bloody horse I've got to clean up after?"

"System is now intent upon insuring superficiality"

By FREDERICK EDELL

"People are out after grades" instead of being out to discover "How can I conduct my life in a reasonable and enjoyable way..."

Patrick Gallagher,
George Washington
University

In the last issue of The Martlet, I wrote at some length on the damaging effects of the examination and grading procedures we presently use at the University of Victoria; procedures which place the emphasis of education upon the unassimilated accumulation of information under pressure, rather than the leisurely

For a reply to Mr. Edell see Letters to the Editor, page 5.

growth of effective understanding and perception. These procedures cannot be evaluated independently of the educative system we use, and if we are to dispense with competitive examinations and grades, then we must dispense with many other things as well.

Philosophy must change

The philosophy of our system must also be changed. Ultimately our university is vocational; preparing people for a narrow specialization, usually either academic or industrial. But with the cybernetic revolution and the enormous expanse of knowledge and new and rediscovered modes of perception, is not specialization (except for a few technical managers) more of a thing of the past than of the future? Our society is growing so complex that our survival depends upon our ability to understand and synthesize the many aspects of that complexity. Some students recognize this and are pushing for a form of university

education that works within the terms of the final third of the twentieth century, while their elders are tenaciously holding on to their nineteenth century view of the world. In a slower world — age meant wisdom; the wisdom of a lifetime of accumulated experience.

Age can mean obsolescence

Today, age may also be equated with obsolescence, if one is not careful; the obsolescence of a lifetime of experience gathering and experience that no longer has any relevance. There is, among some students, an implicit recognizing of a tight area of some intellectual discipline is not nearly as important as the understanding of those assumptions and values which lie beneath almost all disciplines. In other words, one must not only be able to see the external distinctions between things but must, at the same time, and perhaps more importantly, perceive their similarities. This is what Beckett is talking about in Endgame when he has Hamm discard the objects of his existence so that he can get down to first principles.

Drop lectures, majors

If we are to have a system that places its emphasis upon that of understanding and the growth of the mind, then it appears that the administrative convenience of programmed lecture courses, and perhaps even majors, must be dispensed with. It seems obvious that five courses taken simultaneously, forces knowledge into neat little compartments isolated from each other and places an unbearable strain upon the time and depth of understanding of the student. If we must have a course system, I opt for one that requires the student to take no more than two or

three courses simultaneously; perhaps two the first term and three the second. It seems absurd to pull untrained minds in five directions at once and expect students to maintain intellectual curiosity and explore their work with satisfactory depth. The student would be able to do more effective work in a course in one term, dividing his time between no

This is the second of a two-part series on examinations written for The Martlet by Frederick Edell, an assistant professor in the Theatre division.

more than one or two other to do in an entire school courses, that he is now able year, fragmented as he is between five courses. Our present system appears intent upon insuring superficiality. No wonder the faculty is required to lecture so frequently. Lectures often become a substitute for the reading the student has no time to do.

Seminars, tutorials

But rather than a course system, no matter how reasonably it can be constructed, I would prefer to see a seminar-tutorial system come into being at the university. One in which the teacher is a resource and a guide to help his students through independent reading and research. This would be a style of education in which the student would be permitted to work at his own pace and, if he so wishes, take three or ten years to meet the requirements of the university. The requirements would be met through close personal work with a tutor and a final, single university comprehensive examination. It is a myth of mass education, that a large university serving an intellectual cross-section of students, must operate on an assembly line basis. The present faculty-student ratio is, I believe, approximately 14 to

1, and with this ratio it is quite possible to operate a seminar-tutorial system; particularly if the teacher is released from the task of churning out endlessly point-less lectures. But there is a further requirement. This kind of system requires a great deal of interdisciplinary understanding and necessitates a faculty capable and willing to teaching out-

side of narrow specializations.

Break down structure

I think it is quite possible to break down the course structure and introduce a seminar-tutorial system at the university. Actually, I would like to take a further step and allow the student to completely define for himself what he wishes to study. He could, for example, spend a year studying contemporary English fiction, doing independent reading and research with tutorial guidance. The following year he might devote six or eight months to the investigation of some aspect of scientific understanding and then move on, if he so wished, to linguistics or political science or anthropology. Or he could spend his time at the university studying one thing; taking, in effect, a major. The university would become a place where the student could spend his time reading

and talking, discovering the enormous pleasure in using his mind well, participating in his education and learning what there is to know and how to find it when he wants to find it.

Too Utopian

In terms of our present educational system, this last is rather Utopian. Undoubtedly, some faculty members would find it highly questionable, but surprisingly, I think there would be as much if not more opposition among the students at the University of Victoria. When I spoke earlier of some students pushing for academic reform, I was speaking of an obvious minority, although, fortunately, many of the more intelligent and aware students are included in that minority. The well-known student apathy takes a particularly severe and noisome form in the classroom. Our present system probably gives many of our students exactly the kind of education they want and deserve; one in which they can "take notes," avoid any reading and thought other than that which is minimally required, and evade any understanding of themselves and their relationships and responsibilities to their world. Any system that stresses the need for the self-development of the student, with the teacher as resource rather than task-master, requires greater commitment and responsibility, not only from the faculty member, but also from the student.

the Martlet

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LETTERS TO THE EDITOR

(All letters to the editor will be welcomed provided they are short and signed. Anonymous letters will not be considered for publication. Writers should indicate year and faculty in the university. Letters will be printed at the discretion of the editors and may be edited to fit.)

Rugby ad nauseam

The Editor, Sir:

As usual the Rugby Boys attempt to create humour during Rugby Week was somewhat abortive. The pitiful display of the "Lads," clad in transvestite attire, rushing into Jon Braun's lecture on "petting" was even more nauseating than anything Mr. Braun said during the whole sex hour.

When they feebly cried, "We like sex," in voices more akin to those of boys approaching puberty than of the stout and virile lads we know them to be, one could have cried for them.

Surely their little display to carry off a few of the coeds attending Mr. Braun's lecture. As an indication that they do actually like sex. This would have been truly droll and would have perhaps given Mr. Braun something to worry about. But instead they ran downstairs and kidnapped one of the boys having lunch down there, which brings one to the question — are these guys really kidding us running around dressed like women or is Rugby Week the one time of the year when the boys feel free to act as they really are?

Incidentally, the Rugby Club's puerile, phallic oriented show on Wednesday noon is unworthy of further comment.

Jeff Green, Arts II

Irene Baker, Arts I

Horn blows sour

The Editor, Sir:

I would like to thank Miss Kahn Tineta Horn. She is blindly prejudiced, but the hostility and scorn that she levelled at us whites gave me a glimpse of the frustrations and anger that a recipient of bias must feel.

Bruce Dutton, Arts III
Irish Dunn, Arts III
Georges Bombezin, Arts III
Leonard Schmidt, Arts IV

Her bitterness is understandable. Unfortunately it prevented her from presenting a rational case for the Indians.

J. Winstanley, Arts I

Paper screened

The Editor, Sir:

Congratulations to you and your staff for printing a Martlet that was able to pass the careful screening of secondary school principles and be distributed to students (Tuesday, January 9).

Dawn Eby, Ed. III
Peter Lawrie, Sc. I
(BCAS Secondary Visitations)

Sidewalk battle rages

The Editor, Sir:

In protest of the businessman's sobriety we would like to express our desire for freedom to laugh on the public sidewalks of Victoria. We are moved to protest in the face of a refusal by the Coronet Theatre to permit us to see the film "How I Won the War" because we were laughing and joking while waiting outside the theatre in inclement weather.

Larry Alder, Arts II
Van Charnell, Arts II
Alana White, Ed. I
Jim McComb, Ed. II
B. R. Nystrom, Forestry
John E. Moise, Arts I

Exams find favour

The Editor, Sir:

I should like to make a few comments on Mr. Edell's discussion of the examination system. While I agree to some extent with most of what he says, in many instances he seems to overstate the case. For

example, he points out that exams tend to discourage intellectual curiosity in favour of cramming. But might not this unfortunate effect be greatly reduced by basing only part (half, say) of a student's mark on the result of an examination and the rest on other evidence which might be more conducive to slower and more reflective thought? It would be unwise to eliminate examinations entirely, however, since they provide a test of a student's individual ability, whereas other evidences, such as homework, may be the result of co-operation among students (a practice which has both advantages and disadvantages).

I agree that it is usual for industry to train its new recruits for their specific tasks far more readily than a university can, or should. But there is an exception to this in the sciences. The university is the place where a student who wishes to pursue a scientific career learns both much of what has already been learned in the past, and to apply his knowledge or to do research to his field. If in his academic career the student makes use of the university to further his wider intellectual development, so much the better. He would be foolish not to do so.

I agree also that the primary purpose of an examination is to inform both the student and the teacher about the student's progress in understanding the subject he is studying. But in a structured programme where one course builds upon another, this exam should give an estimate of how well prepared the student is to proceed to the next course. Whether a poor performance should preclude a

student from advancing is a debatable point, but the argument for not permitting those with insufficient preparation to take further courses is that they are likely to gain little from them and will impede the progress of their better-prepared fellows. On the other hand, I agree that it is unfortunate that we have to draw up a standard and stigmatize those not meeting it as "failures." Perhaps this might be considered when the system is overhauled, together with an evaluation of the system of an exam in every course rather than a comprehensive type of test.

To Mr. Edell's question "Why press the lovely act of using one's mind into the competition for one's economic future?" I would answer "How fortunate is he who can ensure his economic future by the lovely act of using his mind!"

In sum what I have tried to suggest is that while examinations may be a necessary evil, they may also, if carefully prepared and conducted with the right attitude, be useful to both student and teacher.

Colin Scarfe,
Asst. Professor
Astronomy Dept.

Smelly problem

The Editor, Sir:

We, the undersigned, like pizza but its stale odour permeating the SUB smells more like something else. Maybe a giant fan in the pizza making room would solve this problem.

Timothy Price, Arts II
J. P. Angus, Arts IV

Malice suggests participation for misguided and muddled few

By Dr. G. R. ELTON

Reprinted from "The Varsity"

There are probably a dozen worthy reasons why undergraduates should be represented on the bodies which govern colleges and universities, but there is only one good one; in no other way would they learn the tedium of rule, the futility of grievances, and the irrelevance of rational thought. It would show them what it really means to work; to sit in committee on trivial matters of passionate concern is one of the great purifying experiences still available in a secular society.

Dr. G. R. Elton, a Fellow of Clare College is one of Cambridge's most celebrated historians. There can be few people who know more about the Tudor age than he and many of his works are now standard. In the history faculty he is famous for his lectures which are always delivered without notes.

In some universities presidents of students unions are allowed a sabbatical year; in others the job goes to eternal masquerading as researchers.... The middle-aged don must marvel. In Cambridge, he probably spends an average of six hours a week in committee. Add hours of preparation (some agendas pose problems to men hardened in the fires of sociological or economic writing) and more hours of coping with the results of committees as well as general administrative tasks, and you have what most undergraduates would regard as a pretty fair week's work of a particularly enervating kind. A two-hour committee is equal to eight hours, reading in its depressing effect on both ends of the human body.

Therefore, malice by itself suggests that all undergraduates should be given the chance of "participation" which a misguided and rather muddled minority of them want. People who don't know when they are well off should not be prevented from finding out. Undergraduates have in this further advantage over their elders, they do not need to do the two additional full time jobs of teaching and research on top of "governing." In the humanities at least, the evidence suggests that four weeks of serious work can get almost anybody through the Tripos.

I am not complaining. If such a state of affairs is wrong, let it be remedied by applying quite different and really stringent tests: as long as men pass their examination on the often risible amount of work they do, they are to be congratulated, not blamed. But why not allow them to occupy their acres of spare time in sitting on committees? They'll hate it, of course; but that's a most satisfactory reason for making them do it. They'll do no good, of course; but that merely reduces them to the common rank of humanity. They'll probably conceive a contempt for their fellow men; that is a lesson that cannot be learned too early. They might even learn patience, tolerance, a sense of responsibility — the qualities most lacking in the young — but on this occasion I refuse to admit any morally satisfying reasons for co-opting undergraduate members on governing bodies.

There is a lot of talk about a generation of protest. Every generation has its protesters, some whom talk sense and some of whom even know what they are talking about. These are all right: they'll come to some good. The majority are, as they say, reacting, that is sounding off. Let them do it in the emptiness of academic committees. We all do it; why should the young be spared?

Eighteen easy rules on how to flunk exams

Reprinted from the Ontario

1. Enter the course as late as possible. By changing your curriculum after school starts, you should be able to avoid classes until the second or third week.
2. Do not bother with a text book.
3. Put your social life ahead of everything else. Interesting conversation should be able to drown out the noise of the lecture.
4. Observe how seedy most professors look and treat them accordingly.
5. Make yourself comfortable when you study. If possible draw up an easy chair by the window.
6. Have a few friends handy during the study periods, so that you can chat when bored.
7. If you must study, try to lump it all together and get it over with. The most suitable time will be the last week of school.
8. Keep the study table interesting. Place photographs, magazines, goldfish bowls, games and other recreational devices all around you while studying.
9. Ignore dictionaries. You could never learn all the words anyway.
10. Never interrupt your reading by checking on what you have learned.
11. Avoid bothering with notebooks. If you plan to use one, so that you can draw pictures of aeroplanes during the lecture, try to follow the simple arrangement of keeping all the notes for a given day on the same sheet of paper.
12. Remind yourself frequently how dull the course is.
13. Review only the night before examinations, and confine your efforts to trying to guess what the teacher will ask.
14. Stay up all night before important exams. You can spend the first half of the evening discussing your determination to cram and the latter half drinking coffee.
15. Write your exams rapidly. Glance at the question and then put down your first impression.
16. Do not let academic work get mixed up with your daily life.
17. When in the lab, work hurriedly. Do not waste time worrying about what is going on.
18. Remember that success in life is your aim and never let extraneous matters such as grades interfere with this objective.

The Students

By JERRY FARBER

Farber teaches English at a college in Los Angeles.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover." In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

CHOOSE HOMECOMING QUEEN

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections — their average age is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what course will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter.

The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter.

They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep.

CLASS IS NOT DISMISSED!

During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the

arm, saying "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jezus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

SIRENS AND A RATTLE OF BULLETS

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then.

Others—including most of the "good students" — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades in busy work in general education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house-niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

THEY CHEAT A LOT

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want the degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during a class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So student are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. Their short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status.

In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

THEY COPPED OUT

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues, not so much approval or condemnation as open-mouthed astonishment: "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it, but a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers are short on balls. And, as Judy Einstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power.

t as Nigger

Your neighbors may drive a better car; gas station attendants may intimidate you, your wife may dominate you; the legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim — anytime you choose — you can keep 35 students up for nights and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

RESPECT FOR AUTHORITY

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear—fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy iron. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance — and parade a splendor learning.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

PERVERSION IN INTELLECTUAL

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening.

In walks the student in the Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding.

In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter — sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: everyone determined not to be embarrassed, to be very up-to-date. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color"

teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

UNDERNEATH THE PETTI-PANTS

What's missing, from kindergarten to graduate school, is honest recognition of what's happening — turned-on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their students cocks (someday, maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that they aren't there. As things stand now, students are physically castrated or spayed — and for the very same reason that black men are castrated in Georgia; because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

HANDS IN SOME CLAY

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20-page term paper would be required—with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Simon Legree of the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated.

As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

MAKE THEM WILLING SLAVES

Another result of student slavery is just as dangerous — students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over 16 years — to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Education oppression is trickier to fight than racial oppression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell."

ORGANIZE FOR FREEDOM NOW

How do you raise hell? That's another article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons — their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

—Reprinted from Ubysee

Editor's note: The above article precipitated severe repercussions among the administration at the University of Windsor. Labelling the article "morbid obsession with squalid vulgarity", the administration forced (by threat of expulsion) the resignation of co-editors at the campus paper The Lance. In the interests of a free university press the Martlet reprints the article and invites comment from students and faculty.

600 boycott classes - CAUT decision awaited

WATERLOO (CUP) — About a quarter of the students at Waterloo Lutheran University boycotted classes on Wednesday to attend a rally called to investigate the firing of two professors.

The arts building foyer was jammed by 600 students to hear statements from administration, faculty and students.

Dr. George Haggar, a political science professor, and Gary Taylor, a psychology lecturer, were dismissed during the Christmas vacation. Both have apparently been outspoken in their criticism of administration and faculty.

Taylor was fired because he wasn't "living up to the accepted standards of the profession," according to acting WLU president Henry Endress.

Haggar's contract was not renewed because, Endress said, "George Haggar is unsympathetic to the purposes and operations

of this institution."

Haggar, an Arab, levelled scathing attacks on Israel during last year's Arab-Israeli conflict.

At the rally he stated his case, saying: "Integrity is what is needed at this institution. I accuse my colleagues of manifest moral cowardice."

Taylor made a plea for freedom to act outside the university.

"I as a citizen of this state have civil rights," he said. "If I violate the laws of this country who is going to punish me — Dean Peters (Dean of Academic Studies) or the state?"

Jim Griffiths, student council president, repeated the council decision to wait for the results of the CAUT investigation, expected by the end of January.

Bible in hand, he declared he would not reveal what had happened during the closed council meeting Monday at which the council withdrew its support of Haggar and Taylor.

Yanks conceal UFO evidence

An incident involving the landing of an unidentified flying object west of Williams Lake has raised the spectre of American interference in Canadian domestic affairs.

It is reported a UFO landed somewhere in the Chilcotin area in December, killed some cattle, then took off, leaving a cylindrical device on the ground.

The craft was photographed by a witness whose camera was later confiscated by the American authorities, part of an American radar installation nearby.

The area where the craft is rumoured to have landed has since been sealed off to Canadian civilians by the American authorities.

The CBC plans to send a reporter from Toronto to investigate the incident.

Watch for a page five UFO feature in The Martlet next week.

Marwell bid wins contract

Successful bidder for the new college commons complex was Marwell Construction Ltd. it was announced today.

The company, with its low bid of \$1,684,487, will commence work on the building as soon as possible a board of governors spokesman said.

Highest bidder on the contract was Burns & Dutton at \$1,865,000.

The commons block will serve approximately one thousand students in college one. This number includes those living in the four residences now standing plus those in the next set of residences to be constructed and a number of day students.

The new facilities will hopefully be available in December the spokesman said.



—MIKE WALKER PHOTO

Gasoline-drenched effigy of UBC rugby player collapses in flames moments after sneering Uvic ruggah-uggahs ignited him in macabre noon-hour ceremony. Would you believe? It's Ruggah Week.

Student Representatives on Senate

CALL FOR NOMINATIONS

The Senate has approved the addition to its membership of three students. Two representatives are to be elected from and by members in good standing of the Alma Mater Society, and one representative is to be elected from and by members in good standing of the Graduate Students' Society.

The **Universities Act** specifies that all elections to the Senate shall be carried out by the Registrar of the University. Here are the details of the election.

1. Nominating papers

Copies of nominating papers may be obtained in the Office of the Registrar, beginning at 9:00 a.m., Wednesday, 17 January, 1968.

The completed nominating papers must be delivered to the Registrar by 4:00 p.m., Friday, 26 January, 1968.

2. Method of nominating candidates

The nominating papers must be signed by the candidate, who will state that he will permit his name to stand in this election. The papers must also be signed by three members in good standing of the Alma Mater Society or of the Graduate Students' Society. In interpreting membership in the two Societies, the Registrar will use the definitions given in the Constitution of the Alma Mater Society and in the Constitution of the Graduate Students' Society.

3. Qualifications for candidates

a) Each member nominated by the Graduate Students' Society must be a graduate student in attendance at this University who is undertaking a full programme of studies (10 or more units) according to the regulations of the Faculty of Graduate Studies.

b) Each member nominated by the Alma Mater Society must be a person who, in the year preceding his candidacy, obtained a minimal grade point average of 3.5 on the best 12 units of work undertaken at the University of Victoria. In addition, successful candidates during their tenure of office on the Senate must be registered for not fewer than 12 units of credit.

4. Persons entitled to nominate and to vote

Persons entitled to nominate and to vote in these elections must be members either of the Alma Mater Society or of the Graduate

Students' Society (see paragraph 2 above). Members of each Society shall make nominations and vote only for candidates in their Society.

5. Number of candidates to be elected

By resolution of the Senate, two members of the Alma Mater Society shall be elected to the Senate and one member of the Graduate Students' Society shall be elected to the Senate. In the case of this first election, the successful candidates will hold their seats until 30 September 1968. Thereafter, elections will be conducted late in the month of September and future successful candidates will take their seats on Senate effective 1 October.

6. Voting procedures

Polling stations will be established on **Friday, 2 February, 1968**, in the following locations: Student Union Building, Elliott Building, Library, Education-Arts Building, Cafeteria. They will be open between the hours of 9:00 a.m. and 5:00 p.m., and will be supervised by members of the staff of the Registrar's Office. Voting shall be by ordinary secret ballot. Each student entitled to vote shall present his student card. The Registrar reserves the right to place a mark of identification on the card indicating that the student has voted.

7. Counting and recording of votes

This procedure will be carried out in the Office of the Registrar beginning at 9:00 a.m., on Monday, 5 February, and supervised by the Registrar. Each candidate will be permitted to select a scrutineer. In the event of a tied vote, the Senate shall cast the deciding vote, this keeping with the provisions of the **Universities Act**.

8. Publication of results

Out of courtesy to the candidates, both successful and unsuccessful, the Registrar reserves the right to advise them of the results before he makes public announcement of those results. The Registrar will make a public announcement of the results at 12:00 noon on Monday, 5 February and will post the results on bulletin boards in the Student Union Building.

9. Procedural problems

In the event that there be disputes concerning the provisions mentioned above, such matters shall be resolved by the Chairman of the Senate and the Registrar, whose decisions shall be final.

Closed circuit TV on loose at Uvic

By NAOMI STEVENS

You may not know it, but somewhere on this campus a small but select team of television technicians is busily working to develop the visual media at Uvic.

Dr. Winston Eshleman, a new member of the Faculty of Education and head of the team, says he has plans for a small and complete TV studio on the main floor of the Education-Arts building.

The university already has \$10,000 worth of quality equipment, and the projected studio would become a video tape production centre.

Under Dr. Eshleman's direction the TV team has produced a fifty-minute tape on the use of the library last term. The film has since been shown to most sections of English 100.

Dr. Eshleman says this kind of instruction program is invaluable because it eliminates tedious repetition of information.

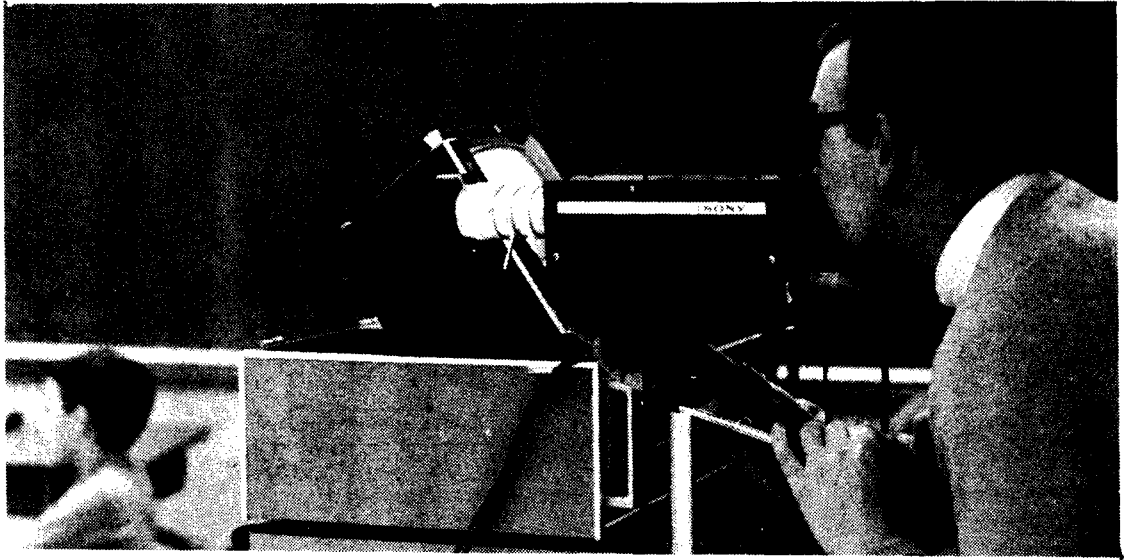
Working with him in the production of the tapes are Jim Fowles, Bill Atkinson and Arnold Fessions.

Portable television equipment was used during the fall in local school classrooms to shoot films of practice teachers.

After their teaching session, the trainees were able to see themselves in action. According to a questionnaire, 90% of them felt the chance to see themselves in the classroom was invaluable in improving their techniques.

The athletics department has also found the equipment comes in handy for physical education training.

Long range plans for television on the campus include an Instructional Media Centre that would provide equipment and technical resources for the use of the whole university.



—FRANK EDMONDS PHOTO

Camera rolls as Bill Atkinson video-tapes classroom scene in local elementary school. Closed-circuit educational TV enables student teachers to observe themselves objectively in teaching role.

Uvic snubbed in housing survey

Uvic just doesn't rate when it comes to housing crises.

A Canada-wide study of student housing will involve UBC and Simon Fraser, but Uvic will be ignored.

Sponsored by the Association of Universities and Colleges of Canada, and financed by a grant from the Central Mortgage and Housing Corporation, a student housing survey team is visiting UBC and Simon Fraser

this month to examine housing conditions and their effect on education.

Headed by Toronto architect Henry Sears, the team will interview university officials and students to determine "just how the particular housing situation of each student affects his or her education."

Sears said the survey is looking for individuals who have definite views on the extent to which housing affects education at the university level.

Committee airs beefs

A campus committee on university affairs is anxious to hear what students have on their minds these days.

The aim of the committee, said a spokesman, is to consider all matters of significance in the university community with the hopes of eliminating problems before they reach crisis proportions.

The committee consists of representatives of the faculty, board of governors and students and is chaired by Uvic president Dr. Taylor.

The student members are Cam McKechnie, John Saunders, Frank Frtetch and James Arthurs.

Students with ideas and problems are urged to contact any of the members.

Council head gets fat fee

SACKVILLE (CUP) — Next year's council president at Mount Alison University is going to be a rich man.

Council Tuesday decided to up the president's honorarium \$1,650 from \$350 to \$2,000.

The move was made so capable candidates would be attracted to the post.

The money is regarded as a reimbursement for the academic hardships the president is likely to suffer. Usually the president drops one or more class, or fails his year because of responsibilities involved in the job.

The money will be used to cover the cost of two summer-school courses, so he can lessen his work load during the school year, and to cover any loss of revenue from a summer job.

The only dissenter in the 14:10 vote was treasurer Bill Digby who felt there was too great a gap between the president's honorarium and other council members' honorarium.

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Saxons flee piglets Viking wrath great

Once upon a time, in a misty land in the far west, there came together a great gathering of people in a place they called Civu, which being translated means Sleepy Hollow. They builded themselves a great castle there, with many labyrinths and towering battlements, and it was known throughout the land as a mighty bastion of freedom in an age of darkness.

Among the people of Civu, fascists and scholars, merchants and christians alike, there came a congregation of brothers, and these brothers claimed to be descended out of gods, and professed to be great warriors in their own right. And they came together under one standard, pledging allegiance to the King of Civu in the cause of justice and goodwill.

The King, seeing the splendour of these brothers, wished to set them off in ranking from the plebian masses, and he commanded that they should be called the Rugby Club, but among the common people they went by the name of the Rughah Buggahs.

And there was much meaningful dialogue

Now this great band of brothers divided themselves into three lesser bands. The elder and wiser of the brothers gathered under one banner and called themselves the Vikings after great heroes. The younger and less wise of them also gathered together under another banner, and they were called the Norsemen, also after heroes. And there was much meaningful dialogue between the two.

But the youngest and least wise of the brothers were filled with jealousy which knawed at their vitals, and being contrary and proud they gathered themselves apart from their brothers and called themselves the Saxons after a minor tribe among the Bloody Hun.

It came to pass that the Vikings and Norsemen, after the manner of heroes, swore great oaths of chastity and abstained from all temptations of the flesh even unto their maidens. And they came together in council and mock battle many times, and worked most diligently to achieve their ends. Among the poor they were known as workers of great good, and they swore before their leaders to slay the wicked and put down the enemies of Civu upon the battlefield at whatever cost.

Laid waste by loathsome wart-pigs

Because they were steadfast and pure in heart they won many victories in battle, and defeated terrible foes—among them the loathsome herd of Wandering Wart-pigs which laid waste to the realm in the regions of Oak Bay, and also a horde of fearsome and foul beasts which struck terror into the hearts of peasants inhabiting the border in the wilderness surround-



BRAWL, BRAWL, BRAWL . . . hockey Vikings always seem to go out of their way to make it uncomfortable for the other team. Representing the university are players Terry Foreman (8), Mike Woodley (3), Mike McAvoy (9) and George Fuller (5). Ted Sarkissian struggles somewhere in the background.

ing James Bay.

But the Saxons were wicked and they fell into evil ways. Their jealousy and youth bred in them much insolence, and their every action was tainted with iniquity, even unto their elders.

Feverous debauchery

When their brothers met in serious council or came together in mock battle for the practice of their works, the Saxons mocked and went away together. They went into the lesser part of the town which had sprung up about the castle at Civu, and there they fell into ways of feverous debauchery in defiance of their brothers' oaths. In dissipation and iniquity they frequented the taverns, and also spent their god-given strength in much wenching and like libertine followings.

But it came to pass that while the Vikings and Norsemen were mightily occupied in defending far reaches of the realm a herd of off-spring from beasts of the wilderness about James Bay attacked Civu, gaining entry even into the sacred grounds of the fortress.

And thus in time the Saxons were called forth to arms in defence of their fair town.

But when at last it came to battle they were weak from their revels, and their dissipation caused them to falter in the face of the enemy.

So it was that a marauding band of savage piglets from the forests of James Bay fell upon the Saxons, smiting them sorely 17 times in the space of an hour. And the Saxons were helpless before them, and fled in much disorder and disarray away from the place of battle, crying "Woe unto us, for we have fucked ourselves in the ear!"

Piglets, ferocious and taunting

And these same piglets, ferocious and taunting, carried away honour from Civu, and kept it deep in the forest of James Bay.

In great shame the Saxons went away from the sight of their people and hid themselves deep in the darkest labyrinth of Civu, which was known as the Library, which being translated means Sleeping Place.

And so the Vikings and Norsemen returned from their labors in the far reaches of the realm, and knew surpassing wrath at the misdeeds of their brothers, and they commanded that the Saxons mend their ways and do great penance among the scholars of Civu.

It was declared a time of mourning by the King, and in a week called Rugby Week the people wore sack-cloth and ashes and sorrowed greatly for the loss of Civu's honour.

Thus it was that the Vikings and their lesser retainers the Norsemen swore to undertake a hazardous expedition into the land of the horrible Bunderdurd at a place called UBC, which lies in the midst of a great bog and is permeated with foul vapours. This for the purpose of cleansing their own honour, and regaining face in the eyes of their many maidens and ancestors.

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Apply at SUB Office as soon as possible. /

Norse play best game of year

By GARY HAYMAN

Good opportunity does a lot for the Norsemen. They can rise to an occasion. Gorge Hotel came to play good, clean soccer and the university team accommodated them.

The individual players shone in the first half while in the second, team effort was a major factor.

Norsemen tied Gorge Hotel 0-0 in a game on the Rose Street pitch on Sunday. A tie is not a victory yet Norsemen can be as pleased with the tie as with any victory. They played their best game of the year.

The one major fault which is preventing the team from really catching fire is that despite their fine defence and midfield ball

control; they are not able to work consistently well in the area close to their opponent's goal.

George Fuller exemplified the team's offensive effort with his good positional play and fine passing. Smooth playing Dave Fish, although he along with the rest of the team has his troubles inside the 20 yard line, was a valuable pivot in the Norse attacks.

Ron Caton played a fabulous game on defense preventing the most dangerous Gorge threat by heading an otherwise sure, point-blank shot over the goal.

The game, a wonderful exhibition of soccer by two fine teams, was an example of sportsmanship displayed by two evenly matched clubs.



JAYVEES WIN FIRST GAME!!!

The Jayvees, now confident of their abilities, plan on crushing the Chinooks tonight, and again on Sunday.

The Jayvees got their first wins of the season when they defeated the North Shore Mountaineers 77-65 Saturday and 84-69 Sunday at Vancouver.

This ended their 16 game losing streak.

North Shore now shares the bottom spot with the Jayvees. The two wins now tie them for last place in the Inter City Men's Junior Basketball league with the North Shore. Both teams have 2 wins and 16 losses and both teams got their wins from the other.

Fantastic rebounding seems to be the thing that won the games for the Uvic squad. While the other team only made a total of around 30 rebounds in the two games, Piper got 55 and Hatcher 40.

Playing with new game plans, they fed the ball continually to the big players.

This strategy obviously paid off as Stan Piper scored 30 points Saturday and 14 on Sunday. Tom Hatcher dunked 25 points Saturday and 30 Sunday. John Levering put in 17 points.

Jayvees had other advantages too. Because of fouls North Shore was down to four players towards the end of the Sunday game.

Sloppy playing makes Vikings drop two

In weekend basketball action, the Vikings lost two games to Cascade College in Portland.

Friday night, Cascade beat the Uvic squad 75-66 and then came back the next night to repeat their victory, this time 78-61.

A slow start in the first game allowed Cascade to build up a 16 point lead by half time.

Offensive patterns which weren't effective, combined with slack defence allowed Cascade numerous opportunities to capitalize on Vikings' sloppiness.

In the second half Vikings still couldn't close the gap. Continuing poor shooting by the squad hampered what was gained by better communication between players.

Ken Jackson and John Lauvaas started to come on in the second half and put up good individual performances.

Although taller than Cascade, the Vik-

ings didn't put their muscle to work on the boards.

Shooting was fairly good during the game. Starting with 32% in the first period, they brought the average up to 41% as they slowly pulled themselves together.

In a poorly officiated game Saturday, the Uvic squad lost not only the game, but also a little blood.

Brian Brumwell suffered a broken nose, and Barry Burch and John Lauvaas sustained sprained ankles.

Ken Jackson scored 18 points, John Lauvaas got in 14 and Bill Carlson 13. Usual high scorers, Skip Glover, Al Glover, and Don Frampton couldn't make the trip.

Next three weekends, the Vikings, probably one of the best basketball teams in the city, are playing at home. They meet UBC this evening at 8:00 in the Gordon Head Gym. Jayvees play the Chinooks at 6:30 as a preliminary to the Varsity-UBC game.

Aggressive Wests stop valiant Soccer Vikings

Playing an aggressive soccer game, the Victoria Wests downed the Vikings 2-1 on the weekend.

Jim Schultz scored the Wests first goal fairly early in the game. Given a long loft pass from the half line by Bill Duckworth, Schultz headed it over the goalie's head.

Schultz originated the second goal, heading over the Viking defence to Nirmal Dillon. Dillon moved in alone and fired a low shot into the right hand corner.

A low shot from 20 yards by Palle Paulson kept the Uvic team in the game.

At the end of the first half, the score stood at 2-1 for the Wests. And, despite the wide open second half, the score remained unchanged.

Early on Joe Milligan hit the bottom of the upright with a long hard drive. The ball bounced down but didn't go in.

The most important defence was their goalkeeper however, not their goalposts. Goalie, Don Head has to his credit two excellent saves in the second half.

Uvic lost a good chance to tie the game when Head came out and deflected a ball from Evans to the sideline. Then when the linewinger lofted a beautiful shot towards the left-hand corner of the goal, Head leapt through the air and tucked the ball into his chest.



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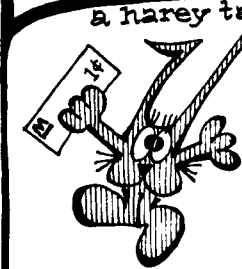
A noted publisher in Chicago reports there is a simple technique of rapid reading which should enable you to double your reading speed and yet retain much more. Most people do not realize how much they could increase their pleasure, success and income by reading faster and more accurately.

According to this publisher, many people, regardless of their present reading skill, can use this simple technique to improve their reading ability to a remarkable degree. Whether reading stories, books, technical matter, it becomes possible to read sentences at a glance and entire pages in seconds with this method.

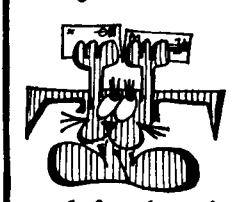
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LAPINETTE


a harey tail by donkerr ©1957



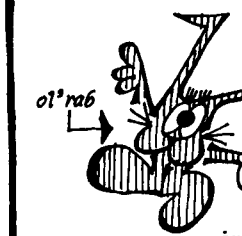
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post-box to mail
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What's happening . . .

Legal-beagle to analyse our function

PRE-LAW SOCIETY

Hon. R. W. Bonner will address the Society on "The Legal Functions and the Political Role of the Attorney-General." Tuesday noon, SSc.-112. All students are invited to attend.

CONCERT

Chamber music conducted by Hugh McLean, EA-144, noon, Tuesday.

PIANO RECITAL

Dr. P. Edwards will play two Schubert sonatas at noon today in EA-144.

MODERN LANGUAGES SEMINAR

Raymond Vizzavona — French Consul General, speaks on "La Culture française au XXe siècle." SSc-108, 3:30 p.m.

FRENCH CLUB

French Club "Wine and Cheese Party." Tonight at 8:30 p.m., 3265 Cadboro Bay Rd.

TOM JONES BASH

Tickets for the Tom Jones Bash at the SUB office — \$4.00 per couple, Pharoahs.

DEBAUCHERY

"Tom Jones" on Jan. 26, 8:30 p.m., EA-144. 25c each.

EUS DANCE

Education Undergraduate Society annual Dance tonight, Club Tango. Music by the Marquis, tickets SUB general office, \$2.00 couple.

PLAYERS CLUB

"The Bacchae," Jan. 23 to Feb. 3, Phoenix Theatre. Reservations 477-4821.

CHEM SEMINAR

Dr. F. A. L. Anet, University of California, will speak on "The Conformation of Eight-Membered Rings," on Monday at 4:30 p.m., EI-106.

EXTENSION

Dr. Otfried Spreen speaks on "Psychological Development of Brain-Damaged Children," Library, 8 p.m. on Monday.

ANTHROP FORUM

Rick Cox will discuss the "Historical Archaeology of Louisburg, N.S." Wed. 7:30 p.m., SSc.-335.

VETERINARIANS

Applications for the College of Veterinary Medicine at the University of Saskatchewan are available in the Registrar's office.

BIOCHEM SEMINAR

Dr. C. Tolman speaks on "Social Behavior of Animals." EI-402, 7:00 p.m. on Tuesday.

P.E. CLUB

Film highlights of the 1964 Stanley Cup, and the 1967 Masters Golf Tourney, Tuesday noon, EI-167, repeat Wednesday, P-hut.

FLYING CLUB

CPA district sales manager Mutch will speak on aviation careers Tuesday noon in CI-106.

ANTI-LITTER SOCIETY

Meeting 8 p.m., Tuesday in Willows School auditorium, under auspices of the "Keep-the-West-Beautiful Assoc." Direct action and education on litter problems.

GRAD CLASS

Important — All Grad pictures must be picked up at K-hut between 12:30 and 1:30 on Monday or Tuesday. Last chance.

GRAD RINGS

Grads can place your order 12:30 to 1 p.m. in the SUB lobby. \$10 deposit required.

SCM

A special Cabinet and Advisory Board meeting has been called to meet with Roger Perkins, National President of the S.C.M. on Monday noon, SUB Board Room.

Required language should be dropped

Council has recommended to the Faculty of Arts and Science that the two-year language requirement be abolished from the BA program.

Vice-president Frank Frketch proposed the motion to remove the dread requirement that has traditionally been a thorn in the side of students not majoring in a language.

He said students should have more freedom in the choice of their courses.

He said students presently saddled with the obligation of studying a second language should have more freedom in the choice of their curriculum, and be allowed to study courses that interested them.

Confusion stems over college set-up CUS may soon be minus York campus

DOWNSVIEW, Ont. (CUP) — York University may no longer be members of the Canadian Union of Students.

Mel Freedman, president of the Funder's College student council says as far as he is concerned Founder's is not a member, has not yet paid CUS fees, and has no intention of doing so.

CUS problems at York stem from the school's federated structure.

York is composed of three colleges — Vanier, Founder's, and Glendon — and plans call for the addition of a college each year for the next decade.

Each college has a separate student government. Attempts to form a federated student government similar to that at the University of Toronto have repeatedly fizzled.

Ken Johnson, former president of the York Student representative Council, which collapsed recently, said in a letter to CUS president Hugh Armstrong he is discouraged about prospects of forming a tri-campus government.

He suggested CUS bill each college separately.

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