

# *the Martlet*

Volume 8  
Number 26

February 13, 1969  
University of Victoria

I used to like English:  
this year my teacher is a bitch.

- an interview with  
the high school set



## Geography opens to students: reps at department level

By **ROBIN BURGESS**

Faculty members of the Geography department have voted unanimously to allow three representative students as voting delegates to all departmental meetings.

Two years ago the geography department became the first to introduce students to departmental curriculum committees.

Ian Halkett, Bob Turner and grad student Karl Wandrey will extend their curriculum committee duties to include representation at departmental meetings for the remainder of the year.

"They've done an excellent job and we saw no reason not to make them full members of the departmental committee," said Dr. Bryan Farrell, head of the department.

The function of the full departmental committee, according to Dr. Farrell is an extremely broad one. It is this committee that receives the reports of the departmental curriculum committee and gives the final approval to recommendations of appointments within the department.

Every possible aspect of the department from budget to policy regarding technical services is discussed and voted on by its members.

The students will become full members and will consequently have to take full responsibility," said Dr. Farrell, "we would not expect them to betray confidences any more than a faculty member would."

"I propose we call a meeting in September of all majors or honors and have that group nominate

and elect representatives from their members," said Dr. Farrell.

Student Ian Halkett, expressed the hope interested geography students will come to him and their other two representatives with suggestions and criticisms of the department.

"I don't think we'll have any trouble representing the attitudes of the students. I think we're all fairly well tuned in," said Halkett.

Dr. Roy Leslie, head of the English department commented, on the possibility of student representation at English departmental meetings, "We as a department haven't decided on this but the whole matter of student representation is under very active consideration. We hope to reach a decision before long."

Dr. Griffiths, head of the French department was doubtful about the likelihood of a similar decision in his department, "Of course I can't speak for the entire department but personally I don't see how this could be done since the students are not part of the department. I couldn't vote at student assembly meetings . . . I think a student's opinion should be solicited but as far as voting on departmental matters, that is a different matter. One has to be qualified." He did add, "I could see a student sitting on the curriculum committee, I suppose."

Professor Sydney Pettit, head of the history department refrained from comment on the issue. "I was subjected to a libelous, vitriolic attack by The Martlet last year and I don't care to submit to such an attack again," he said.

## Film classics Thursday

Ingmar Bergman's *The Seventh Seal* is a remarkable film. Cast by its Swedish director in medieval Sweden, the film traces a return from pilgrimage—from Crusade—by a home-bound knight and his squire. As they wander back along the primitive Scandinavian coast they engage the viewer in a powerful allegory of man's search for meaning in life, and in the Knight's extended encounter with the Black Chessman pointedly unfold Bergman's perspective on the imminence of death.

The active agent of fortune in the developing drama is the Black Plague. Readers of Camus and Defoe will be fascinated to see how Bergman handles this symbol with an almost Dostoevskian sense of terror. Paradoxically however, the crucial struggle in the film develops on a subtler plane — over a chessboard — when at crucial turns in the road the knight is confronted by the Black Chessman. Piece by piece, move by move, the Knight and the Chessman play for the highest stakes — not only the life of the Knight, but for the lives of all of those he meets and loves.

Medievalists will find the settings fascinating — from the travelling jugglers to the little medieval church the fidelity of Bergman's reproduction is superior, and artistically convincing. The photography is Bergman at his best, from the desperate scene where the juggler is trapped between his tormentor and the fire to the burning of the silent witch.

*The Seventh Seal* is a first-class modern film, which serious filmgoers will not want to miss. And, to make the evening even more worthwhile, the Student Film Society has added Roberto Enrico's 1962 Cannes Grand Prize winner, the excellent *An Occurrence at Owl Creek Bridge*. Together, they should make it the best film evening on campus so far this year. They will be shown at 8 p.m. Thursday in Mac-144.

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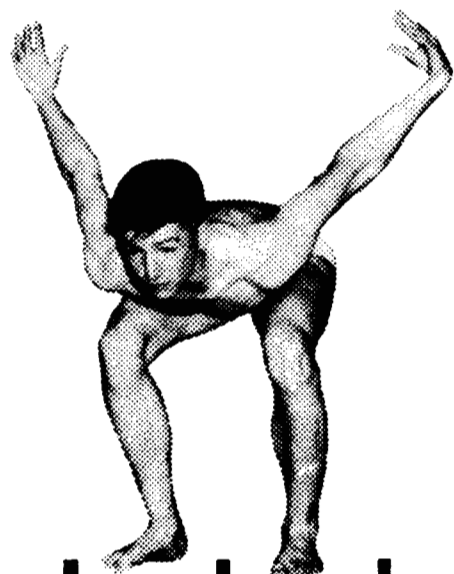
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## Provincial librarian elected to chair Uvic's B of G

Willard E. Ireland, provincial librarian and archivist, has been elected chairman of the board of governors of the University of Victoria.

Chancellor R. B. Wilson, announcing the board's action, said that it marked the beginning of a new policy separating the functions of chancellor and board chairman. He agreed to hold both positions last year, but stipulated that the chairmanship for 1969 should be assigned to another board member.

The chancellor will continue to be major spokesman for the board, and the University's ceremonial head. The chairman will preside over board meetings, with added responsibilities in committee work and other administrative matters.

Elections within the board are held each year in January. At last month's meeting, the board also named Victoria lawyer Lloyd G. McKenzie as vice-chairman.

Mr. Ireland has been vice-chairman since the position was introduced three years ago. He was appointed to the board of governors when the University became autonomous in 1963, after serving for 12 years on the Victoria College Council.

Born in Vancouver, he attended Victoria College from 1928 to 1929, before it offered a full undergraduate program. He is a graduate in history from the University of British Columbia, and holds his M.A. from the University of Toronto. He has been provincial archivist since 1940.



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# Computer to watch illegal voting

## AMS fines set for poll cheaters

Students who vote more than once at the Representative Assembly election Friday will be in for a big surprise.

A new system of polling whereby each voting student will be tabulated by IBM computer will make the possibility of stuffing ballot boxes virtually impossible, reports communications director-elect Mike O'Connor.

"The registration number and name of any student who votes more than once will be recorded by computer, one of the biggest in the province," O'Connor said.

"Such students will be subject to public exposure and a maximum of a \$5 fine," he said, "further punishment for students refusing to pay fines would be up to the executive council."

It will be necessary, under the new system, that all students produce valid AMS identification cards at the polls Friday.

Polls will be situated in Clubs rooms A and B of the student Union Building, cafeteria, MacLaurin, Library, Elliot, and each will be separated by screens.

The election is to select 16 seats, eight first year, four second year, and four seats for combined third and fourth year, to the 32-seat representative body. Three seats up for six month by-elections were filled by acclamation.

Tony Farr took the first year seat, Don Manning and Pat Bion were acclaimed to the third and fourth year seat.

Polls will be open from 9 a.m. to 5 p.m. Friday, and an advance poll will operate tonight for education students only. The advance poll will be on the ground floor of MacLaurin's curriculum library wing.



Shotguns don't scare us as a rule, but when it comes to the politics behind them it's a different story. The Proper Perspective Party, half elected by acclamation, hasn't exactly made any threats yet, but The Martlet is thinking of packing it in before the censorship and lynchings start.

## US conference attempts to line-up entertainers

The first Northwest Co-operative Booking Conference will be held February 12-15, at the Hyatt House, Seattle, Wash.

Co-sponsors of the conference are Central Washington State College at Ellensburg, and the National Entertainment Conference, headquarters, Columbia, S.C.

The conference is designed to acquaint representatives of all major Northwest and Western Canadian colleges and universities with agencies representing big name entertainment. It is a co-operative effort by the schools to book entertainment together at a lower cost. Agents will offer such entertainers as Diana Ross and the Supremes, Dionne Warwick, The Four Tops, Glen Yarbrough, and Sergio Mendez and Brasil '66.



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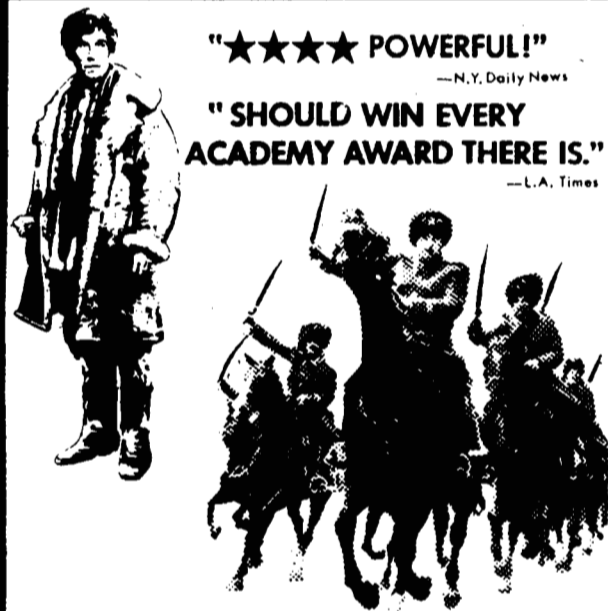
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guest opinion:

# "Immediate action", demands NDP Club, on irregularities

By PETER CRAWLEY  
Chairman Uvic NDP Club

At a special meeting of the Uvic NDP club Friday, Feb. 7, the following resolutions were passed unanimously:

The NDP Club is disturbed by rumours of alleged irregularities during the recent election for AMS executive officers. Especially disturbing are rumours that some students were able to cast more than one vote: that election officers expressed partisan opinions at the balloting place; that supporters of candidates solicited votes at the ballot box.

We feel that a democratic principle is involved. The AMS should take immediate action.

We recommend:

- That these and any similar irregu-

larities be investigated by a non-partisan committee before any further elections are held on campus.

- Steps should be taken to ensure that students vote only once in an election.

- We suggest (1) voting by student card only. Lost cards can be replaced. Or, (2) lists of the registration number of each voter be compiled at each voting place and preserved to facilitate a re-count in the event of allegations of dual voting.

- Election officers should be instructed to refrain from any partisan comment while carrying out election duties.

- No campaigning activities should be permitted around the balloting places.

- In the event of any similar irregularities taking place in a future election, the AMS should take prompt disciplinary action.

## letters letters letters

### Toenail soup

The Editor, Sir:

Regarding the vegetable beef soup served up by the CNIB cafeteria on Wednesday, Feb. 5. I don't mind the women washing their feet or sox in the soup but when you begin to find toenails in the soup that does it.

While calmly devouring this bit of chef's mastery I bit into something hard and upon extraction from my mouth found it to be, in all seriousness, a dirty fingernail or toenail. I was so repulsed that I couldn't definitely confirm as to which end it came from exactly. I have three witnesses to attest to the above statement.

I feel that something should be done about the sanitary conditions existing at the "cafeteria." The women wear no hats that could possibly keep hair from falling in their creations. I see them smoking at their little table but who knows if they go and wash afterward.

I have numerous complaints from the students in residence who are a little sick and tired of eating pig slop everyday. I have heard the CNIB staff defending themselves saying what do you expect for the little money we get from the students. If they cannot turn out something better than this the catering should be turned over to professionals instead of to housewives out to earn a buck.

I warn all students to strain that soup before eating it. You too have probably devoured hair, fingernails and other bits of refuse from around the kitchen.

I would again like to say that this letter is no joke and I have witnesses to back me up. I only wish I had remembered to keep my little prize when I took it back for a refund.

Keith Hooley, Arts I.  
P.S.—The woman had the gall to ask me if I wanted another bowl.

**shucks, tweren't nothin**  
An open letter to Mr. Wright:

I am so frightfully happy you and your party won the election Friday last. At least, the university image can be up-graded to where it belongs and those crypto-commie pinko dope freaks can be put in their place!

The university image in the community is important, as after all, it is not in keeping with the tradition of the university in producing the future leaders of our great country, Canada!! Let this not be lost sight of! Dammit... Thank you for an opportunity to speak out against the forces of evil, corruption, and all that's hideous.

Committee for Campus  
Safety and Niceness.

### Dirty commie profs

The Editor, Sir:

Nowadays it seems to me like instead of labelling the uptight relationship between students and faculty as a "nigger" relationship, it should be called the student as "Uncle Tom." Wow! Because the primary task of the university is to teach people their place in society. The problem is that up-tight pseudo-liberal crypto-commie faculty members with their beards and everything are trying to liberate security minded students who are merely trying to fit into their social Nietzsches as respectable, law-abiding citizens. There are both qualitative and quantitative problems — the answer is obvious — the by layer upon layer of bombast. Let's face it, we must stop this trend before it becomes irreversible!

Ed Batterbury

### Apple pie

The Editor, Sir:

In my view, the current trend toward party politics in our A.M.S. elections can only detract from effective student government. The divisions formed in a hotly quickly healed. An assembly of opposing factions can too easily result in much wasted effort and ability — an unlikely occurrence when capable individuals work in concert.

Mainly because of this belief, I have been both amused and encouraged by the campaign of the PPP and its implied criticism of party politics at the A.M.S. level. I was even more pleased at the election of Don Manning by acclamation.

I have known Don and George Manning since they came to Uvic and it is my sincere belief that they are both capable and versatile

and have much to contribute. I believe, too, that the broad support they have gained from both sides in this contest indicates their ability to consider all points of view and their freedom to make decisions in the best interests of the whole student body and not simply one faction or another.

I urge all students to vote on February 14th — not simply for a label, but for those individual candidates most capable of doing a good job. I believe George Manning is one of those individuals.

Ray Bergen  
President, Grad Class

### Thankee

The Editor, Sir:

On behalf of the E.U.S. and myself, I would like to thank all Uvic students for the great hospitality they extended to the 270 high school students who attended the Future Teachers' Conference on the weekend of January 31 and February 1. Special thanks must go to the students who volunteered their cars on the Thursday evening. Also, I would like to thank all the people who attended our soc hop on the would like to thank all the Saturday night. Lastly, I kids who enthusiastically made the conference such a success.

Out of personal curiosity, I would like to know why The Martlet did not print anything after the conference, when we followed your (Martlet) request to write an article for publication. I do not feel that this signifies proper representation of the student population, as the conference was backed by a society of 1500 Uvic students. Do we not have a right to be represented in our student newspaper?

(Conference Co-ordinator),  
Mike Farr,

Ed. 3

(ed. note: The Martlet does not guarantee publication of anything, be it requested or not. Before any article submitted can be considered for publication it must be consistent, articulate and legibly written. It must also bear relevance to the student body as a whole.)



# The system isn't real

(or why the kids are up-tight)

education, n. Bringing up (of the young); systematic instruction; course of this, as classical, commercial, art, — ; development of character or mental powers; training of animals.

*Everybody likes to talk about education. They talk about discipline, they express horror at its implications. They bitch at the system from a distance, or laud earnest teachers to the skies. They worry about crowded concrete corridors of the future, or lament the demise of the prairie schoolhouse. Hardly anybody likes to talk to students. Ignore someone totally and you don't give him the chance to rock boats by getting uppity.*

*The following interview with three high school students was designed to get some of their thoughts on education. They don't pretend to be spokesmen for the student masses—we wish they were. As one of them put it: "Get three other kids in here and you've got three different opinions. . . . Maybe you've got three dopes, how do you know?" We've met our share of dopes lately, and we think what the kids say is important.*

*All three are grade 12 academic students at Mount Douglas Senior Secondary, all are athletes, all intend to enroll at Uvic in the faculty of Arts and Sciences. John is 18, Peter is 17, Ted is 18.*

★ ★ ★

**Martlet:** What's your chief complaint about the current educational set-up?

**John:** Basically it's the lack of interest teachers seem to have in their subjects. They just get up there and do their job and don't give a shit; there's no personal interest in their class — everyone is just a statistic.

**Ted:** Yeah, a lot of the teachers repeat basic facts they've got out of a specific text book. Like our geography teacher — all he does is quote out of the text book, if you have nothing but a good memory you have it made. What seems to be important is how many pass and fail at the end of the year — I think they have a quota system or something.

**Martlet:** What about the calibre of the average teacher?

**Peter:** Well from personal experience science teachers seem to be pretty good. That really seems to be their bag. You have to know facts and they give them to you. But as soon as you start to get into things dealing with other than yes and no answers they start to get bad.

**Ted:** Like you can tell a guy you don't agree with him in class — but don't try to put it on a paper or you're going to get zero. For example, in one of my classes this teacher asks us to write opinions of a book. So one guy says he thought the book was junk and the teacher gave him a D — he asks how come he failed and gets told it's because his opinion is wrong.

**Peter:** The best way to get through is to sit there with a happy smile on your face and not commit yourself to any personal opinion. If you answer questions because you're interested and just get tagged as a guy who's suck-holing to get through — and that means the teacher. And there are guys that go out golfing with the teacher and next report their marks go up. Wow!

**Martlet:** Would you say it's the atmosphere that's wrong?

**John:** Yeah. It started off as a joke, but in our geography class if you colour your map well you get a gold star, it's grade four stuff. The guy breaks his back to be funny but he doesn't break his back to give you a half decent education.

**Ted:** They say, "Learning's up to you now," but they use that as an excuse to get out of working hard. You get that pounded into your head; well sure, it's up to them too.

**Martlet:** So how do you improve the atmosphere?

**Ted:** If you improve teachers you improve the atmosphere. They learned in school that you listen to what the man says and then you repeat it — you can't do that anymore. There's so much to learn that nobody can absorb it all. So what are you going to do? If you let it run to its logical conclusion they'll start to specialize courses.

**Peter:** Maybe if the teachers didn't act like teachers . . . they try to get too much respect out of you. You can't argue with the teachers because you can't get pissed off at them. I mean what are you supposed to do? Say, "with all due respect sir, that's just bull-shit?" Let's get them off their power trip and acting like people who've got something to say.

**Martlet:** Is the stuff you have to learn boring?

**John:** The school system is just too artificial. The books tend to hide the real facts and the teachers leave it that way. The books just don't teach you to be realistic. We find out on checking that a major poet had syphilis — the books say he started to go blind. Why not lay it on the line? The guy was fucking around and he got burned — that's one of the reasons his poems work. If the teachers aren't prepared to admit what it's all about then what's the point?

**Ted:** Wordsworth knocks up some French chick and splits for England but that gets buried. Well just how important is that in a poet's life? This stuff should influence your whole life — the way you live should make you think of what you are and why you do certain things. It needs to be real.

**Martlet:** What about the way they evaluate your efforts?

**Ted:** In my English class we get marked out of 25: 10 for spelling and 15 for content. On a couple of papers I've got zero for spelling and 15 for content, that means the kid who uses his little dictionary diligently and get 10 for spelling and five for content gets the same mark as me. I'm punished for not being turned on enough to read Oxford's? It's screwy.

**Peter:** Reminds me of a biology exam: had a question that asked, "What are the hair-like projections in the stomach of a frog?" I write in hair-like projections and get a mark, the kid next to me sweats to learn some big long name, gets the same mark . . .

**Martlet:** What would you do?

**Ted:** Cut classes in half and throw in lots of discussion. If you can talk about it you know it.

**Peter:** Do something about elementary school. That stuff they teach you in grade six is useless.

**Dartlet:** What about teachers?

**John:** Why are teachers teachers and not people — I don't know, but I think it has to do a lot with the public. If they were allowed to act a bit more like people I'm sure they'd start to improve like crazy. I mean you're always going to get some creeps, but I don't believe most teachers are really like that—if they could only cut the act and let down. They're so up-tight.

**Peter:** Something's going to bust. At some school someplace the teachers are just going to get too much down on kids and the students are going to freak-out and beat the shit out of the whole works, and fuck the consequences. I can see it coming.

**Ted:** I go to school to make me think, that's where teachers are falling down. The way it's set up now you don't need any university training to be a teacher. Study your stuff the night before. A lot of the teachers we get are idiots.

**Martlet:** Do you think there should be courses in psychology, sociology, anthropology?

**Ted:** Well there are riots everywhere because people don't understand each other or themselves.

**Peter:** They should be big . . . what's more important, to know Chicago's hog-butcher of the world or why the ghetto blacks are so pissed off?

**Martlet:** Entrance standards at universities are going up — 55% at Uvic to maybe 65%, 75%. What do you think of that?

**Ted:** Fifty-five percent of what? Sixty-five percent of what? Seventy-five percent of what?

**Peter:** That's going to scare a lot of people. If they don't get through university what are they going to do? What? The whole thing is revolving around a dollar sign.

**Ted:** I think everybody should go as far as they can, but if you want a university that will only graduate dollar signs then just let the smart guys in. If you want a university that will teach people to think there shouldn't be any entrance standards.

## Since poetry is natural to children let's not kill it in the classroom

By DR. CHARLES DOYLE

*Dr. Doyle could be described as a professional poet. He teaches advanced poetics in the English department's creative writing program, and his published works are numerous.*

Two qualities of poetry, — imagination and rhythm, make it a natural activity for children, as natural as singing and dancing. Any parent who creates an open environment for his child will not fail to notice how in turn the child creates and recreates his own experience — in paint, in clay, in movement, in words.

He will also observe how a child who has reasonable environmental freedom will tend to use his paints, his music and his language boldly, with real engagement and panache. Creativity is natural to all human beings, and creativity out of language is particularly a human characteristic.

So, most children do not want poems in school? Some, of course, will not — because

their home environment has not provided the valuable freedom of imagination which would open such things as poetry, or any art, to them. But most children come from homes where they are given this freedom and love in some measure — and then they get to school

If poems do not appeal to children this has nothing, absolutely nothing, to do with poetry as such. Let us ask ourselves, then, why is it? One explanation, already suggested, is limited home environment. Little can be done about this. Other reasons, however, are directly related to the doubt about whether it is worth while teaching poems in school. If children at school do not like poetry it is still not because poetry is "irrelevant" to them. Two more immediate causes may be adduced. The children have had bad teaching or they have a poetry "syllabus" which, in spirit, is directly opposed to the nature of poetry itself.

Luckily, I do not know anything about the B.C. school poetry syllabus (if there is one) and

so need not become involved in a local hassle about it. What I have learned of the teaching situation is that it seems to be more conservative, more formal, than I am used to; but I do not know enough about it to pass judgment. So my comments following are based on a general experience (in New Zealand, U.S.A., England and elsewhere) on how poetry tends to be mishandled in schools.

First, too many teachers worry about the meaning of poems. In general, poems are meant to be experienced and not to convey meaning. Of course, some poems are carriers of meaning, but those poems which are most important to children, especially young children, are poems which evoke a response to life. Ideally, the poem should make the child feel that he is alive, sparkling alive, right now. The surest way to kill, or prevent, such a response is by paraphrase or by searching for that overrated commodity "meaning."

(continued on page 7)

He always wanted to explain things.  
 But no one cared.  
 So he drew.  
 Sometimes he would draw and it wasn't anything.  
 He wanted to carve it in stone or write it in the sky.  
 He would lie out on the grass and look up in the sky.  
 And it would be only him and the sky and the things  
 inside him that needed saying.  
 And it was after that he drew the picture.  
 It was a beautiful picture.  
 He kept it under his pillow and would let no one  
 see it.  
 And he would look at it every night and think about  
 it.  
 And when it was dark, and his eyes were closed,  
 he could still see it.  
 And it was all of him.  
 And he loved it.  
 When he started school he brought it with him.  
 Not to show anyone, but just to have with him like  
 a friend.  
 It was funny about school.  
 He sat in a square, brown desk  
 Like all the other square, brown desks  
 And he thought it should be red.  
 And his room was a square brown room.  
 Like all the other rooms.  
 And it was tight and close.  
 And stiff.  
 He hated to hold the pencil and chalk,  
 With his arm stiff and his feet flat on the floor,  
 Stiff,  
 With the teacher watching and watching.  
 The teacher came and spoke to him.  
 She told him to wear a tie like all the other boys.  
 He said he didn't like them.  
 And she said it didn't matter!  
 After that they drew.  
 And he drew all yellow and it was the way he felt  
 about morning.  
 And it was beautiful.  
 The teacher came and smiled at him.  
 'What's this?' she said. 'Why don't you draw  
 something like Ken's drawing?'  
 Isn't that beautiful?  
 After that his mother bought him a tie.  
 And he always drew airplanes and rocket ships like  
 everyone else.  
 And he threw the old picture away.  
 And when he lay alone looking at the sky,  
 It was big and blue and all of everything,  
 But he wasn't anymore.  
 He was square inside  
 And brown,  
 And his hands were stiff.  
 And he was like everyone else.  
 And the things inside him that needed saying didn't  
 need it anymore.  
 It had stopped pushing.  
 It was crushed.  
 Stiff.  
 Like everything else.

*The above poem was handed in to a teacher in Regina by a Grade 12 student. Although it is not known if he actually wrote the poem himself, it is known that he committed suicide a few weeks later. The poem originally appeared in Generation, a Saskatoon-based magazine.*

Reprint: The Uniter

"(One of the definitions of creativity is) the psycho-analytic conception of "regression in the service of the ego". This oft-quoted phrase was presented by Kris (1952, p. 177) and elaborated by Schafer (1958). It is described as a momentary, at least partially controlled, level of psychic functioning, where constructive use is made of more primitive, drive-dominated, non-logical (primary process) modes of thought. According to this view, the inspirational phase of creativity involves regressive thought processes, but in the service of final production so that control is not lost (as in psychotic thinking). In the elaborative phase of creativity the more conventional and logical (secondary process) modes of thought prevail. Considerable research has been carried out more or less related to this concept, and other theoretical statements have been made, supporting the idea that the creative process involves both primitive and more realistic types of thinking."

*from Understanding Adolescence, current Developments in Adolescent Psychology by James F. Adams. Allyn and Bacon, Inc. Boston, 1968.*

**These poems and prose pieces** were collected from elementary school children. They are particularly interesting because they are involved and interested in themselves. Unfortunately they must remain anonymous at the request of co-operating teachers. For that reason all pieces, whether collected in schools, requisitioned from younger brothers and sisters of Uvic students, or submitted by interested parents off-campus, are appearing without credit to their creators for the sake of fairness. Not that it is overly important, we find the act of creation, and children involving themselves in the intricacies of language far more fascinating.

## The Blahs

Victoria is a place,  
 Where you cannot race.  
 A good place for newly-weds  
 And nearly deads.  
 Downtown is a bore,  
 Uptown is also gore.  
 Old foogies are boogies,  
 They drive like stoogies.  
 In the land where smog is low,  
 Eventually it will grow . . . slow.

## is this the end . . .

Is this the end? The earth has stopped!

Has civilization come to an end? People are hoarding water and food. In the dark side people are freezing; in the light half the people are cooking. In the neutral zone they are trying to hold people off because it is getting over-crowded. The gravity is slowly getting less and less. Slowly we are pulled to the sun. People are getting panicky. More than half the earth has been evacuated. It is now eight o'clock—the people have about three days and six hours to live. On the bright side the temperature is 130° and on the dark side it is about 100° below. I just got a report from Roy who is also covering the neutral zone. The people have broken down the walls and the people are crowding into the neutral zone. . . . This looks like the end of the earth.

## Mice

I think mice  
 Are very nice.  
 They live in holes  
 Just like moles.  
 They feed on rice  
 And have no lice.

## Springtime Run

The fish was circling slowly,  
 Enjoying the morning sun.  
 He didn't have to leave quite yet,  
 To make the springtime run.  
 Then suddenly before him  
 Appeared a dangling worm.  
 It looked quite appetizing,  
 The way it jumped and squirmed.  
 The fish took a little nibble,  
 And then a full-sized bite.  
 He bucked and pulled in pain,  
 Then backed away in fright.

The young man had a craving,  
 A certain little wish.  
 He wanted some excitement, so . . .  
 He decided he would fish.  
 The man grabbed his tackle,  
 Then snatched up his fishing rod.  
 He remembered a little backwoods lake,  
 So through the woods he trod.  
 He reached the little lake,  
 That was just a good-sized pool,  
 And in the morning sun,  
 It sparkled like a jewel.  
 He dropped his line in the water,  
 And immediately there was a bite.  
 He braced himself for the fun to come,  
 For he knew there'd be a fight.

Now the battle had truly started,  
 And the line was straight and tight.  
 But the fish was small and weakly,  
 It would only be a short fight.  
 The fish was on the losing side,  
 He knew his time was done.  
 He'd fought a good battle,  
 But he'd never make the run.  
 The man's pride showed in his face,  
 He looked a little smug.  
 But the fish hadn't given up yet,  
 For he gave one final tug.  
 And through some kind of miracle,  
 The fish was really free.  
 He wouldn't wait longer,  
 He would set forth to the sea!

## School's all right except . . .

School's all right except for a lot of flaws.  
 Girls aren't allowed to wear slacks to school.  
 My schoolmates and I don't agree with that rule.

My friend, Della, and I sometimes think school is just like a prison camp because everyone bosses us around.

I don't see why boys aren't allowed to have long hair. It's not the school's business.

My teacher is the best one I ever had, Mr. R--- seems to be on the kids' side.

Our school has not got a very big gym, but it's okay.

The library in our classroom is a problem because all they have in there is educational books when most kids are interested in "Charlie Brown", so you bring a Charlie Brown book to school and get grounded.

Then there's nine o'clock arithmetic, ten o'clock language. Maybe you were getting interested in the subject and you have to start another one.

There's lunch! You're sitting in your desk and starving to death when lunch is in half an hour. I think we should eat whenever we want.

## Space Shot

The rocket ship plunged into the Pacific Ocean at 12:00 hours and then a helicopter climbed the capsule up and carried it back to the base. As I climbed out of the capsule about thirty reporters came running up to me.

One said "Mr. Parkhouse, what was your greatest problem up there?"

"Well when I first got out of the . . ."

"Did you meet any cosmic storms?"

"As I was saying, when I got out of the . . ."

"Did you see the lost capsule up there?"

"As a matter of fact I . . ."

"What do the space suits feel like?"

"While you guys shut-up and let me finish?"

"Now as I was saying when the rocket kicked off the pressure felt like about 300 tons on me.

"Once I was out of the earth's atmosphere a man from base said I could undo my safety belt. When I did I started to float around because there is no gravity, of course.

"After awhile I got used to that. Then all of a sudden I heard a crash, then another and another till about fifty cosmic rays hit the capsule. I was going through a cosmic storm.

"Well, that was over, so I went outside the space ship. saw something coming at me. It was the lost capsule. It cut the cord right in two. Luckily I had my rocket gun with me so I got back to the space ship alright and, well you know the rest."

## Two Citizens Some Day

No matter if you're black or white  
 You have an opportunity and right,  
 To stand beside a white and say  
 I'm black but I'm going to stay,  
 And maybe one day I'll see  
 A black beside a white, both free.  
 Then a job will be easy to find  
 For black or white far and behind  
 Then the flag will be black and white  
 And all people will unite.

## My Reflection

My reflection in the mirror on the wall.

Isn't me at all.

My right is his left,

It's clumsy and also deft

Which isn't me at all. When I drop a marble  
 in the hall

It does the very same.

It is something I can blame

For things I didn't do.

I also think that my reflection can woo

Any girl in town.

All in all I really think that my reflection will

Never, ever, let me down.

## The Rat

One day a shrivelled old man was going through his usual procedure and that was crawling through the sewer looking for food.

Then he came upon an old dead rat! Three weeks old and very smelly, so he picked it up and took a whiff and exclaimed, "Ah the aroma!"

Then he took it back to his hole and fried it up for his midnight snack. All he took off was the fur and put the rest in a pan.

About an hour later he took what was left of the rat out of the frying pan, and ate it. And then he threw up and he said, "Good, now I have something for breakfast."

## Charlie

Hi! Charlie's my name. Here I am, sitting upon a cloud, waiting for my turn to start the lengthy journey down to earth.

I was called to the exit and like a waterfall, plunged into the blinding swirl with my fellow companions.

I pondered the thought of what 'earth' would be like. I thought of all the things I would do as a faithful snowflake. I talked it over with my friends.

We just reached the half-way mark and we still had miles to travel. Well, I slept through all of it and when I awoke I found I wasn't moving. Boy! Now it was time to start living. But then . . . crush. I got stepped on and I softly melted away.

All the things I had planned to do were gone. My life was wasted.

## Strap

What I think about the strap is that when a kid has broken the rules they should stay in after school for about half an hour and the teacher should assign them to something in written work.

If the strap should stay, the kids should only have two strappings on each hand and stay in after school for detention for about fifteen minutes.

My teacher says that if we have any more than three detentions we should have the strap instead of another detention. I think that is pretty silly. She said in September that she was going to get a notebook to write down the names of the kids who had detentions and she hasn't got it yet.

On the other hand she's a pretty good teacher but has a loud voice.

## Through the Woods

Walking through the woods one night,  
 There was a rustle on my right.  
 An old owl hooted in a pine,  
 Which sent a tingle down my spine.

The wind was whining in the trees,  
 So short was my breath I could hardly wheeze.  
 Awhine there was a rustle near,  
 I swung around in anxious fear.

I slowly walked towards the place,  
 With fear written on my face.  
 I opened the bushes wide apart  
 It seemed a hammer was in my heart.

And right before my eyes I saw,  
 A little kitten licking its paw.  
 I picked it up and carried it home,  
 And then agreed to let it roam.

## Homework

I should do my homework because it is assigned to me by my teacher. It holds up the rest of the class because the person in front of me or behind has to pass it to another person while I sit there doing nothing. It takes up the teacher's time after school because he or she has to think of some kind of detention to give to me.

## Uniforms

I wore a uniform for five years, so believe me, I know what I'm talking about.

It isn't as bad as you may think it is. I could cope with it. First, it symbolizes the school and may tell the religion. But another thing, it wears out the squabble about who can wear the best shirt or dress.

A poor girl or boy could have a mental disturbance by having to wear shabby clothing for they haven't got enough money to buy new clothes. They have to wear hand-me-downs and then so-and-so comes with a new dress every other day and that just crushes them more.

That is why I think uniforms are good for school.

## let's not kill it . . .

(continued from page 5)

Poems most often appeal to the imagination and the emotions, not to the reasoning faculty. Poetry is not lined up with logic, with future success, anything like that — but with imagination, vitality, the sense of being warmly alive at this moment of time.

Then, of course, our whole social ethic is built on a drive towards future material success. Meanwhile LIFE passes us by — going in the opposite direction, towards childhood.

Teachers should not teach poems. They should find the right poems, the most imaginative and exciting ones, provide them for the children. Let the children act out the poems, identify with them, feel their sound patterns and their rhythms. But for heaven's sake, stop explaining them. In explaining a poem you almost always explain it away.

Let children write their own poems — offer them a key, perhaps, stimulate them by

reading other poems to them. Remember, too, that as an experience which means something today THE CAT IN THE HAT is a much better choice than A CHILD'S GARDEN OF VERSES. Too many people grow up with a sense of poetry as something over-genteel, rather "soft." There are plenty of lively full-blooded experiences in poetry — ballads, limericks, narratives, jingles, — hordes of them, if the teacher will cast around a little.

When a child is writing poems for himself do not ruin the spontaneity of his experience by correcting his grammar while he is in mid-poem. This sort of thing (if it is considered necessary at all and cannot be done in some other school situation) can be done at the end and then must be done with tact.

Most of all, though, we should not insist on meaning and consistency. In focus, at every school level, what counts is vitality and imagination.

One last thing: — I would never demand the memorizing of poetry as a school task. This is another killer. If a child is deeply drawn to

any art, poetry included, he will remember, and his mind will dwell upon, examples of it which appeal to his imagination. Children's memories can be trained on mechanical material which they need to know as a matter of reflex or habit, such as mathematical facts. Their imaginations should not be deadened by the regimentation of their imaginative life.

Finally, it seems to me unbelievable that children can be uninterested in any respect of the life of imagination — unless it has been destroyed for them. As far as poetry in schools goes, I hope there are enough teachers around who have found that teaching poems as exercises in comprehension is (especially in the early years) an activity of very limited usefulness. If those same teachers have also discovered that their task is to provide rich material from the vast wealth of poetry plus an environment in which the child can respond to it freely and openly, then there is hope that the children will not be robbed of a significant part of the imaginative experience which is their birthright.



# practice teaching . . . or practice conforming? I have a Plan!

by A. T. LACHARLES

I also have a pseudonym, of which I heartily disapprove. The principle, that is. (Lacharles also disapproves. He claims he is, "damned tired of your using what is, after all, *my* name.") Unfortunately, certain recent developments have convinced me that it is perhaps, under certain circumstances, this being one, more politic, noble and just to be dishonestly heard than to be honestly hung.

Professor Robin Skelton, in his last column as Art Critic of the Victoria Daily Times, delivered the following message, offered, apparently, only to those who read nothing but upper case print: TRUTH IS A BAD INVESTMENT, FRIEND. And while I may have some slight reservations as to the application of this dictum in the specific instance mentioned—that is, TRUTH is perhaps not the only poor investment—I am convinced that it holds true in the realm of the university (witness Charles Tarlton) and in the realm of the public schools of this province, with which this article deals.

Hence the pseudonym.

This article has to do with the practicum, the Bane of Education. Having just experienced one, let me describe the theory and the practice of what happens.

Two students are placed in the classroom of an experienced teacher. At first they observe him, as he goes about the business of dealing with between thirty and forty pupils, varying markedly in ability and studiousness. Gradually they move in, at first perhaps to the Bible Reading (!) and Spelling, later taking more of the load as they gain in confidence. Eventually they will have taken over completely, and all the classroom teacher need do is give a few technical pointers now and then and drink coffee in the staffroom. The students, meanwhile, are trying out all the new ideas they have picked up at university: the kids love it, the students are happy because they groove kids and teaching is really where it's at, and the classroom teacher has time to do some reading, to engage in debate with his fellow teachers and to drink many cups of coffee, depleting the staff fund for the month weeks ahead of schedule.

## models outdated

That's the theory. Now let's see what really happens. Concepts in Education are evolving with considerable rapidity. What was perfectly acceptable and common practice five years ago is now in many cases considered, by those in the vanguard, reactionary and obsolete. What is really happening in our schools is a radical change in emphasis, a change from teacher-centered to student-centered methods. What this means—and this applies even at the University of Victoria—is that the theoretical profession has in many cases far outstripped those practising it. Which means that, in terms of the students doing "practice teaching", the model they are expected to emulate may well be five years out-of-date. In many cases twenty years would not be too gross an estimate. The loyalties of the student are divided, but most find that they come off considerably better by forgetting all they learned just prior to coming. Which helps no one, but especially not the children they will teach in future years. This situation can be a source of considerable tension, however, if the student elects not to mimic the classroom teacher. Which ties in to the next point.

The usual classroom is a tribal situation, ruled absolutely by an absolute head. All available roles are clearly delineated. Everything seems to work well, for this authority—the classroom teacher—although undeniably a despot, is almost always at least a benevolent despot. But now introduce a student teacher, a new element, neither teacher nor student. Where is he to belong? How are those with established roles to cope with his intrusion? There are several alternatives, the variable being the student and the teacher.

## power struggle for kids

But it is a rare teacher who can accept an eighteen to twenty-five year-old student as an equal, lacking only in experience. In extreme cases, if the student proves too independent or deviant, the student may find himself engaged in a not very well-concealed power struggle with the children as prize. And you want to believe a class can feel that. I do not mean to suggest that this abnormal in terms of human behaviour, or is a phenomenon solely experienced in the teaching profession: business thrives on such competition and the armed forces depend on it as a founding principle. But I do suggest that it is detrimental to any learning situation, and should at all costs be avoided in the classroom.

Teaching is an art and not a science. It depends exclusively on human relations and not on presented material. The only truly effective teacher is the one who can communicate with children—what he communicates is decidedly of secondary importance. This principle granted, it must follow that one cannot teach anyone how to teach. The prospective teacher must be guided rather than moulded. Clearly then, in order that he be effective, a teacher must develop a highly personal style. And anything that significantly cramps the development of such a personal style will ultimately cramp the effectiveness of any prospective teacher—unless he can redevelop that style, after the restraint has been removed. I would submit, however, that the methods a student picks up in his first few weeks of exposure to a classroom will probably stick with him to some extent throughout his career.

## fossilized style

In fact, a teacher I met who radically changed his approach to teaching estimated it took him about eight years to break some of his earlier teaching habits. I am sure this man is an exception—in that he managed to change his style at all. How much more simple would effecting any sort of basic change be if the student could develop an appropriate approach in those first few weeks. . . . (I would beware of those students, who, under the present system, fit their classroom situations too well, for the chances are very great that they will be obsolete in their approaches before they even get a classroom of their own.)

So much for the problems. My plan offers a solution, which should be acceptable to all parties.

Let us first grant that a practical classroom experience is at least potentially beneficial, and should consequently be retained.

## even Ed. students think . . .

Let us further grant that even Education students have minds and critical faculties—that they could be made, to a greater extent than is now the case, responsible for their own education.

And let us grant that teachers already in the classroom could benefit from contact with contemporary ideas and practices, represented in this case by the university.

What I propose is that we change the number of students placed in a classroom from two to four and remove the classroom teacher. Not immediately, perhaps, but within a short period of time. This would cut in half the number of teachers involved, and reduce the load each student would carry in the classroom.

The teachers would go to university for the month or so that the students had his classroom. He would there be exposed to an intensive series of informal seminars designed to bring him up to date on developments and ideas in education. He might not even change his teaching after such an experience, but at least he would be aware of what others

were trying and doing. At present there is an incredible gap in this area, which might be at least somewhat bridged. (Can you believe it—at least 75% of teachers in the Greater Victoria School District have never even heard of John Holt?)

## voluntary evaluation?

Teachers could scarcely object to such a plan, for they would be paid as always and furthermore would have no worries regarding student-teacher evaluations. It could easily be construed as a welcome respite from the admittedly heavy work of teaching, and could thus be done on a voluntary basis. The teachers might even enjoy the experience. Their instructors in this period would be the same professors who instructed Education students the rest of the year.

The student—a group of four—would be very much on their own in the classroom. They would possibly be observed every once in a while by a Principal or a Graduate Student from the university, or a Professor, but, on the whole they would be by themselves. This implies considerable trust on the part of the authorities, but I cannot see why students should not be deserving of such trust, and why they would not utilize it effectively, were it given them. It is of course possible that one of the quartet is hopeless. I am sure the others would manage to help this person, however, and in any case no one can do much damage teaching only at the most two periods a day. Actually the rest of the group would probably be harder on such an individual than any classroom teacher — and the person would take criticism from his peers better than from any authority figure.

## comments, not marks

There would of course be no marks assigned for the practicum. Comments by observers, both in the group and outside it, and perhaps a self-evaluatory essay should give an adequate picture of each student participating. And the freedom to try things, to work in team-teaching situations, the experience of actually being the sole person responsible, should prove much better experience than is at present available.

What my proposal does, then, is to eliminate unnecessary—and unhealthy—competition between the student and the teacher. It makes possible a more intensive in-service program for teachers than any now available. It gives the student total responsibility far sooner than is now the case. And it increases drastically the quality of teaching in this district and throughout the province. It doesn't even cost more than the present scheme.

I would emphasize, in closing, that this is merely a proposal, couched in very rough terms. Clearly it is not meant absolutely, and any attempts to pin it down on absolutes runs contrary to my intentions. But it does define some sort of viable basis, and can perhaps be regarded in that light.

What say you?

A. T. Lacharles is a live-and-kicking student, professional year, in the Faculty of Education at the University of Victoria. He tells us he is unanimously hated by all



# Election platforms - - Representative Assembly: Vote Feb. 14

## First year:

**David Cruise**  
ENGLISH MAJOR

I would like to be elected because I have been denied every other means of self-gratification.

**Joan Wilson**  
CANDIDATE FOR USM

I am running for the RA because I want to become involved with the student body of Uvic. I feel that I could be a competent liaison between the students and the executive body of the AMS and, as such a liaison, could represent well the little people on campus.

**Craig Dalziel**

The main problem that obstructs students' attempts to implement changes in this university is hesitancy on the part of the faculty and the administration to recognize the student voice.

**Linda Bonner**  
USM CANDIDATE

Your representative on council should be willing to get involved, examine the various issues that arise and vote intelligently. You can be sure I will speak out and I will guarantee the students adequate representation. A vote for me will not be wasted.

**Doug Hillian**  
INDEPENDENT CANDIDATE

With the development of the slate system in university politics, the need for non-aligned, free-thinking individuals becomes more essential. Vote for a progressive person with an open mind.

**Mike Donison**

I will—sit as an independent.  
—push for a more adequate counselling service.  
—work for the establishment of a student union at the provincial level.  
—encourage and accelerate the present academic committee system.

I will not—advocate re-admission to CUS.  
—support any fund of AMS monies, designed to work for or against any political party—provincial or federal.

**Brad Zink**

The students of today are much more sophisticated. We, as University students, are aware of the changes needed in today's age of action.

1. More money must be appropriated for University education, on-campus residences, and athletics.
2. Students must have more efficient representation which includes better communication between students and the representatives on important issues.
3. Students must have more control over the management of the University.

Students—VOTE for a representative because of his qualifications, not because he is a member of a particular party. Do you want a representative that can think for himself or a party puppet?

**Bert Weiss**

I must be an idealist! I always thought that at university one would finally be free of restrictive outside influences so that a person could learn what life is all about.

So what's with the "machine" all of a sudden? This machine that whispers fear of the left. And the machine on the left that instills fear of the right. Who is (pardon the expression) right? You, the individual, that's who! It is your careful examination of each candidate and what he or she stands for that decides what university does for you.

It's about time you got involved in what is going on. Why not now? Find out what student politics are all about . . . don't take someone else's word for it. Check the candidates yourself and then vote for those you think will do the best job. You never know, involvement may grow on you.

**Robert McDougall**  
USM CANDIDATE

Although independent in character (and naturally suspicious of any group that would accept me as a candidate), I have decided to run under the USM banner because I believe that a party system in both the logical end of a mature political system, and also a boon to the voter in that it allows him to learn the stand of candidates he may never have the opportunity to meet, therefore allowing that voter to vote intelligently. My personal stand is somewhat more liberal than that of the majority of my colleagues, and, if elected, I intend to vote as my conscience and knowledge of my fellow-students directs, but my views are close enough to theirs, and my belief in the virtue of the party system strong enough, that I have no hesitation in placing "USM" beside my name on the ballot. Remember to vote, for voting is the duty of all citizens of a democratic system, but, if you catch cold easily, avoid the North Poll.

**Greg Fraser**  
ARTS I

By running as an independent candidate, I represent no particular group or party and am open to suggestions from all segments of the student body. During this year, I have served on the Craigdarroch College Council and have gained some knowledge of the problems in setting up the College system at Uvic. (Like getting the long-promised Commons Block finished!) I am in favour of the proposed BCUS, and I hope it will be more effective than was its predecessor, BCAS.

In athletics a better financing formula must be found to meet the expanding requirements to the WCIAA and to avoid the shortage of funds experienced this year.

The present committee structure should be maintained for continuing dialogue with Faculty and Administration and I hope students will take more interest in Senate elections for student members.

I hope that you will judge each candidate on his own merit and not on his party affiliation or "slate".

**Tony Farr**

6-MONTH TERM, IN BY ACCLAMATION

I would first like to express my opinion that we are enrolled in a progressive University. The University has been progressive mainly because there has been extremely good rapport between students, faculty and administration. The present committee system is an example of this rapport but it should be enlarged upon. Unfortunately, the Government has been most unresponsive to our needs. We must establish communication with Government so they may better understand our needs. This can be done through an organization such as BCUS.

## 3rd and 4th year:

**Gus Agostinis**

1. University should stress education NOT training.
  2. The need for change must not die! Course unions, committees, student representation and academic reforms are our rights.
  3. Believe it or not, CUS is working for YOU. Reform of CUS is essential but withdrawal is not the answer. BCUS can bring provincial solidarity but can only be second to CUS.
  4. There is a need for improved communications. The MARTLET should be supported and improved. Other measures of bringing the issues to the students should be sought.
  5. Extra-mural sports should be financed by the administration. More emphasis should be placed upon intra-mural sports.
- N.B.—These few points should give you some indication of where I stand. I am not committed to any slate and if elected I will judge each issue on its individual merits.

**John Russell**  
USM CANDIDATE

On Friday vote for John Russell for your 3-4 year rep. for the F.A. John is ex-president of two school councils and has a keen interest in student affairs. He's the best man for the job.

**Ian McKinnon**

Having served on one of the sub-committees studying university government and on the committee which selected Dr. Partridge, the new president, I feel that greater understanding is fostered by these formal committees. I would like to see the greatest possible involvement of students on university committees from the Senate level right down to the departmental level. By discussing problems openly with faculty there is a tendency for all sides to gain an understanding of the rationale behind other positions, and thus limit the probability of confrontation. By fostering communication and understanding between all segments of the university community I would hope that this university could become a better place for everyone.

**Drew Schroeder**

In the executive council elections this year, the students were for the first time, able to cast a meaningful vote, to choose between two approaches to student government. The response was encouraging. The responsibility is now the students' to support their council. I wish to do my part—to continue a commitment to myself, to those who ran with me, to those who gave me their support, to this university.

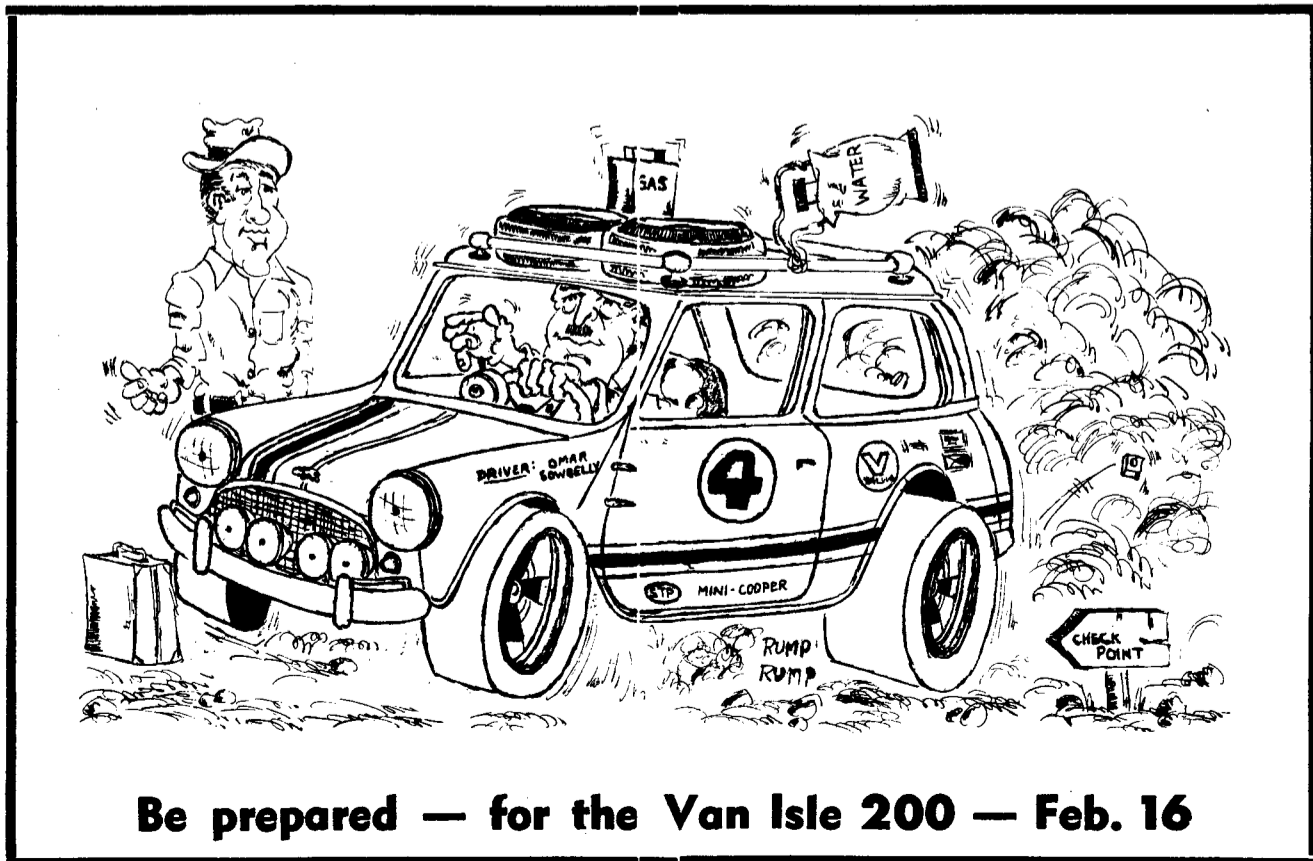
**Don and George Manning**  
PROPER PERSPECTIVE PARTY

(Don, running for 6-month term, won by acclamation.)

In making a statement of where we stand in this election, the best place to that is with what has become one of the hottest issues—should party politics exist in student government?

We don't think so! Our campaign to this point has been an attempt (humorous, we hope) to convince you, the students, that we're right. Although one of us—Don—has already been elected by acclamation, we hope to convince you now to elect George Manning as the 2nd year rep. and an independent voice on the RA.

Independence is important. Rigid party lines too often result in wasted effort—fighting over issues more imagined than real. The best example of this is the support we have gained from both sides in this campaign—from factions supposedly unable to agree. President-elect Norman Wright (U&I) and vice-president-elect Peter Songhurst (USM) as well as four other members of the incoming executive—two from each party—have helped to place us in nomination.



**Be prepared — for the Van Isle 200 — Feb. 16**

# Smooth rugby squads sweep weekend action

## Sailors third

Uvic sailors hosted clubs from six north-west universities for a team racing regatta over the Feb. 8-9 weekend.

Represented were UBC, SFU, Royal Roads, U of Washington, Western Washington State, Reed College and Uvic.

Each three boat team sailed against each of the others once for a total of 21 races. The races were held in 14 foot 420's at the RCN Sailing Association in Esquimalt Harbour. Winds varied Saturday from 40 m.p.h. westerlies to very light easterlies, but the wind settled to a 10 m.p.h. southwesterly Sunday.

Sailing for Uvic were Bruce Duncan, Chris Sanderson, Charlie Brown and crews Judy Burbank, Barney Angus and Lynn Hibden.

Winner of the Figgard Light Intercollegiate event was UBC, while U of W and Uvic finished second and third. Western, SFU, Royal Roads and Reed College brought up the rear.

Precision and grace were the by-words Saturday as the Vikings and Norsemen withstood a rugby invasion by brawling, mauling James Bay Animals.

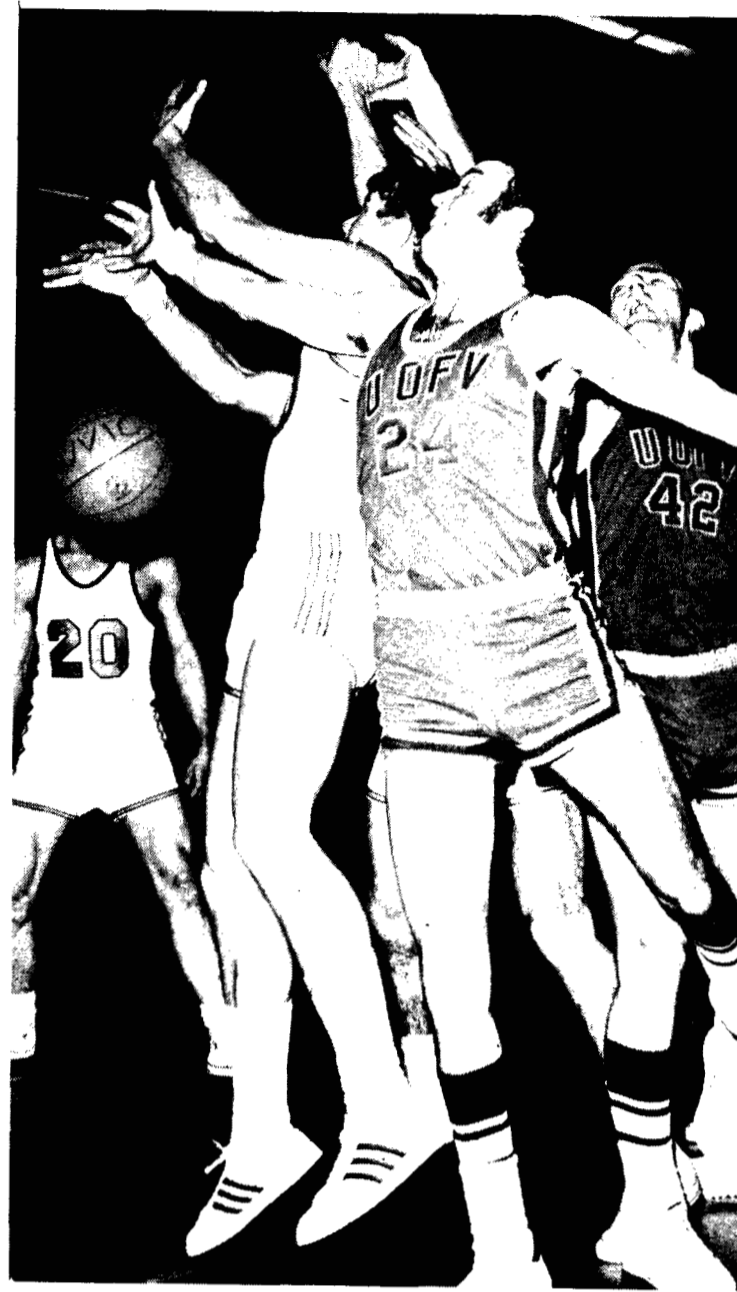
Facing JBAA Barbarians and fearsome giant Tilman Briggs, the Norsemen held tough despite lumps and bumps for a second division victory to the tune of 6-0 as Reg Hoole and rookie Dave Leonard broke loose for a pair of unconverted tries.

Vikings, currently on top of the city league, took a strong JBAA attack up the centre, but fast flanking movements by wingers consistently disrupted the Animals attack.

Captain Al Foster scored first for the Vikings on a penalty kick.

Veteran winger Paul Carnes shook loose for two tries in the match, while Neil Rawnsley added another and Foster converted for a final score of 14-0.

Sunday the rugger boys fielded a make-up squad against Cowichan, and Joe Scuby picked up three tries to lead Uvic to a 14-12 victory. Other Uvic scorers were Randy Howarth and Mark Hoffman with a convert.



Vikings usually prefer muscle and blood to those crazy ballet scenes, but Uvic's hoop variety, fresh off a pair of 91-87, 84-70 victories over Mt. Angel College, will have to dance up a real sweat to defeat UBC Thunderbirds Saturday night at 8 p.m. in the gym. T'Birds crushed Vikings last time out and Bob Bell's court artists are hoping to even the score.

## Raffle in trouble

Uvic's rugby boys are appealing to the student body for support. General manager Howard Gerwing reports the club is in trouble with its MGB convertible raffle. Not enough tickets have been sold for the club to make any profit, and if students don't buy more tickets the rugby teams may be left holding an expensive bag. The raffle was to help finance a tour of England this year. Games are already set with Oxford, Edinburgh, Trinity, and Glamorgan.

# HEADACHE NUMBER 2001.

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7:00 p.m.—Imperial Inn, Tokyo Room.  
9:00 p.m.—Imperial Inn, Tokyo Room.

#### WEDNESDAY, FEB. 19—

7:00 p.m.—Imperial Inn, Tokyo Room.  
9:00 p.m.—Imperial Inn, Tokyo Room.

#### THURSDAY, FEB. 20—

7:00 p.m.—Provincial Museum, Room 112  
9:00 p.m.—Provincial Museum, Room 112

#### SATURDAY, FEB. 22—

3:00 p.m.—Provincial Museum, Room 112  
7:00 p.m.—Provincial Museum, Room 112  
9:00 p.m.—Provincial Museum, Room 112

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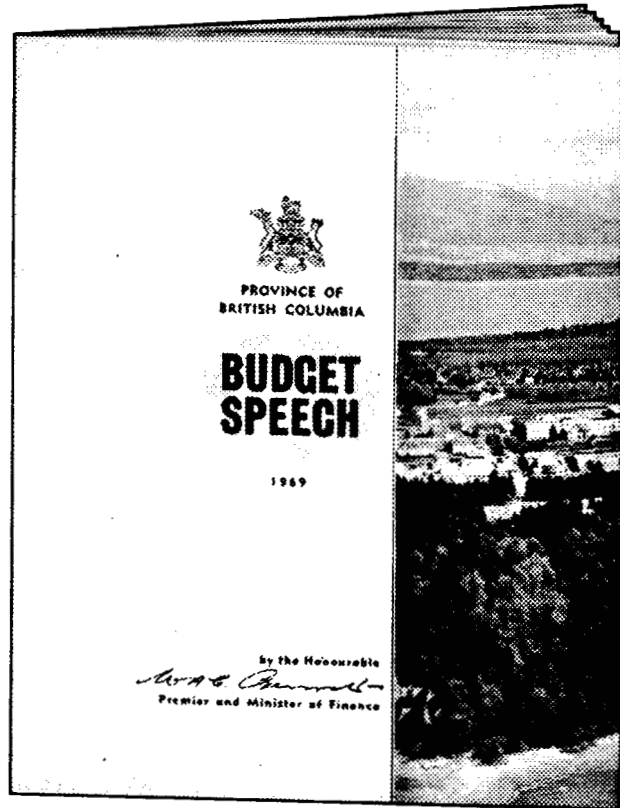
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# happenings to happen

## Chemistry Seminar

Mr. Fred Dieken, University of Victoria, "Interferometric Investigation of the Polarographic Maxima" Monday, Feb. 17, 4:30 p.m.

## TB Tests

Tests for Tuberculosis are now available every day from 9 a.m. to 3:30 p.m. in the Student Health Service. Hut "V". This is a test which all students should have yearly. A harmless substance called Tuberculin is injected into the skin of the forearm where it is easy to see the results. Two days later the test is interpreted or "read." All students who were not called in by appointment in the fall term should report for this test.

## Lecture

Prof. Carl Gustav Widstrand, University of Manitoba, "China in Africa," on Thursday, Feb. 13, 12:30, 168 Elliot.

## NDP Club

Regular Meetings Tuesdays, 1:30, Cl. 304.

## Uvic Golf Club

A film on the 1968 Masters' Tournament will be presented in place of the regular club meeting. Everyone welcome. 12:30, Cl-106, Fri., Feb. 14.

## Campus Crusade

CATGIF — Fri., Feb. 14, 1969. Time: 7:30-8:30 Valentine's Party, Place: 3983 Birchwood (off Shelbourne). Teaching Meeting Mon., Feb. 17, 1969, 12:30, Clubs A. All Welcome.

## Craigdarroch College

"The Nature of Man," a Symposium, will present conflicting views on who or what man is. Thurs., Feb. 13, at 7:00 p.m. in the Lower Lecture Room, Craigdarroch College. Everyone welcome. Monday, Feb. 17 at 7:30 p.m. in the Lower Lecture Room of Graigdarroch College. "The Perspective of an Astronomer with Dr. K. O.

Wright of the Dominion Astrophysical Observatory.

## Grad Class

General Meeting, Thurs., Feb. 20, 12:30, Corr.-108.

## Rings

Last chance for Grad Rings. Fri., Feb. 14 SUB, 11-2.

## "The Crux"

Al Horn and 12 string guitar (from Vancouver). Judy Bishop and others. The Crux Coffee House. Free coffee. Downstairs in SUB. The show starts 9:00 Saturday.

## Russian Club

Meeting in Clubs A & B at 8:00 p.m. Friday, Feb. 14. A talk on the "Russian Student" to be presented. Come and bring your friends.

## French Club

The French Club will hold its annual Café de la Paix from 10 a.m. to 2:30 p.m., on Wednesday, Feb. 19, downstairs in the Card Room of the SUB. Come and sample croissants, brioches and café au lait in a warm French atmosphere.

## Attention All Atheists

Something very subtle is happening in the Clubs Room every Tuesday. MUST express it mathematically but need more data. Am also running out of language, Hal.

## EUS

Mr. J. M. Campbell, president of the B.C. School Trustees Association, will be on campus Feb. 20 to speak to all the professional and post-professional Ed. students. His visit, sponsored

by the EUS, is to informed students of the aims and purposes of the Trustees Association. Cornett 112, 12:30 p.m., Thursday.

## Sports Car Club

Van-Isle 200 Rally — Feb. 16, 8:30 a.m. registration, 9:30 starting time. Bring containers for watches. Approximate length 200 miles, approximately 7 hours. Entry fee \$1.50 to \$2. Everyone is welcome. Sign at SUB office.

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### Lost

STADTLER SLIDE RULE IN ELLIOT basement John. Name Rich Rushworth on case back. Return to same at 477-1718.

### Personal

QUESTION: WHAT IS THE BLACK Spot Movement? Answer: A group of students shitting in unison—hence all the shit they've come out with.

I LOVE YOU ROBERT LOUIS Stevenson.

COMMANDO TRAINING — WRITE TO Dr. Seuss and friends for details.

BAHA'U'L-LAH: LORD OF THE NEW Age. 385-3166.

### Barbers

A-1 BARBER SHOP — 1720 LILLIAN Road. Haircuts \$1.50. Closed Wed.

## GREATER VICTORIA TABLE TENNIS TOURNAMENT

Willows School  
Feb. 27th, 28th, at 6:00 p.m.  
Application forms available at Martlet Office  
Send completed forms to Recreation Department, Oak Bay Municipal Hall, 2167 Oak Bay Ave. by Feb. 24th

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The spring charter to Britain, sponsored by the AMS, has been confirmed with a minor change in dates—now May 17 to June 14. A few places are still available, and should be sought immediately through the SUB. Manager DICK CHUDLEY points out that the FAMILIES of faculty, staff, and students are eligible for the roster, even if the individual with a University affiliation is unable to make the trip. Fare is only \$262 return, from Pat Bay all the way to London.

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