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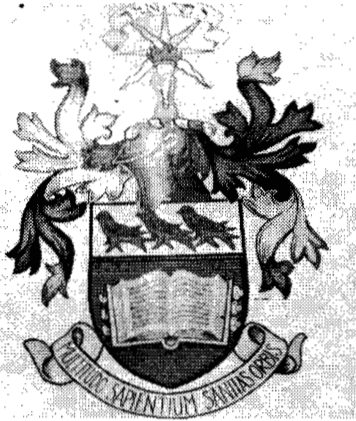
## Editorial

# Nothing Lost But Honor, University

Dr. Tarlton in his general criticism of this university has called students here passive, and self-seeking. By and large he is correct, I think, in his judgment. But what he has not stated is the effect these passive and self-seeking students have on this university, an effect so devastating, it jeopardizes the right of this institution even to be called a university.

### NO DEBATE

Because of students' attitudes here, little climate for debate exists. Instead of Dr. Tarlton's carnival of ideas, an atmosphere of distrust between student and lecturer reigns in the classroom. Some professors, among them the best, the ones who



*Multitudo etc. Could it happen here?*

care about stimulating their students, are inhibited by fears of reprisal. This is directly attributable to students who have violated the sanctity of the classroom.

The administration is of little assistance here because the pressures

of financing this university mean they must be careful not to annoy the government or the populace. They have a university to build and are in charge of raising the money. This requires public support and hence a "respectable" image. As a result, it is questionable whether they would defend a professor's right to say certain things in the classroom.

### ONLY PROTECTION

The only protection these professors have then is their relationship with the students. How far will they go to back their professors should it come to a confrontation.

As everyone says when they talk about universities, they exist to investigate, respecting no criteria but truth. They are challengers of what Galbraith and Dr. Tarlton call "the conventional wisdom," ideas es-

teemed at any time for their acceptability.

This however does not obtain here. At University of Victoria, criteria of social acceptability have been allowed to happen primarily because the last bulwark, the element for which the institution ultimately exists, the student, has flinched and betrayed higher education.

As long as students refuse to bow to convention, as long as they will play with ideas for the sheer joy of it, as long as they are ready to question any of society's basic premises, a university will flourish. When they stop doing these things, the university grinds to a halt and turns into a vocational school. Because of the local brand of students, this is happening at the University of Victoria.

### MIDDLE CLASS

Students here, largely middle class in origin, mostly from Victoria and district, reflect the community's complacency. Unfortunately for this university, they do not choose to challenge that complacency. Rather, they have been unable to withstand their professors' questions on important issues. They have run to department heads and parents. They have injected criteria of acceptability into the classroom.

The direct consequence is that both students and professors suffer. Professors are frustrated and uncomfortable because they are nervous of giving their best. Students are losers because they do not always receive the best. Fine people who are dedicated pursuing truth must be denied their view of the good life because of the atmosphere of distrust such a situation generates.

### FEE FIZZLE

Things might not stay this way. Students might recover their honor. Indeed, 1,500 students signed pledge cards in the fee fight. But when it came to a confrontation, when it came to stepping outside the bounds of respectability, the campaign fizzled. Students again betrayed their studentry by doing the politically canny and acceptable thing instead of protesting. Their actions served only to confirm faculty suspicion and distrust.

So long as this continues, University of Victoria will remain secure, comfortable and mediocre, content with right-think and the perfectly acceptable. If that's your idea of a university, gentle reader, you've come to the right place.

—Guy Stanley

delegate [to others] his democratic responsibility," Professor Smith, succeeds, through this unmistakable allusion to the Orwellian Nightmare, in impressing upon our minds the enormous dangers inherent in any system which encourages us to give over to Big Brother — whether he wear an academic gown, a gray flannel suit, or a military uniform — the critical responsibilities which must guide our behavior as intelligent and moral human beings.

Bravo, Professor Smith.

## Timidity and Torpor - - Bravo Professor Smith

By Superficial Unrest

Professor Peter Smith should be applauded for his engaging burlesque of UVic policies, intellectual stagnation and teaching quality. Written in a style cleverly parodying the flatulent, patronizing and parochial nineteenth-century British academic manner, Professor Smith's dexterous essay in last week's *Martlet* is a vastly more devastating indictment of UVic than was Professor Tarlton's "blunt and direct" piece of the previous week. Discarding the blunt weapons of direct argument as an ineffective means of piercing the thick-shelled eggheads of UVic, Professor Smith sallies forth with the cruelly pointed weapons of comedy.

"Professor Peter Smith should be applauded for his engaging burlesque of UVic politics, intellectual stagnation and teaching quality."

"Is it not possible," says our provincial Swift (or more appropriately our Decimus Junius Juvenalis), "that the common goal may better be left as an ill-defined *esprit de corps*, as a conviction of progress through creative enquiry to ultimate truth?" . . . note the superb hauteur, the erudite introduction of a rare foreign phrase and the inspired strategic positioning of the mighty noun "truth" beside the destructive force of the question mark! Professor Smith masterfully deploys stylistic devices in order to conceal for the briefest moment that apt and aged cliché so frequently employed to characterize the British manner of frontal attack, **MUDDLING THROUGH**. Marvelous!

It is a promising beginning to serious discourse at UVic when two young scholars of diverse back-

ground join together in an attempt to dissipate the murk of tradition-bound timidity and torpor presently suffocating this university community.

While Professor Smith's skilful burlesque, electrified by the comic jolts of bathos, bombast and inverted apophasis, is obvious to those of us sensitive to subterranean ironies, I come near wishing he had deprived us of our delicious pleasure and had instead directed his essay at the young students of UVic. Instead of pretending to attack Professor Tarlton perhaps he ought to have written an ordinary straightforward attack on UVic.

Possibly my fears that Professor Smith's essay will be misread, do injustice to the acuteness and sophistication of UVic students. We need only read Mr. Oxendale's amusing parody (which the editors of *The Martlet* astutely printed alongside Professor Smith's burlesque) to be convinced that the high entrance standards of UVic assure that students will be able to both recognize and write satire.

After all, it will be admitted that even the most obtuse readers cannot fail to see the magnificent nonsense of Professor Smith's illustration of dynamic policy-making by the UVic faculty. Ha! Ha! We readily visualize the scene Professor Smith evokes: hundreds of grown men (in

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black academic dresses?) solemnly constituting committee upon committee, voting secret ballot upon secret

ballot, week after week — while all of academic Canada nervously waits— vigorously debating a convention shattering innovation, finally and triumphantly emerging from their debating chamber with a revolutionary new right, the right to insert in a tiny box on an IBM card an "x" instead of an "82." Superb!

I suppose no reader need have it pointed out for him the brilliant and

"By linking the idea of humanity to that of 'the quiet scholar . . . willing to delegate his democratic responsibility' Professor Smith succeeds . . . in impressing upon our minds the enormous dangers which encourage us to give over to big brother . . . the critical responsibilities which must guide our behavior as intelligent and moral human beings."

daring means by which Professor Smith deflates the idea of UVic's teaching reputation: marshalling before the reader the grandiloquent words and phrases, "imaginative," "enthusiastic," "sense of humanity," "impatience with cant," "scholarly humility," Professor Smith through his ingenious use of a parentheses focuses the reader's attention on the suggestive if gross image aroused by the phrase "unorthodox 'podium posture,'" thereby, like a naughty Rabelais, exploding the entire array of empty epithets which precede and follow the parentheses in an imagined boom of gaseous emission.

Probably I need not call the attention of alert young readers to Professor Smith's penultimate paragraph, where, having previous to this paragraph reduced to laughter the asserted intellectual ferment of UVic, he chooses at this crucial point in his essay to dispense with comedy and to call up horror. By linking the idea of "humanity" to that of "the quiet scholar . . . willing to

*Superficial Unrest is a pseudonym, obviously.*

# Distortion, Doubt or Damnation

An Assistant Professor replies.

By MICHAEL DANE

Professor Tarlton's article "University of Victoria School of Shortcomings," is irrefutable in principle because it leaves one in the untenable position of having to damn Motherhood, Fatherland, the Flag, or any other like shibboleth of our time.

Indeed, no right-thinking man would deny that open debate of university affairs by all concerned should exist, that a "coherent and

Mr. Dane, Assistant Professor of Modern Languages at University of Victoria, has taught at University of Washington, University of British Columbia, and Harvard.

consistent vision of the future of UVic" ought to have been formulated, or that there ought to be an intellectual ferment among students, faculty and administration, to mention just a few points raised in the article. However, one should refute the distortions of fact and ignorance of actuality present in this article.

## BLANKET DAMNATION

At the outset, let us take a good look at the general nature of Professor Tarlton's blanket damnation of this university's students and faculty.

ITEM: He speaks of the "general paucity of intellectual ferment" and

"passivity, obedience, and self-seeking" on the part of the students, faculty and administration.

It should be pointed out that Professor Tarlton has been at this University for all of twelve weeks. It is doubtful if he can recognize by sight fifty per cent of our faculty, much

**"Professor Tarlton has been at this university for all of 12 weeks. It is doubtful if he can recognize by sight fifty per cent of our faculty, much less judge their intellectual calibre."**

less judge their intellectual calibre. It is equally dubious that he has seen, much less talked to thirty per cent of our student body. Since I do not believe in the occult, I suggest, therefore, that he is not competent to make a blanket denunciation of either the intellectual or spiritual posture of our students and faculty.

ITEM: In speaking of UVic's classrooms, Prof. Tarlton states that "the critical capacities of students are devitalized in habits of politeness and submission" and mentions "the dogmatism of unimaginative lectures."

To the best of my knowledge, Professor Tarlton has not heard a single classroom lecture given by a professor other than himself at this University. I submit that his own lectures are the only ones that he has heard on this campus. I submit that Professor Tarlton has heard no classroom discussions except in his own classes. I further submit that Professor Tarlton's lectures and classroom discussions are hardly a fair basis on which to judge the competence of the rest of the faculty and students.

At best his opinions quoted above are a distorted projection based on an extremely narrow sample.

## IGNORANCE

Now let us touch on the matter of Professor Tarlton's ignorance of the facts.

ITEM: "Discussion . . . take(s) place . . . in small faculty, heads-and chairmen, and administrative committees whose meetings are private. [Italics are mine.]

The above statement may be based on excusable ignorance, but it is based on ignorance nevertheless. The fact is that committee deliberations

(other than Senate Committees) are open to the faculty at large.

ITEM: There are no goals or purposes at UVic.

ITEM: Important questions "at the University of Victoria . . . remain worse than unanswered: they are unasked."

## EVEN BEFORE

Even before UVic became a university, a faculty committee worked for at least a year on the future development and direction of the university-to-be. The result was the so-called Green Report. It can hardly be said that all the faculty agreed with it wholeheartedly. From it, however, stemmed the Curriculum Committee, the Senate Committee on Fine Arts and the Academic Planning Committee. These committees are at present drawing up the blueprints for the future direction of the University. Before any of these blueprints are implemented they will have to be brought before this faculty for approval, amendment, or

"At best his opinions . . . contained in his article are hardly a fair basis on which to judge the competence of the rest of the faculty and students."

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disapproval. Professor Tarlton is quite correct when he says that many crucial questions have not yet been answered in this two-year old university but faculty does not intend to be stampeded into making snap decisions on crucial matters of academic policy: he is dead wrong when he states that important questions are unasked. It is hard to escape the conclusion that Professor Tarlton is either ignorant of the facts or simply could not resist a fine concluding sentence regardless of its erroneous implications.

ITEM: "Faculty meetings are organized and chaired by the administration with two deans serving . . . as chairman and secretary."

The above statement is indeed true but it implies that the presence of deans crows the faculty. My observations of four years standing have

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" . . . In exemplum of the academic freedom here at the University of Victoria, I am going to erase that word from the blackboard."

## University Of Victoria: Deadly Dull But Not Dead

Dr. Tarlton replies to Dr. Smith

By CHARLES D. TARLTON

Dr. Peter Smith's critique of my recent assessments of UVic is a clear, honest, and well-written piece. For these things I congratulate him. It is upon such sensitivity, critical capacity, and good-natured willingness to debate as Dr. Smith exemplifies, that the future hope of the University ultimately depends. I can only hope that my reply will match the friendliness and openness of his statement.

I will limit myself here to examination of the three major points which Dr. Smith has argued.

### RESPONSIBILITY

First, Dr. Smith suggests that I may have violated my responsibilities as a social scientist through "hasty generalizations" which "will not stand close scrutiny." As the most important of these violations Dr. Smith attributes to me the statement that UVic is devoid of intellectual ferment. First of all, I said that there was a "paucity" of intellectual

Dr. Tarlton, who started it all three weeks ago, is an Assistant Professor in the Department of Economics and Political Science at University of Victoria.

ferment in the university community, not that it was "without" intellectual ferment. But, quibbling aside, there is no doubt in my mind that the level of intellectual ferment here is far lower than it could and should be. Dr. Smith limits his argument at this point to 1) a lauding of the quality of teaching at Victoria College, and

" . . . my feeling is that among faculty and students, and administration here at UVic there is a serious lack of intellectual excitement."

2) the implication that by ferment I meant "superficial unrest and chronic discontent." To the first of his arguments I offer no disagreement, other than to say that I cannot see its immediate relevancy to the charge that today UVic is not sufficiently intellectually vital in all its parts.

The second point requires a more direct response. I was at Berkeley during the time of the "free speech movement." But that is the end of any association between Berkeley and my statements about intellectual ferment. While the trouble at Berkeley was political, morally, and emotionally stimulating so long as

it lasted, it had only the most disastrous effects on the "intellectual" vitality of that university. My prescription is not that the campus enter a state of constant and unrelieved turmoil. Rather, my feeling is that among faculty, students, and administration here at UVic there is a serious lack of intellectual excitement.

There may well be, as Dr. Smith suggests, quiet scholars, working away in peace and tranquility (a condition achievable only by their avoiding the time-consuming and frustrating problems of self-rule). My question is, however, what good are they doing, and for whom?

### EXCITEMENT

If the university is really to profit from the work of these men, it has widely to partake of the excitement which they themselves must inwardly feel. Vital and energetic involvement by large numbers of students and faculty in the ideas and debate over ideas crucial to each discipline is what I mean by intellectual ferment. This sort of ferment is too painfully lacking in the corridors and gathering places of UVic.

The second major element in Dr. Smith's critique has to do with the extent of faculty participation in the making of university decisions. He would create the impression that his judgment on this question is based on fact, while mine, of course, is not, partly because of my short tenure at UVic, and partly due to what he characterizes as my carelessness and "irresponsibility."

"Vital and energetic involvement by large numbers of students and faculty in the ideas and the debate over ideas crucial to each discipline is what I mean by intellectual ferment. This sort of ferment is too painfully lacking in the corridors and gathering places at UVic."

However, Dr. Smith's "facts" about the faculty's role in the adoption of the letter grade system, in the selection of the president and the deans, and in the "quest for university status," are not really facts at all, but judgments.

He does not simply establish that the faculty has had a say in these decisions. He has fused such a factual statement with a much less

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# Steinbeck re-creation: 'Conflicting Purposes, Opposing Themes'

By ODEAN LONG

## EAST OF EDEN

By John Steinbeck

Viking Press, Bantam edit. 1962

"... and Cain went out from the presence of the Lord and dwelt in the land of Nod, on the east of Eden."

Much has been thought, spoken, and written about perhaps John Steinbeck's most ambitious novel, *East of Eden*. Yet, it is this very ambition that has been so criticized by Steinbeck's reviewers. In his attempts to re-create the history of his native region, the author finds himself at the mercy of the fictional characters he has introduced into it. Steinbeck drops his historic endeavours and begins, instead, a re-working of the Cain-Abel story, with the result, that he ends up with a novel having conflicting purposes, opposing themes.

The novel plunges into the story of Steinbeck's maternal grandparents, the Hamiltons, and their beginnings in Salinas, California around the time of the Civil War. With the first mention of "Adam Trask," the Hamilton saga ceases to be the focal point around which the novel is woven. The small dispersed passages about the former

Miss Long is a second-year honours English student at University of Victoria.

## Letters

### Stream

November 30, 1965

Dear Sir:

Mr. Robert McGinnis has said in his article "Effective Technique in Modern Novel," (*Martlet Magazine*, Nov. 18th, 1965) "The stream of consciousness technique . . . is the natural medium to portray the language of daydream or anxiety."

He has also said that "Interior Monologue" would be a more accurate term by which to describe this technique."

May I suggest to Mr. McGinnis that these two terms cannot be synonymous, whereas the interior monologue properly executed, conveys to the reader curious thought in its essential emotional form, the "Stream of Consciousness" technique of Faulkner and Joyce creates only confusion and annoyance.

In the excerpt quoted from 'The Sound of Fury,' Faulkner used an apostrophe, "I'll kill him" . . . , does this as Mr. McGinnis suggests "indicate to the reader the presence of the author arranging material?" Of course not.

family do not contribute to the greater purpose of the work. They are interesting but distracting digressions.

## CONSPICUOUS CHARACTER

Instead, begins the narrative of how Adam meets, marries, and is soon after deserted by his wife who is able, however, to dominate the rest of his entire life. She is the most conspicuous and provocative character of the novel, being in direct contrast to her virtuous husband. From her youth, Cathy has sacrificed all human affections to her desire for power and revenge. Her parricide, her contributions to a sui-



Steinbeck

cide, and her cuckolding of her husband on their wedding night exemplify the wickedness embodied in this woman. This "beaker of distilled evil" having given birth to twin sons, attempts the murder of her husband, and leaves them to his care. Steinbeck's portrayal of this moral monster is superb, yet never does he probe her mind; thus, we never know why Cathy is so single-

Joyce, on the other hand did not use the apostrophe in Molly Bloom's monologue " . . . I can tell him the Spanish and he can tell me the Italian then he'll see I'm not so ignorant . . ." thus presenting to the reader the words "hell" and "I'm" when obviously he meant he'll and I'm. The very absence of these "guideposts" indicates most forcibly the presence of the author.

Man's conscious thought is in monologue, not monotone; "Incoherent," Yes! "Disordered, confused, discontinuity," Yes! A smooth flowing stream without emphasis, Never!

How is the reader to absorb these broken thoughts and phrases except with the aid of punctuation? Let us consider the quoted section from 'Ulysses.'

" . . . I wear red and how he kissed me under the Moorish wall and I thought well as well him as another and then I asked him with my eyes to ask again yes and then he asked me would I say yes to say yes my mountain flower and first . . ."

What a dull a dull, monotonous jumble. Now let us transpose that piece with punctuation and breaks,

mindedly bent on scrupling nothing to achieve her will.

## PERMANENT WAR

This work is by no means purely narrative. It is through these twins, Cal and Aron, the novel's Cain and Abel, that Steinbeck is able to

"In his attempts to re-create the history of his native region, the author finds himself at the mercy of the fictional characters he has introduced . . ."

philosophize on the permanent war between good and evil. Cal and Aron, as symbols, lose their individuality as they take on their parents' characteristics. The basis for another Cathy is to be found in Cal, the basis for an Adam, in Aron. The boys, raised for their father by the servant Lee, the mouthpiece for Steinbeck's philosophy, become as different personalities as are their parents. As Steinbeck begins the sub-plot of Cal and Aron, the evil and the good, one finds that they turn suddenly into abstract, symbolic figures. As he continues, this defect of the novel disappears as the author is able to fuse the individual and the symbol.

Aron, his father's favourite, is left a stock character of goodness and does little throughout the novel but play as Cal's antithesis. His brother, on the other hand, realizes his inherent evil, evil more in thought than in deed, and sets about to search for its cause.

## MALEFICENCE

Their mother, by now the impresario of the nearby town's leading brothel, strikes Cal's curiosity. He feels that she perhaps has been the contributor to his over-dose of male-

eliminating the superfluous "and" a conjunction which, inconscious thought is only used where essential in context.

" . . . I wear red, . . . how he kissed me under the Moorish wall, . . . I thought well, as well him as another, . . . then I asked him with my eyes to ask again . . . Yes, . . . then he asked me would I, Yes! to say yes my mountain flower, . . . and first . . ."

Think! Mr. McGinnis . . . how do you think? Not I am sure in the dull, monotonous confusion that your support of Faulkner and Joyce would imply.

I write, not as a scholar but as a reader, and as such I say by all means let our modern authors use the interior monologue, as in fact we all do, in broken, disjointed phrases, which can be conveyed to the reader with emphasis and inflection, only by using breaks and punctuation.

Fdk. H. Hurn.

ficence. His search for her is in hopes of understanding himself. He finds Cathy to be a despicable animal in an habitat of corruption. He seems to be fascinated with her, unable to leave until she has recognized that he is made of that which is at the core of her own character. He now has a justification for himself and his actions. It becomes Cal's task to prove this excuse to his father and brother.

Aron, in his forced meeting with Cathy, is unable to face the facts of her life. This proclaimed pacifist, in a fit of desperation, joins the forces of World War I, only to be later killed in action. Adam, crushed by the realization of his wife's effect on his sons' lives, withdraws into a world from which he excludes all others.

"It is through this act of acceptance that Steinbeck is able to make the triumphant assertion that man, for all his inherent weaknesses and evil has the power of moral choice."

## SELF-DESTRUCTION

Yet, it seems that his sons have had some effect on Cathy, for she is responsible for her own destruction. One wonders if perhaps it is in this one act that she allows herself to be touched and conquered by emotion.

With the help of Lee's calm oriental philosophy, Cal is able to face his father — a father who had rejected him and denied him parental love. Adam, realizing that his son is not wholly responsible for his wickedness, accepts Cal in giving the boy the choice to change his moral category. It is through this act of acceptance that Steinbeck is able to make the triumphant assertion that man, for all his weaknesses and evil, has the power of moral choice. This is the theme which takes over where the Hamilton history leaves off.

Suffice it to say that this lack of singleness of theme makes for a

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## One Other

Jan. 14, 1966

Dear Sir:

I am glad to know before I leave Victoria that there is at least one other person who has some idea of what a university should be.

Dr. Tarlton's article should have been written by one of the little heard-from temporary lecturers of, say, the English department. Many students will accept this article just because Dr. Tarlton is from Berkeley. Who says Berkeley university knows all about student activism.

In Japan, the better a university is the more its students are aware of, and involved in, the questions raised by Dr. Tarlton.

Yutaka Shinoda.

## Distortion

(continued from page two)

been distinctly to the contrary. There has been many a donnybrook at faculty meetings prior to Professor Tarlton's arrival and there will be many more. The hotly debated issues ranged from the right of junior members of faculty (the instructors or the 'Young Turks' to vote (carried) to whether or not Victoria College should become a university. I might add that fundamental issues are raised and discussed at the Faculty Association to which administration seldom comes by tradition and to which Professor Tarlton does not belong by choice.

**ITEM:** The private nature of the decision making process at the university.

### EXTRAORDINARY CONTROL

For some two years the Duff Commission has been studying university

government in Canada. Due to UVic's geographic position it was the last to be interviewed. This independent commission found that UVic faculty has an extraordinary degree of control over all aspects of university life except in the realm of department heads. Here, it was on a par with the rest of Canada. For instance, a committee nominated and elected by the faculties was instrumental in the selection of both the president of this university and the Dean of Arts and Sciences. Elected faculty members represent the major block on the university senate. Committee decisions are not "reviewed" by the faculty — they are approved or disapproved. On this point, one should bring up the Curriculum Committee's recommendations on the B.Sc. and B.A. programmes. By the time that the faculties were finished, the original recommendations were turned inside out. I do not happen to agree with most of these changes, but the scope

of the changes made hardly bears out Professor Tarlton's implication that the faculties are spineless rubber stamps cowed by the presence of a couple of deans.

### AGREEMENT

I would like to touch on one point (other than general platitudes) wherein Professor Tarlton and I come close to agreement: this deals with the role and personal authority of the department head. The head in our situation can be an extremely strong man but this is not peculiar to UVic. It is rather a peculiarly Canadian institution. The head seems to be an evolution of the Canadian parliamentary system consisting of Prime Minister, Cabinet and backbenchers. This is quite unlike the business-oriented idea of 'Chairman of the Board' current in the United States. The Prime Minister/Head is neither an unmixed blessing nor an unmitigated evil. Much depends here on the human equation — on the

character of the Head and on the character of his staff. As a result of this human equation I doubt that any two departments on this campus have a similar power structure, and thus I find it hard to accept a blanket condemnation of this method of government. In any case, it is an indigenous Canadian institution, well rooted in local tradition, and I doubt very much that it will be replaced.

In conclusion I would like to state that Professor Tarlton should neither 'shut up' nor 'go back where he came from.' On the contrary, I feel that Professor Tarlton not only has the right of dissent, he is duty bound, as an academic citizen, to voice his opinions, just as I feel duty bound to voice my opinion of his dissent. My fundamental disagreement with Professor Tarlton narrows down to the fact that he has drawn conclusions much too broad in nature on the basis of too little experience and too narrow a sample. I do agree with his fundamental posture: don't assume that we have the best of all little worlds possible, do keep it under constant and critical scrutiny, and above all, do make waves.

## Deadly Dull

(continued from page two)

factual judgment about the extent of this involvement, and its significance.

There is no denying the fact that the formal organization of the university allows the faculty to debate and pass on a wide variety of issues and decisions. I never denied this. What I questioned was the meaningfulness of the process.

### INTIMIDATION

I will admit that my reference to the intimidating effect of the presence of deans and heads at faculty meetings are based only on an impression. I have no "facts" to support the contention scientifically. It is an impression gained principally by listening to private complaints about the administration's conducting of this or that, and observing that repeatedly, when opportunities for public expression in faculty of these same complaints arise, the "critics" remain strangely silent.

Things may be different in the Faculty Association meetings, as Dr. Smith argues, but, as he also points out, there is no administration leadership in the association. I might add that the role which the Faculty Association now performs might better be performed by the constitutionally recognized faculty, meeting with officers elected from the faculty itself. This would lend to those decisions and policy proposals which now come from the Faculty Association the influential symbols of formality and authority, which attach to statements of the official Faculty of Arts and Science.

**"Dr. Smith's facts are not really facts . . . but judgments."**

Faculty debate and voting on the reports of faculty committees are not the best evidence with which to support Dr. Smith's claims of democracy at UVic. Seldom do more than sixty or seventy faculty members attend meetings. Committee reports tend to contain only "recommendations," so that debate is necessarily carried on without needed, detailed information. As a result it is too often but the collision of conflicting statements of preference and interest. The current debate on curriculum reform is a case in point.

### SENATE MEMBERSHIP

Dr. Smith cites the membership on the Senate as evidence of the faculty's "majority control of its academic destiny." He fails to point out, however, that of the current twenty-nine members of the Senate, only twelve are faculty representatives.

Finally, I would like to address myself to Dr. Smith's remarks con-

cerning the question of the goals and purposes of the university.

I must assure Dr. Smith that I am not concerned with "convocation platitudes" or "self-laudatory brochures." Nor have I any quarrel with Dr. Smith's conception of "progress through creative enquiry to ultimate truth." As a general, non-operational statement of purpose it is unexceptional. It fails, however, because it is not really possible to move from such a general statement of purpose to the concrete policies necessary to implement it.

**"I will admit that my reference to the intimidating effect of the presence of Deans and Heads at faculty meetings are based on an impression . . . gained principally by listening to private complaints about the administration's conducting of this or that, and observing that repeatedly, when opportunities for public expression . . . arise, the 'critics' remain strangely silent."**

### GOALS NEEDED

We need goals of a somewhat more narrow and clearer formulation in order to have a definite sense of direction. In this connection I would like to conclude with several questions which I think may help clarify what I mean by goals:

- 1) Is the movement into graduate study at UVic now consistent with the present condition of the undergraduate program and its future consolidation?
- 2) Is the creation of a School of Fine Arts giving its own degree and not subject to the general control of the Faculty of Arts and Science a promising addition to UVic or a potential dilution of the energies of an infant university?
- 3) What sort of concept of the "university graduate" is reflected in the current curriculum and degree requirement changes being made by the Faculty?
- 4) To what extent do sentimental attachments to the memory of Victoria College and conformity to the "traditions" of Canadian higher education prevent the development of a unique and truly creative vision of the University of Victoria?

## IVY'S BOOKSHOP

1507 WILMOT PLACE

Around the corner from  
the Oak Bay Theatre

VICTORIA, B.C.

TELEPHONE EV 5-2021



By HUGH MCGILLIVRAY

With the students' growing need for fee reduction, the university senate's need for government co-operation, and the corresponding provincial government's need for education, there has seen an ever-widening rift between the relations of these bodies on these respective issues. In order to alleviate these problems and thereby bring these three councils into co-operation, I submit this proposal.

Each Monday and Wednesday, members of the Legislative Assembly shall, at precisely 7 p.m., participate in a motorcade to the University of Victoria, where they will arrive in time for evening lectures in Economics and Political Science. The outriding policemen will at that same time, disband to patrol the university grounds from 7:30 to 9 p.m. (This will save the university nearly \$1,000 in constabulary wages which can then be used to landscape the Services Building).

At this same hour, the Senate of the University shall board a B.C. Electric transport bound for the Legislative Buildings. Here, the Senate will re-assemble at 7:30 and shall resolve, debate and enact any and all legislation relating to the demands and wishes, financial and otherwise, of the university and its powerful Alma Mater Society. Thus, if the society should ever wish to march through the streets of Victoria to the City Hall proclaiming universal accessibility, they will do so on a Tuesday or Thursday, in order to allow for a special bill or Order-in-Council for permission to be enacted in the evening before.

Further, as the Legislative House has the libertarian facility of a gallery, the Senate's activities can be fully observed by student body and public alike, and representatives of the university's news media may be able to report all legislation and pertinent debate as well as take attendance.

This mutual arrangement will also be of great benefit for the members

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of the Legislature who will be able, after only a few lectures given by our capable Department of Economics and Political Science, to return to their public service with a feeling of vast knowledge and insight.

In short, this hour and a half twice each week, should be beneficial to all three bodies, including the Society. Should, however, the Society at any time, find its claims not being attended to, it can launch itself into a full-scale assault to steal the mace. \*

## Steinbeck

(continued from page three)

sprawling and often discordant narrative resulting from what some critics believe was Steinbeck's too ambitious attempt. East of Eden.

**"Their mother, by now the impresario of the nearby town's leading brothel, strikes Cal's curiosity."**

is, however, a novel full of passion and, above all, full of shrewd estimations of personality.

*East of Eden is available at Ivy's Bookshop, 1507 Wilmot Place, just around the corner from the Oak Bay Theatre.*

## Martlet Magazine

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