



TWO NEW STUDENT RESIDENCES PLANNED

PAGE 2

THE RING

SEPTEMBER 2018

The University of Victoria's community newspaper

ring.uvic.ca

University of Victoria

SPEED READ

ORIENTATION 2016
Six weeks of welcome
Classes began on Sept. 5, but orientation events continue for the next six weeks—including the UVSS Campus Kick Off (Sept. 5–7), Thunderfest (Sept. 7) and International Opportunities Fair (Sept. 21). Self-identified Indigenous students are encouraged to take part in the Week of Welcome for Indigenous Students (Sept. 10–14). Full information is available on the newly expanded orientation website at uvic.ca/orientation and First Six Weeks page at bit.ly/6-welcome.

RECONCILIATION & RESPECT
Sept. 28 is Orange Shirt Day
On Sept. 28, UVic faculty, staff and students are encouraged to wear orange shirts to show respect for residential school survivors and their families. Be a partner in the work of reconciliation by attending events, listening, learning and taking part in discussions that promote mutual understanding and respect. The day's events will include a large group photo by the fountain and a panel discussion of why art matters to reconciliation, including personal stories of residential school experiences, and present-day healing through childhood paintings created at the Alberni Indian Residential School. Details will be available soon at uvic.ca/orangeshirtday. A related story about Marie Cooper appears on page 6.

SEXUALIZED VIOLENCE
Creating a safe and inclusive campus environment
Timed to coincide with the new school year, UVic has launched a new Sexualized Violence Prevention and Support website. The site offers students, staff and faculty accessible information related to sexualized violence including UVic's policy approach, workshop opportunities, and where to get, and how to give, support to survivors.
uvic.ca/sexualizedviolence.



Learning about the cultural and ecological past of Tl'ches. UVIC PHOTO SERVICES

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NUMBER OF Tl'CHES FIELD SCHOOL STUDENTS FROM UVIC AND THE SONGHEES COMMUNITY

GARDENS AND GARRY OAKS: A COASTAL FIELD SCHOOL ON Tl'CHES

Students explore ecological past with Lkwungen Coast Salish elders

BY ANNE MacLAURIN

More than 60 years ago, the last Coast Salish residents of Tl'ches—the Chatham and Discovery islands off the coast of Oak Bay—left to live on the Songhees Reserve in Esquimalt. But this summer, Lkwungen Coast Salish Elder Sellemah/Joan Morris, who grew up on Tl'ches, helped UVic and Songhees students in a UVic field school see the islands through her eyes—superimposing past and present.

Today, Tl'ches shows off grasses, beaches, shell middens and, if you're lucky enough to see him, one lone wolf. But through Sellemah, and the guidance of other members of the Songhees community, students learned about the wider diversity that once flourished among the Garry Oaks, including the traditional gardens and orchards that have rapidly disappeared in the intervening decades.

The field school in ethnoecology, led by UVic ethnoecologist Darcy Mathews, is a partnership with the Songhees Nation, and offers a rare opportunity to learn about the cultural and ecological past of Tl'ches

from Lkwungen Coast Salish elders and community members.

Mathews and his 18 students learned about the land and ocean—and its history—in new ways. Student research projects recorded heritage sites, invasive species, erosion and plant species in an effort to better understand the interconnected cultural and ecological past of Tl'ches.

The field course was entirely hands-on, with training in wilderness navigation and travel, ethnobotany and plant identification, tree increment boring, field

SEE Tl'CHES P. 2

STRATEGIC FRAMEWORK

Articulating and achieving our goals, together

Official launch of UVic's new Strategic Framework to be cornerstone of Sept. 19 President's Campus Update

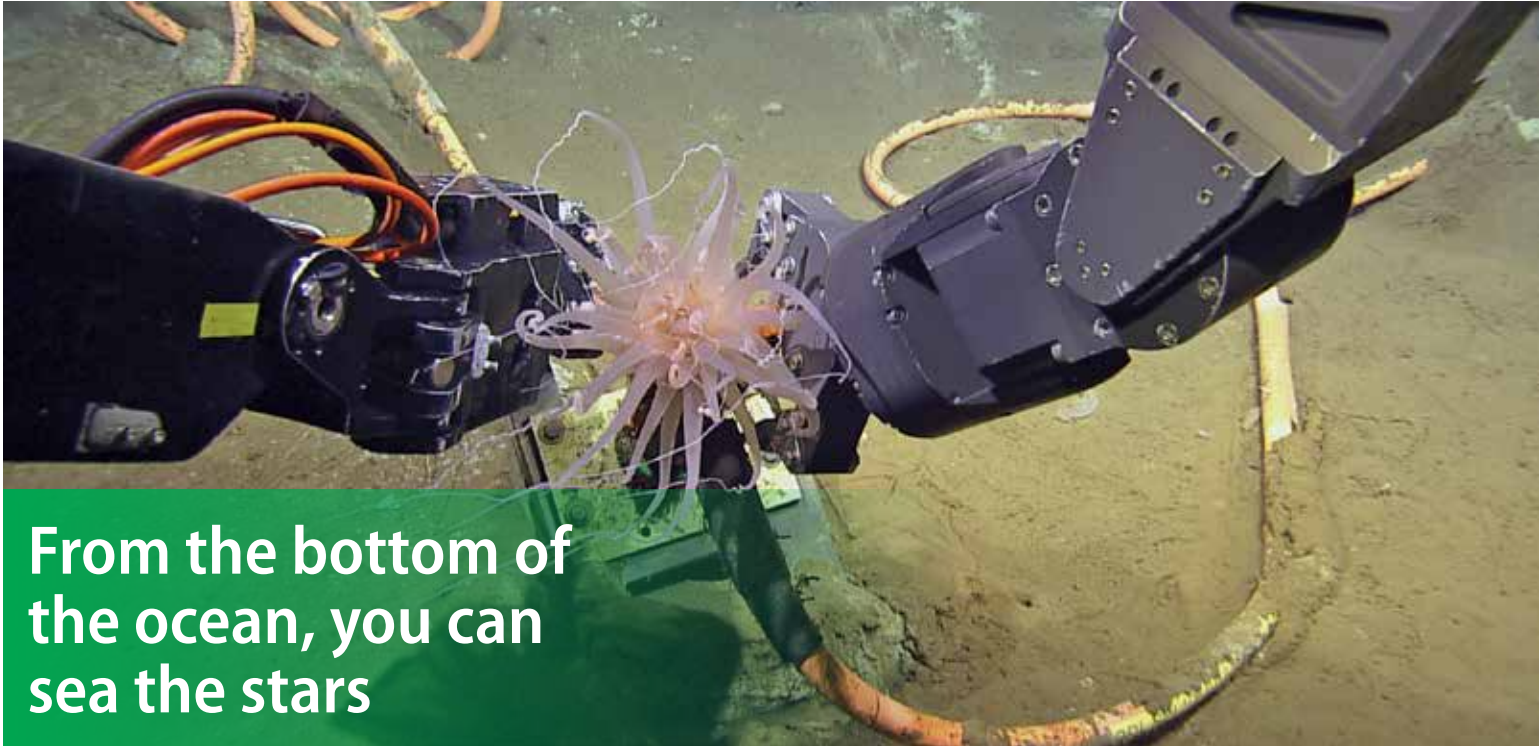
On Sept. 19, 2018, the official launch of the university's new Strategic Framework will take place at the President's Campus Update, at noon in the Continuing Studies Building Atrium. Staff and faculty are invited to come and listen to a panel of their peers discuss what is already being done on campus to support the six strategic priorities and to identify opportunities for future implementation.

After eight months of consultation, both on and off campus, the Board of Governors approved the *UVic Strategic Framework 2018–2023* on May 29. The framework serves as a guide to the university's future, articulating our shared understanding of our vision, values and priorities. The vision captured by the framework is for UVic to be *the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people, places and the planet.*

The consultation process engaged more than 2,500 people from the campus and broader community, both in-person and online. As a result the framework reflects a wide range of contributions and ideas from community members near and far.

Driven by a perspective unique to UVic, the Strategic Framework extends the recent and significant operational planning undertaken around research, student success, Indigenization, international activity, equity and diversity, the campus environment, and communications and marketing. It builds upon the strength of UVic's people and its collegial, inclusive and collaborative culture. The framework confirms UVic's character

SEE STRATEGIC FRAMEWORK P. 3



From the bottom of the ocean, you can see the stars

Moving an anemone from an ONC network connector. PHOTO: ONC

An ONC project brings new meaning to “ocean observatory,” as ghost particles from deep space pass through the deep sea

Could the world’s next large-scale neutrino detector be built at the bottom of the ocean? This summer, as part of its 2018 Wiring the Abyss expedition, Ocean Networks Canada (ONC) installed specialized equipment at its deepest site in the northeast Pacific Ocean to assess the location’s suitability for observing neutrinos.

Ocean Neutrinos Canada?

Neutrinos are one of the universe’s most essential and difficult-to-study ingredients, sometimes dubbed “ghost particles” because they travel across the universe and through normal matter—including the centre of the Earth and human bodies—at nearly the speed of light, without interference. They’re also one of the universe’s most abundant subatomic particles, produced by nuclear reactions from solar fusion, radioactive decay and exploding stars. That’s why increased knowledge about neutrinos could

help answer some of the fundamental questions in astrophysics—such as those posed about the Big Bang and supernovae—and provide insight into the origin, evolution and fate of the universe.

The collection of detailed measurements over two years will assess the deep-sea site, approximately 200 km southeast of Vancouver Island and 2,700 m below sea level, for future use.

If built, a large-scale subsea neutrino observatory would be a remarkable overlap of areas of expertise. ONC has helped establish UVic as a global leader in ocean and climate study at the same time UVic physicists have been active in some of the world’s biggest neutrino projects, such as the T2K neutrino experiment in Japan.

“No one thought of particle physics as a reason to build [the ONC observatory], but the point was always that it should serve multiple disciplines,” Pirenne told *The Globe and Mail* in a July article devoted to the new equipment (article: bit.ly/neutrinoSEA).

That type of scientific overlap is true of the new subsea neutrino detectors as well. The equipment is sensitive to bioluminescence, providing scientists with data to study trends

in the emission of light by marine animals—used to camouflage, attract, defend, warn, communicate, mimic and illuminate.

In addition to neutrino detectors installations and observatory maintenance, this year’s expedition included installation of the last set of earthquake early warning sensors along the Cascadia subduction zone. ONC and Natural Resources Canada have been simultaneously installing land-based seismic and GPS sensors on Vancouver Island. Once completed, ONC’s comprehensive earthquake early warning system will be tested and delivered to Emergency Management BC by March 2019. The BC government has invested \$5 million to help develop the existing system.

Wiring the Abyss 2018

Accomplished in two phases, with two different ocean vessels, ONC conduct-

ed two phases of around-the-clock operations to maintain and expand its subsea instrumentation during the summer of 2018. In addition to the neutrino experiment and earthquake early warning sensors, other additions to the observatories included:

- expanded instrumentation at Endeavour, including new sensors and cameras to improve our understanding of this dynamic hydrothermal vent ecosystem, and
- reinstallation of the refurbished vertical profiling system at Barkley Canyon’s upper slope.

“The spectacular Endeavour vents have attracted international research attention since they were discovered in the early 1980s and have produced many firsts, from the hottest black smokers and the tallest chimneys to the most heat-tolerant animals and microbes—not to mention being the

location of the world first hydrothermal vent marine protected area,” says ONC chief scientist Kim Juniper.

Seamounts Expedition

Scheduled between the two legs of ONC’s Wiring the Abyss, a new partnership led by Fisheries and Oceans Canada with the Haida Nation, Oceana Canada, and ONC spent 16 days exploring underwater seamounts near Haida Gwaii and installing sub-sea equipment to continue to monitor one of the three key underwater mountains studied.

The Northeast Pacific Seamounts Expedition, which ran from July 5 to 21, explored three seamounts—SGaan Kinghlas-Bowie, Dellwood and Explorer—surveying and collecting data on the physical features and ecosystems of the seamounts.

This expedition provided benchmark data for long-term ecosystem monitoring and scientific research to help conserve and manage seamounts, which are critical for ensuring a healthy ocean.

Seamounts are offshore biodiversity hotspots. These highly-structured environments are ideal for coral and sponge growth, in turn providing nursery and foraging habitat important for fish populations and other marine life.

Seamounts can be found in every ocean but are particularly abundant in the Pacific Ocean, with many near the islands of Haida Gwaii. Up until the 1980s, seamounts were not widely studied, and scientists have only begun to learn about their ecological importance. Research from this expedition will help us better understand this critical marine habitat and support management of these areas, including the implementation of additional protection measures.

STRATEGIC FRAMEWORK

CONTINUED FROM P.1

as a research-intensive and student-centred university, and its commitment to excellence.

The six priorities

The Strategic Framework sets out priorities, high-reaching goals, and supporting strategies in six key areas:

- Cultivate an extraordinary academic environment
- Advance research excellence and impact
- Intensify dynamic learning
- Foster respect and reconciliation
- Promote sustainable futures
- Engage locally and globally

Next steps

Implementation of the Strategic Framework will be coordinated through the university’s Integrated Planning Committee, chaired by VP Academic and Provost Valerie Kuehne, to ensure a focused and collaborative approach. The Integrated Planning Committee comprises UVic’s vice-presidents and associate vice-presidents and its role is to set institutional planning priorities to ensure resource allocation across the university is consistent with the objectives of the Strategic Framework. A report measuring progress on the Strategic Framework priorities and strategies will be shared annually with Senate, the Board of Governors and the university community.

“Bringing the framework’s priorities to life will depend upon engagement and commitment from every part of the university, and I look forward to the contributions of university community members from across campus,” says President Cassels. “Creating a shared understanding of our goals and priorities enables us to coordinate our efforts and work together to meet our challenges and opportunities, and achieve our ambitious vision.”

A range of initiatives will help to measure the success of the framework, including building its priorities into the objectives of other institutional plans and the strategic enrolment management project, and incorporating them into the university’s enhanced planning tools—the reporting and recording system that helps academic, administrative and support units with organizational forecasting and decision making to achieve their goals.

Distribution of the Strategic Framework

Printed copies of the Strategic Framework and posters with the priorities will be distributed to units across campus in September. UVic community members are encouraged to familiarize themselves with the framework, which is also available online at uvic.ca/strategicframework.

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around the ring

UVic’s new events calendar has arrived

From concerts to exhibits, lectures to Vikes games, the new UVic online events calendar is a one-stop-shop for all UVic events, on campus and in the community. It features a modern design with a simple and clean interface. Search for events or filter events by topic, type and/or audience. Visit uvic.ca/events now to see all of our upcoming events or to submit an event.

Virtual campus refreshed

The virtual tour of UVic at uvic.ca/virtualtour got a significant upgrade last week, with updates including 360° photos at each stop’s home screen (as well as new 360’s at Continuing Studies and the fountain), updated athletics and recreation media, information about experiential learning opportunities and the university’s updated Indigenous territory acknowledgement. The virtual tour is a substantial support to new student recruitment. First launched in the fall of 2015, nearly 75,000 potential students have taken the tour—and with an average of nearly nine minutes per visit, they’ve spent almost 650,000 minutes exploring our campus, without leaving home.

Peru field school experience teaches ecology, economy and spirituality

BY ANNE MacLAURIN

Walking along the foothills of the northern Peruvian Amazon, 14 UVic environmental studies students along with instructors Ana Maria Peredo and Kate Turner and mentors Murdith McLean and Frederique Apffel-Marglin embarked on a unique learning experience this spring that wove together ecology, economy and spirituality in an Indigenous setting.

During the two-week field school, the students learned first-hand from local communities about sustainable economies and agricultural biodiversity involving relationships with the spirits of the land. In collaboration with the Sachamama Centre for Biocultural Regeneration, a non-profit organization focused on education and research, the students had an opportunity to learn about ancient soil techniques and Indigenous food and economic systems.

“I really wanted students to be able to see how ecology, economics and spirituality are deeply wound up together in Indigenous communities and to think how Indigenous



Students in Peru learning from an Indigenous farmer. PHOTO: MICHAEL GRAEME

decolonization can work not only in the Amazon but also at home here in Canada,” says Peredo

UVic student Michael Graeme clearly got the message. The field course, he said, is “rooted in an examination of the challenges and opportunities of decolonization efforts in Peru, leading us to relate our learning back to our experiences in Canada with Indigenous history and reconciliation.”

Graeme wrote blogs and shot video during his almost three weeks in Lamas, Peru capturing many student projects and experiences as they learned how, in one instance, to make biochar—an ancient component of soil that attracts nutrients and makes soil incredibly fertile for thousands of years.

“Ideally, the creation of biochar could be adapted to fit the region in which it is being created and added to soils in farmland or home gardens to maintain a healthy land and contrib-

ute to fighting climate change,” says third year environmental studies and geography student, Nicole Cymerys.

“I was surprised to find out that the biochar and soil in the region, known as Amazonian Dark Earth, stays fertile for thousands of years,” added Cymerys.

At the Sachamama Centre, Cymerys explains they “learned how to create biochar by putting the biomass (coconut husks) into ovens to cook at a high heat with no oxygen, while mixing it with other components of the soil to make a soil bed.”

Other projects, such as Josephine Simpson’s, investigated local farmers’ experiences of climate change and the implications for traditional agriculture.

“Climate change is already affecting farmers,” says Simpson, “it shows that we have to think about it now, not just as something that will happen in the future.”

Simpson said there wasn’t a single

person she interviewed who didn’t already feel some impact of climate change.

Peredo and Turner were impressed with the careful attention the student’s paid their projects and their openness to new experiences.

“I think that one of the most powerful aspects of the course was that every day was full of small and large learnings for the students, that challenged assumptions and gave insight into different ways of life,” says Turner.

As the students adjusted to the Amazon they found a new appreciation for Indigenous cultures and economies and gained ideas as to how Indigenous decolonization can work in the Amazon and at home in Canada.

As Graeme notes in his blog, “this UVic field school was a hands-on, heart-opening and thought-provoking” experience—not soon forgotten.

Read the blog: bit.ly/peru-field-school

In case you missed it



Stealing whose Thunder? Vikes to compete with UBC Thunderbirds for new Legends Cup. bit.ly/legends-cup



A “novel” approach to literature. Tiffany Chan programs a bot to write like a Victorian author. bit.ly/bot-lit



Perfecting a powerful polymer. Breakthrough makes highly durable industrial plastic accessible for wider use. bit.ly/18-wulff



Highlighting philanthropy’s benefits. New donor impact report shows lives changed by gifts. bit.ly/18-donors



Xi’an field school. Studying Chinese language and culture as part of UVic’s first field school in China. bit.ly/xian-field



When pens are mightier than paper. A technical writing course tackles campus waste reduction. bit.ly/18-pen

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Eco-gastronomy, viticulture and the science of wine

Two-year study led by UVic ecologist has potential to transform the wine industry on the West Coast

At a time when climate change is threatening other winemaking regions around the world, combining innovative spectrometry technology with field manipulations at three BC vineyards will pinpoint the perfect time to harvest grapes, says UVic ecologist John Volpe.

“The novelty of our approach stems from the use of a specific type of molecular analysis to assess the effect of our field manipulations,” says Volpe, whose research interests include ecology, biodiversity, gastronomy, sustainability and food production. “We expect to gain insights on how to make great wine at a resolution never before available and it will help growers harvest with confidence that their produce is in peak state to produce the best wines possible.”

Finding peak ripeness

Great grapes make great wine. Quality is assured by harvesting exactly when molecules responsible for aroma and flavor are at maximum density; this peak is called physiological ripeness and occurs only briefly. Vineyards, in choosing when to harvest, use a best-guess approach by testing sugar ripeness, which is easily measured in the field. The new study proposes to identify markers of physiological ripeness instead.

The approach also involves minimal intervention on the vine, which will allow the wine to most closely



Andrew Watts, currently vineyard manager at Unsworth Vineyards (pictured at the Cowichan winery in August 2018), begins his master's degree in environmental studies at UVic in September 2018. PHOTO: J. VOLPE

reflect the ecosystem in which the grapes were grown.

Volpe, who is also a certified sommelier, explains “It matters entirely what’s in the vineyard if we want to allow the best expression of the land—the ‘placiness’ or *terroir*—in the wine.”

Growers can practically taste the results

The field work will be conducted at Blue Grouse Estate Winery in Duncan, and Unsworth Vineyards and Enrico Winery in the Cowichan Valley, using pinot gris, the single most popular varietal for wine in BC.

The research findings will offer value to growers and winemakers across the province.

“This is an exciting opportunity to bring scientific rigour and analysis to measuring ripeness parameters and to learn how they vary with viticulture practices,” says Lamont Brooks, a UVic alumnus and president of the Wine Islands Growers Association (WIGA). “This important new knowledge will allow our winery businesses to continue to produce and improve the crisp aromatic wines so characteristic of our growing area.”

Initial data is being collected this summer by Andrew Watts, who is currently working at Unsworth and

will join UVic this fall to pursue a master’s degree in UVic’s School of Environmental Studies; this research project will form the foundation of his MSc thesis. The researchers will also be testing the use of kaolin as a new method of boosting grape quality, which has not yet been systematically examined in North America.

This project was supported by WIGA through the Government of BC and Agriculture and Agri-Food Canada through programs delivered by the Investment Agriculture Foundation of BC.

Volpe expects to present preliminary findings next spring, with the study wrapping up in 2020.

Place-based learning at Ye’yumnuts

Cowichan Valley ancestral site connects youth to their roots

BY ANNE MacLAURIN

With the introduction of BC’s new curriculum, there is a significant need for Indigenous-related curricula in public schools, providing key knowledge for non-Indigenous students in Canada and connecting Indigenous youth to their roots. UVic anthropologist Brian Thom has been working closely with Cowichan Tribes and School District 79 to develop an innovative, place-based curriculum at an ancient ancestral site in the Cowichan Valley within walking distance of three local schools.

Ye’yumnuts is a 2,000 year-old settlement of Cowichan Tribes. Thom was part of the archaeological investigations at the site in 1994 when he was still a UBC graduate student and, during his years at the treaty table, helped argue for its protection. Once threatened by urban development, and after a 20-year struggle led by Cowichan Tribes, Ye’yumnuts is now permanently protected.

As part of the Commemorating Ye’yumnuts project initiated by Cowichan Tribes in 2017, Thom and UVic anthropology graduate students were invited to partner with Elders, school district staff and others to commemorate the site and develop interpretive materials and school curriculum resources. This spring, the project launched its website (yeyumnuts.ca), which was researched and created by Thom and students enrolled in his anthropology courses.

The project, which continues in Thom’s grad seminar this fall, has brought placed-based learning di-

rectly into local classrooms—sharing Indigenous values and teachings about the land, oral histories, archaeological evidence, and important histories of colonial land alienation and development controversies. In the hands of teachers and students in the local school district, Thom and his partners are fuelling part of the transformative learning enabled by BC’s new curriculum.

“These projects are all about inspiring Cowichan youth,” Thom explains, “and building deeper understanding and respect for Indigenous values, teachings and histories about the lands we share.”

Internationally recognized for his Google ethnographic mapping expertise, Thom is also known for research that is deeply engaged in community-driven efforts by Indigenous people to resolve title and rights claims and to support self-determination. This new project includes an extensive website of curriculum resources—from videos and podcasts to interactive maps and timelines. Visitors to the ancient site can see signage designed by Thom and his students, with plans for more on-site interpretive materials in the year to come.

Learning about local ancient places

Realizing that his own children attending public schools in Duncan were doing projects on Greek and Roman archaeology rather than learning about local ancient places, Thom and fellow parent Dianne Hinkley from Cowichan Tribes brought several classes to Ye’yumnuts and shared some of the exciting archaeological and oral history work that has gone on there.



UVic doctoral candidate Eric McLay and UVic anthropologist Brian Thom sharing the history of Ye’yumnuts with ANTH 585/685 students. UVIC PHOTO SERVICES

Inspired by the intensely positive student experience at the site, Cowichan Tribes invited Thom to further their collaboration.

Hinkley, who is both a UVic alum and Cowichan Tribes Lands Research Manager, explains, “My hope for the future is to continue working with UVic and Brian on this and other projects to give university students some practical experience, and to educate the public and our school children about the richness and antiquity of our First Nations in BC and the rest of Canada.”

Integral partnerships respecting Coast Salish teachings

The collaboration with UVic, Cowichan Tribes, the school district and others commemorated Ye’yumnuts as an interpretative, educational centre while respecting Coast Salish teachings around ancestral and sacred sites.

“Partnering with Brian and UVic is

integral to this project because of their in-kind contributions of time and people,” adds Hinkley, who graduated from UVic in 1993 with a BA in anthropology. “I also value the long-term partnership and interest in this site with Thom and [UVic anthropology doctoral candidate] Eric McLay.”

Rosanna Jackson, the school district’s Indigenous curriculum coordinator, told the Canadian Press that the project is building partnerships between Indigenous and non-Indigenous communities: “Something like this is the natural balance where the Cowichan people are helping the teachers understand what does it look like to come in. What does it look like to be a partner since we all live here, work here, breathe here, play here.”

Funding for this project was provided to Cowichan Tribes as a BC/Canada 150 grant from the BC Ministry of Community, Sport and Cultural Development through the BC Museums Association.

around the ring

Launch of Indigenous Law degree program

Join UVic Chancellor Shelagh Rogers, Indigenous leaders, community members and scholars to celebrate the launch of the world’s first Indigenous law degree. The event, “Indigenous Law: Today and Tomorrow,” takes place Tuesday, Sept. 25 at 7:30 p.m. in Farquhar Auditorium, featuring talks by John Borrows and Val Napoleon. This free public lecture has reserved seating. Tickets can be booked in advance at 250-721-8480 or auditorium.uvic.ca.

What’s your big idea? Tell us at Ideafest.

This month, answer the call for event proposals for next spring’s Ideafest. To participate in UVic’s annual research festival, showcasing the ideas of faculty, students and staff from across the university, submit an event proposal about the outstanding research and/or creative endeavours of your unit. The deadline for event proposals is Friday, Oct. 5. Completed proposals to ideafest@uvic.ca; more info at bit.ly/idea-CFP.

What the health? Join the hackathon.

If you’d like nothing better than to help solve local health issues over one wild weekend with a multi-disciplinary team, sign up now for the Victoria Health Hackathon. Aspiring life-hackers, mentors and judges from all backgrounds and experiences will tackle one of five challenges at the first-ever hackathon, organized by UVic biomedical engineer Stephanie Willerth. Teams will be selected and assigned challenges such as better paging systems for nurses dealing with sexual assault victims, and non-agitating restraint devices for patients suffering from dementia. Starting with the Sept. 7 kickoff in the Engineering and Computer Sciences building, teams will have three weeks to mull problems over before the hackathon weekend Sept. 28–30 downtown. Email willerth@gmail.com to register for the event. Info: bit.ly/health-hack

Evolution of community-university engagement

Community-university engagement is one of UVic’s core values and one of the top six priorities identified in UVic’s Strategic Framework. This summer, the university moved forward with the next step in the evolution of community-university engagement at UVic, with the transition from the Office of Community-University Engagement (OCUE) to a new institutional approach. With this decision, UVic is intentionally encouraging and facilitating collaboration and integration of community-university engagement activities across the university. Several units were already engaged in delivering OCUE initiatives, and UVic plans to build on these excellent efforts and initiatives undertaken by many UVic units, personnel and partners over the years. Visit uvic.ca/cue for more details on this summer’s announcement.

Marie Cooper: A life of learning and teaching



Marie Cooper

July 14, 1934–March 31, 2017

When Marie Cooper received her Honorary Doctor of Education from the University of Victoria in 2010, it was a moment she had been steering toward her entire life. A teacher, counsellor, Elder, advocate and innovator, Dr. Cooper’s efforts to promote and defend Indigenous education, language and culture led to the inclusive transformation of educational policies and practices for both Indigenous and non-Indigenous students.

Marie’s accomplishments are all the more remarkable considering the barriers she faced in an era when Canadian laws and policies were designed to assimilate and destroy Indigenous cultures.

At the age of five in 1939, Marie was separated from her large family in Tsartlip (WJOLELP) on the Saanich Peninsula to briefly attend the Coqualeetza Residential School in Chilliwack. With her brother Martin, she then attended the Tsartlip Day School, operated by the Sisters of the Immaculate Heart through the

The UVic Elders Engagement Fund now carries a new name, “ITOTELNEWTEL LTE: Learning from one another,” in honour of Dr. Marie Cooper.

Through her fierce advocacy for a better future for her people, Marie blazed a trail toward self-determination for Indigenous education in the region while building bridges toward reconciliation and understanding. Her passions for learning and teaching will carry on in the generations of Indigenous educators, students and allies who are finding their voices, sharing their gifts and building relationships within the university community and beyond.

Department of Indian Education. She worked hard at her studies and excelled in sports, including basketball and softball.

At a time of systemic racism against Indigenous people, Marie also developed a keen awareness that opportunities for Indigenous youth were few “and that some people were getting left behind in a world that was really changing,” says her long-time companion Fran Ertle. Finding her activist spirit at the Tsartlip one-room school house, Marie led a group of fellow students in refusing to sing the Canadian anthem.

With the strong support of her parents—community leaders in their own right—Marie went on to North Saanich High School in the first year that Indigenous students were permitted to attend a public high school. As a result of her athletic ability and passion for learning, she fit in well and became the only Tsartlip person of her generation to graduate from high school, in 1952.

Though Marie had set her sights on becoming a teacher, under the Indian

Act Status Indians were not permitted to attend university in Canada. Unwilling to trade in her cultural identity, Marie found an ingenious way to circumvent the Canadian system by attending Immaculate Heart College, a women’s liberal arts college in Hollywood, California. It was run by the Sisters of the Immaculate Heart, the Catholic order with whom she’d studied at Tsartlip Day School. “Marie would always find a way,” says Fran.

Leaving her quiet Tsartlip community, Marie joined the convent in California—where broader struggles for peace, women’s rights and social justice were taking hold—as a way to secure her education. Signing on for the “20-year degree program,” she taught grades 5 to 8 during the week while taking classes on Saturday and at summer school, majoring in psychology.

At college she also met her life-long companion Fran. “Marie never believed she wasn’t good enough,” Fran recalls. “People could see that she took opportunities not for herself but to help her people, and to combat

that loss of culture. She did it for the generations to come.”

In 1969, after receiving her BA and beginning a Master’s program at Immaculate Heart College, Marie was called home by her community to coordinate the first Native Studies program in the province at Camosun College. She returned to Victoria to lead curriculum development and teach in the fledgling program, and the same year helped to form the Saanich Indian School Board. “The curriculum had been coming from the Department of Indian Affairs, and there wasn’t any say over it,” says Marie’s niece and retired teacher/principal Sheila Austin. “The parents wanted to have a local, self-controlled school that was relevant for Indigenous students. Marie was instrumental in that shift.”

In a quest to gain more administrative skills, Marie returned to Los Angeles in 1972, becoming the director of education at one of the biggest friendship centres in the country, the LA Indian Friendship Centre. She introduced an educational upgrading program, set up child care services for single working mothers and mastered the arts of proposal writing and budgeting.

Back in Victoria by 1975, Marie moved into a busy 20-year career as an educational administrator, leading the transformation of Indigenous education at the K-12 and post-secondary levels. “She could see what needed to be done and would always say, ‘How come we’re not doing that’? And then she would make it happen,” says Fran.

Believing that students needed to be supported holistically in order to grow and succeed, Marie initiated the hiring of Indigenous staff, worked to incorporate cultural content into the mainstream curriculum, and started a

full-day First Nations kindergarten. Instrumental in introducing Indigenous language courses into the curriculum, she initiated the SENĆOFEN program at Tsartlip School (now LÁU, WELNEW Tribal School) and began recording and using Elders’ stories in classes.

Kendra Underwood, director of Saanich Adult Education Centre, remembers that Marie would grasp both hands of the person with whom she was talking. “She reminded us to come from a holistic place, from our heart, soul and spirit,” she says. “She was so inspiring and guided the way we operate as Aboriginal educators and how we work with our post-secondary partners. I can hear her words in our partnership agreements and as they’re echoed by my colleagues and me.”

Marie became the administrator of the WSÁNEĆ School Board from 1975 to 1980 and went on to develop a First Nations Education program in the Victoria School District (SD61) followed by the Saanich Native Studies Program with the Saanich school district. She was also an honoured member of the WSÁNEĆ School Board Advisory Committee.

“Marie was so strong and clear about the need to include Indigenous perspectives in all areas of the school system, and to appreciate Indigenous ways of knowing and learning” says Janet Poth, retired educator, researcher, principal and editor of Salt Water People. “She would say, ‘it’s not just about the dances and food.’ As educators she pushed us to go deeper and seek out the ideas of Elders and the community.”

As Marie grew into her own role as an Elder in her community, she continued to advocate for Indigenous students and provide wise counsel for educators, post-secondary institu-

SEE MARIE COOPER P. 8



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Campaign to rebuild Japanese teahouse seeks to right historical wrong

Newly uncovered documents reveal the destruction of Canada’s first Japanese gardens and teahouse in Esquimalt. A campaign seeks to rebuild the historical teahouse and raise awareness of this chapter in local history.

BY STEPHANIE HARRINGTON

At its peak, Canada’s first Japanese garden and teahouse, located in what is now Esquimalt’s Gorge Park, attracted thousands of visitors. They came to admire the hundreds of Japanese lanterns hung throughout grounds dotted with bonsai and cherry trees. They ate in the open-air dining room or sipped tea in booths embellished with traditional sliding windows. They celebrated special occasions in the dance hall and rode the merry-go-round.

But when the tea gardens’ owners, brothers Hayato and Kensuke Takata, were sent to internment camps in 1942—along with thousands of other Japanese Canadians who were forcibly displaced during the Second World War—local residents looted and destroyed the once-treasured site.

Newly uncovered documents from UVic’s Landscapes of Injustice team, a multi-million dollar research project focused on the dispossession of Japanese Canadians in the 1940s, reveal the extent of the damage.

Wanton destruction

Kaitlin Findlay, a historian and re-

search coordinator with the project, said government records detail what one official called the “wanton destruction” of the popular tea gardens. Vandals and looters stole plants, broke furniture, demolished structures, tore shingles from roofs, removed light fixtures and ripped electrical wires from walls. “The place is just a wreck,” an official wrote.

It took 35 years to nurture the tea gardens, which opened in 1907, and mere months to destroy what the brothers had built—an act of racism that severed the Takatas’ last tie to their adopted city. They moved to Toronto to start over after the war.

Although the Takatas left the property in the care of friends, Findlay says the federal government was responsible for protecting the business while its owners were interned.

“Local residents were coming and decimating a place that had once been part of a vibrant community,” Findlay says. “It was an act of erasure that removed a landmark of Esquimalt and Victorian history.”

Chance to right historical wrong

The story is all too familiar to Victoria Nikkei Cultural Society president Tsugio Kurushima, whose mother, father and two eldest siblings were living in Vancouver when they were forced to move to an internment camp.

“It’s another example of the injustice that was done to Japanese Canadians,” Kurushima says.

Kurushima credits the Township of Esquimalt with making an effort to



For 35 years, thousands of visitors came to Canada’s first Japanese garden and teahouse, run by brothers Hayato and Kensuke Takata, until their internment in 1942. LIBRARY AND ARCHIVES CANADA.

recreate the Japanese garden although it’s not “the scale or grandeur of the original one.”

The cultural society, with the support of Landscapes of Injustice, is leading a push to rebuild the teahouse in Esquimalt Gorge Park with money from Esquimalt’s \$17 million McLoughlin Amenity Funds.

“We believe we have an opportunity to go one step further to really make amends for what happened in the past and build something that will be used and useful for the future,” Kurushima says.

Bring vitality back to Gorge Park

The public has until mid-September to vote in a survey (bit.ly/esquimalt-tea) whether the funds should be used to rebuild the teahouse, which is one option among the possible amenities.

Kurushima is confident the teahouse can serve as a community facility. And he hopes the campaign will bring awareness to the story of 273 people with Japanese ancestry who lived in Victoria at the time of internment—none of whom returned after

government restrictions were lifted.

“That is why early Japanese Canadian history in Victoria is not well-known or preserved,” Kurushima says. “We’re starting this awareness campaign so at least people understand the significance of the teahouse item when they do the survey.”

Findlay, meanwhile, said rebuilding the teahouse would be an “optimistic project.”

“It’s about correcting that act of erasure. It’s also about bringing the vitality to Gorge Park that the teahouse once did.”

in memoriam



When **David Chuenyan Lai** died on June 15, Canada lost an outstanding citizen who had been a role model to colleagues, civic leaders and ordinary citizens. Through his example, Lai encouraged us all to have the courage to take risks in striving to enrich and improve the lives of all Canadians.

Lai was, among other things, professor emeritus of geography and adjunct professor of Pacific and Asian studies at UVic.

Throughout his life, he was a well-known promoter of multiculturalism and an explorer of the early Chinese community history in BC.

Confronted with overt discrimination when he first came to Victoria in 1968, Lai went on to distinguish himself as a renowned expert on the history of Chinese Canadians, the development of Canadian Chinatowns and ethnic groups in BC.

Joining scholarly work with community engagement, he demonstrated outstanding vision in preserving the history and culture of Chinese Canadians and more than 40 Chinatowns across Canada. He was awarded the Order of Canada, the Gabrielle Léger Award of the Heritage Canada Foundation, the Heritage Award of the BC government, and was made an honorary citizen of the City of Victoria.

Lai was born in 1937 in Hong Kong. He received his PhD from the London School of Economics, accepting a teaching position in geography at UVic in 1968. Conducting research and writing about Victoria’s Chinatown quickly became his lifelong passion.

Lai’s 1979 report on Victoria’s Chinatown led to the City of Victoria’s initiative to preserve and restore that area’s buildings and heritage, which had been in jeopardy. In 1981, the current Gate of Harmonious Interest was erected as a sign of its resurgence.

David Chuen-Yan Lai’s research interests and community involvement inspired many others to become engaged in understanding and promoting Victoria’s cultural landscape. We remain indebted to him for enriching and improving the lives of all Canadians, more especially the lives of Victorians, through his work in preserving and celebrating our shared history. Full obit: bit.ly/D-Lai

—Grace Wong Sneddon and Reeta Tremblay

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MARIE COOPER
CONTINUED FROM P.6

tions and especially the young people who came knocking at her door for advice and who were always welcome. “She brought her voice to the table, doing that important work so students would have success and graduate,” says Marie’s great-niece Melissa Austin, district vice-principal of Indigenous education in School District 63. “If you have culture and language and culturally relevant opportunities within the schools those students are going to have more success transitioning to post-secondary and to the workforce, and she knew that.” “The key thing for Marie was always to come from a place of strength, to come to work with a good heart and a good mind, build relationships and be open to the possibilities for the future,” says Scott Stinson, superintendent with School District 62 (Sooke). “In her gentle but forceful way Marie challenged me to think differently, challenged my assumptions and educational processes themselves, to make sure Indigenous students were supported and all students felt like they belonged.” At UVic, Marie was an early member of UVic Elders’ Voices—a group of Elders who offer guidance and direction to UVic students, staff and faculty—and the Indigenous education advisory board in the Faculty of Education. “It disturbed her that the university was on a hill and the communities were in the lowlands,” says Fran. “She felt there had to be more real involvement, and connection, more respect for and being part of the communities.” Onowa McIvor, associate professor of Indigenous education, credits Marie with the vision that led to UVic signing its first community partnership agreement with the WSÁNEĆ School Board, which sets out protocols for working together with respect. Marie gave countless guest lectures and provided advice about new programs, strategic plans, conference planning, protocols and partnerships to faculty who sought out her mentorship from every corner of the university. She also cherished her time with students. “She loved being an educator and she educated through

love,” says McIvor. She tells the story of how classes of mostly non-Indigenous summer education students on field trip days to the Tsartlip community were often moved to tears by Marie’s gentle spirit and generosity. “She was living, breathing history and they were forever changed by their moment with her,” she says. “That was the power of Marie.”

Elders Engagement Fund

The UVic Elders Engagement Fund now carries a new name, “ITOTELNEWTEL ŁTE: Learning from one another,” in honour of Dr. Marie Cooper. The name was given to UVic by the Austin/Cooper family.

“The fund carries on the work [Marie] was doing at UVic, by bringing knowledge keepers and Elders into classrooms not only so that courses can be more culturally relevant for Indigenous students but so that all students have the opportunity to learn about Indigenous history and culture.”

—Great-niece Melissa Austin

The Elders Engagement Fund supports events and activities such as faculty seminars, classroom visits, Elder honorariums and meetings with community groups or local First Nations communities.

For more information and to donate: bit.ly/uvic-elders

Orange Shirt Day, Sept. 28

Be a partner in the work of reconciliation by attending events, listening, learning and taking part in discussions that promote mutual understanding and respect. On campus, proceeds from T-shirt sales support the UVic Elders Engagement Fund, ITOTELNEWTEL ŁTE: Learning From One Another, and the Witness Blanket project. UVic’s current Audain Professor, Carey Newman, contributed the shirt’s design.



Christopher and Hodge. UVIC PHOTO SERVICES

Sci-fi courses boldly go to universes far, far away


BY JOHN THRELFALL

Looking to start an argument? Ask any group of science-fiction fans to name the best expanded universe: be it literary or cinematic, revolving around dunes or droids, there’s never any shortage of planetary expansion to debate. But when it comes to overall cultural impact, the two most influential remain *Star Trek* and *Star Wars*. This fall, students can beam into both via Edwin Hodge’s returning “The Sociology of *Star Trek*” (SOCI 390) and David Christopher’s new “*Star Wars*: A Cultural History” (AHVS 392 A02). But what specifically makes these sci-fi mainstays worthy of study? “From its inception, *Star Trek* was more than just another television show: its creator, Gene Roddenberry, used it to explore contemporary social issues as well as to advance a utopian vision of the future that was rooted in his own secular humanist beliefs,” explains Hodge, a sociology PhD candidate. More than just the on-screen spectacle, Christopher—a PhD candidate in the Department of Art History & Visual Studies—also points to the off-screen impact of *Star Wars*. “Several critics have observed the way the 1977 release came as a welcome feel-good panacea to the disillusionments of Vietnam and Watergate. And Lucas’s marriage of the ancillary toy market to his compelling mythical narrative was revolutionary.”

Christopher freely admits *Star Wars* profoundly changed his life when he first saw it at the “highly impressionable” age of seven. “The narrative simplicity, melodramatic structure, heroic characters, clear villains and sheer spectacle of the original film had an immeasurable impact on me, just as so many others in my age demographic.” (Perhaps moreso, considering he was actually married in a *Star Wars*-themed wedding.) Hodge is more attracted by the ideals presented. “*Star Trek* helps me believe that humanity can be better than we are... it presents a future where kindness, empathy, compassion and respect for the Other are virtues worth embracing, I think we could all use a bit more of that.” Not that both series are free of problems. “*Star Trek*’s treatment of race and gender is complicated,” he continues. “The franchise’s many series have been explicit that women and men are equally capable of serving in any role they wish... on the other hand, [it] has a long history of sexualizing feminine characters and stereotyping non-white characters and cultures.” Things aren’t much better in that galaxy far, far away. “The almost always white female characters are systemically reduced to damsels in distress... Jyn and Rey emerge as the primary narrative protagonists only when it had become conventionally safe to do so,” notes Christopher. “And the positioning of aliens... as either irrationally malevolent

or painfully stupid reveals an identity politics that largely validates a white masculinist normativity.” Yet Hodge points to *Star Trek*’s “prescriptive dimension” as an example of why it became a cultural phenomenon. “In most respects, I’d argue that popular culture is a mirror that reflects where society is, rather than where people think it ought to be... but in the case of *Star Trek*, many of its ideals were not merely descriptive but prescriptive: Roddenberry—and later generations of showrunners, writers, actors, and directors—wanted to show a future where humanity had become more inclusive, more diverse and more cosmopolitan.” Given their fervent fan bases and indisputable longevities, both instructors believe there’s much to explore in both series. “The Vulcans have a saying: ‘Infinite diversity in infinite combinations,’” notes Hodge. “Understanding that in our own world is one of the most important elements of the sociological imagination, and a central component of this course.” “I have always seen *Star Wars* as somewhat backward-looking, in a nostalgic sense, and *Star Trek* as forward-looking, in the sense of hope for human progress,” concludes Christopher. “On an emotional level, both are universes filled with hope and spectacle... on an intellectual level, they are both artefacts so compelling as to have generated significant discourses which interrogate their canons.”

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