

# Insight

MOUNT SAINT VINCENT UNIVERSITY, HALIFAX, NOVA SCOTIA

VOL.1 NO.1 DECEMBER 1971



BUCKY COMES • BUCKY SPEAKS • BUCKY CONQUERS



"Insight" is published by the Public Relations and Development Office of Mount Saint Vincent University, Halifax, N.S., four times each academic year and is distributed by mail free of charge to members of the faculty, students, staff, parents and friends of the University.

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## THIS IS A NEW PUBLICATION

"Insight" is a new publication of Mount Saint Vincent University. Its aim is to inform members of the University community and friends of the University about the growth of the Mount, its objectives and the activities of all those concerned with it.

The Editorial Board hopes "Insight" will report in detail on the Alumnae, faculty and students. At the same time, it will offer readers a wide variety of opinion on current topics of specific and general educational interest. The "Opinion" pages of the publication could become the most thought-provoking of the book, through contributions and letters to the editor.

We will actively seek contributions from among faculty, students, alumnae, administrative staff, parents and friends of the Mount.

The Mount is growing and is in process of change. Full-time student enrolment reached the 1,000 level this year; there are more than 200 part-time students as well. The Alumnae organization becomes larger every year. We of the Editorial Board of "Insight" anticipate that this publication will reflect that growth and change to a readership of more than 5,000 persons who are concerned with what the University does and says. In addition to the University community, that readership comprises our neighbors in Rockingham, legislators, members of the Alumnae organization in Canada and the U.S., civil servants, parents of our students, educators, businessmen, former faculty, members of the Order of the Sisters of Charity, religious leaders in the community and other universities.

If "Insight" can foster among these groups a greater understanding of the "spirit of the Mount" and the role played by the University, the publication will have been successful.



October 15, 1971. Seton Academic Centre, the newest facet of our University gem, is about to open. Buckminster Fuller, the architect, philosopher and social commentator is our guest lecturer. For months arrangements have been going forward. Bucky, through his intermediaries, has been located on an island off the coast of Maine. He has accepted our invitation. He will come. And I have been assigned the job of meeting him at the International Airport, caring for him, and arranging his feeding and entertainment.

How does one prepare for such a commission? This guest is not an "anybody". And let us remember that when an "anybody" is your guest he deserves courtesy and attention. But this guest is a "somebody". After all, Bucky is a man of world stature. Pages of *Who's Who* are his. Will he be a prima donna? Has the mind that conceived the geodesic design become obscured to the frailties of lesser mortals? Is he a gourmet about his menu? How does an ordinary fellow like me talk to a man like Bucky?

A letter received in advance of Bucky's arrival put one fear to rest. Bucky was no gourmet. His diet was carefully spelled out. Nothing but steak, medium rare, four times a day. Apple sauce or canned peaches. Tea by the potful. No alcohol. No tobacco. A rapid check with appropriate college officials assured that we could cater to our guest, at least at the table. The other fears still lingered.

Bucky's flight is to arrive at 3.40. Heeding the advice of strategists, I left an hour and a half in advance. Air Canada was not going to baffle me in my mission. I would be composed when our guest arrived. At approximate arrival time I was lost in reverie — mindlessly reading a xerox of *Who's Who* while at the same time taking in the quality of a gorgeous sari swirling by. Suddenly, I'm jolted with the realization that I'm being paged. Our

# the care and Feeding of BUCKY

BY DAVID ROE

secretary from the Mount is advising me that Bucky is not on this flight — he'll be on a later one, due at 6.15 p.m. I huddle with the President and the Committee members. We decide on new strategy. The Committee will return to campus to hold our dinner guests. The President, Mrs. Ruginger and I will stay to greet Bucky.

I knew that the man's schedule was formidable. This was Friday. On Wednesday, Bucky had lectured at the University of Ohio. On Thursday, an engagement at Athens, Ohio. All day Friday, airborne to come to us. Could a septuagenarian, on a dispeptic diet, endure this pace and still give us our lecture?

Bucky's flight hits the tarmac. Within minutes our greatest worries are eased. Here we were in the presence of humility. Bucky, even after his grueling itinerary, is consumed in interest in us. There are no demands. This is no prima donna. Here is a diminutive man who had earned his greatness in his obvious concern for others. He has no time for fatigue — he is eager to spread his message on "How to Make the World Work". Passage through customs doesn't irritate him — he is too interested in those around him.



Buckminster Fuller with David Roe.

Introductions are over. The drive to the Mount begins. Now there is no concern about conversation. Bucky wants to know about the Mount. He comments on the countryside. He makes observations about Sable Island oil. He becomes concerned about the dinner guests. Will his late arrival incommode the audience at his lecture?

I deliver him to the Motherhouse where a room has been reserved for our guest. Bucky wants 15 minutes. I shuttle back to Rosaria to announce that he is on campus. We take him to dinner. Bucky hurries through the meal — without ever once giving evidence of haste — so as to give minimum inconvenience to the audience. I check with him to see if 40 minutes is enough time, with 30 minutes for questions. He looks at me, his noble head pushed slightly forward, and states, "Sir, I would like about two hours and questions aren't normally necessary because I usually anticipate them." This is not the statement of a peacock — events prove it a simple acknowledgement of fact. And HE calls ME "Sir"!

Two hours and 20 minutes later his lecture is over. He now faces the press, radio, and television interviewers. This, he

tells me, is his way of "unwinding". At 10 minutes to midnight he's through with his responsibilities. He's ready to retire.

Bucky didn't know it but while he was engaged with his lecture I'd been advised that, because of his late arrival, his hotel reservation had been cancelled. A scurry brought the President's influence — the word went out, "prepare the Bishop's suite for Bucky". So, at midnight, I escorted Bucky to the Motherhouse. He was to leave at 7.20 a.m. for San Francisco. I sensed his need for rest and solitude.

As I left Bucky and his baggage in his suite he addressed me. "Sir", he said, "do you suppose that the good Sisters could provide some canned peaches and a pot of tea?" I made the necessary arrangements and the last I saw of Buckminster Fuller was him eating his peaches and sipping his tea — and reading! I considered that his main spring needed further unwinding. Before I left for home I checked to assure that Bucky would have steak, medium rare, apple sauce and tea for breakfast. Then I prepared for home for personal unwinding. I was spent!

A lasting vignette of Bucky's visit is the picture of his insistence that my wife share the front seat of my car with me. He chose the back so as not to come between man and wife! In my early fear I asked the question, "what is the secret of success in such a challenge?" In Bucky's case the secret is the man himself. Greatness is at essence humility. This unassuming man, oblivious to his reputation, won our hearts with his sincerity and his consideration. Buckminster Fuller is the natural gentleman.

**"Believe me, it is my sincere intention to return at some future date so that I may fully appreciate your University."**

Buckminster Fuller, Oct. 15, 1971. ■



How well can an organization based on these simple objects survive in today's sceptical world?

- "To perpetuate the ties of friendship formed in student days
- to strengthen the bonds which unite the members of this Alma Mater
- and to co-operate with the university in promoting the best interests of Mount St. Vincent University."

The proof of the pudding is in the eating, runs the old adage. This year, as a kind of "proof", Mount St. Vincent University Alumnae has been celebrating its 50th year of existence. Many local and out-of-town members, including their families, have been brought together.

The ties which developed during student years of study and association showed a persistent vitality in months-ahead planning by Jubilee chairman Mrs. Janet (Pottie) Murray and her committee as well as at the celebrations themselves. The golden jubilee was observed not only in Halifax, but, also, in St. John's, Newfoundland.

A strong driving force, not only during the celebrations but year-round, is petite Miss Marion MacDonald, executive secretary of the Alumnae, whose personal interest in alumnae is a particular influence helping the organization to sustain its purposes.

Writing as editor of the Alumnae Bulletin, Miss MacDonald tells how the association began in 1921:

"Ever wonder about the Alumnae organization? As far back as most of us can remember there has always been the Alumnae but did you ever wonder how it came into being? We thought we would do a little digging around to find out how Mount Saint Vincent Alumnae started. Perhaps it began in the mind of one or maybe, simultaneously, in the minds of several, but in any case, it came into being when a group agreed to meet in the home of Mrs. Ted Mitchell (Mary Reardon) in the Willow Tree Apartments,

# the ALUMNAE

## 50 yrs

Sister Marie Agnes White, first recipient of an honorary degree from the University, honored by alumnae.



(left to right) Miss Marion MacDonald, executive secretary of the Alumnae organization; Mrs. T. J. Murray (Janet Pottie) chairman of the Golden Jubilee; and Mrs. Donald Turner (Rita Maxwell) of Middletown, Conn., at the sherry party.



Mrs. James Lovett, Jr. (Joanne Potter), past president of the Alumnae; and Mrs. John E. Lowman, Jr. (Jeanne Flemming), president of the Alumnae (right) at the sherry party.

located on the corner of Robie Street and Quinpool Road opposite Halifax's famous hanging tree, from which the building took its name.

The following young women gathered at Mary Mitchell's to plan an association that continues to this day. They were: Mrs. E. J. Cragg (Loretta Donahoe) — Mrs. G. J. DeWolf (Kay Reardon) — Miss Millie Donovan — Mrs. Otto Emerson (Nan O'Mara) — Mrs. Tillie Fraser (Tillie Manley) — Mrs. Ted Mitchell (Mary Reardon) their hostess — Miss Mary Neville — Miss Nellie Power — Mrs. Clary Reardon (Madge Balcom) — Mrs. Frank Reardon (Maude Balcom) — Miss Mary Reardon — Mrs. Matthew Scanlon (Isabel



Mr. and Mrs. Frank Barton (Cathy Patterson) at the Jubilee Ball.



Left to right — Mrs. James Lovett, Jr., and Mrs. P. J. Whelan (Marie Hayes) at the Jubilee reunion in St. John's, Nfld.

Roach) — Mrs. James Stevens (Blanche Skerry) — Mrs. F. R. Temple (May Salterio) — and Sister Columba.

The first president was Mrs. Otto Emerson (Nan O'Mara). She and her executive must have devoted a great deal of time to the building up of membership, for the Mount yearbook of June 1921 in a section headed "Alumniana" edited by Brenda McFatridge contains news of 122 members scattered from Newfoundland to Cuba, and reports a speech by Mrs. D. P. McKenna, (Agnes Hayes) at a convention of the CWL in Montreal on women's suffrage. A Montreal newspaper carried the account of her address under the heading: CATHOLIC WOMEN FAVOR FRANCHISE — League endorsed campaign to extend vote in Quebec Province — WANT WOMEN AT BAR."

The organization's objects, with the exception of the third statement, remain the same as quoted at the head of the story. The third statement read, originally, "to promote in every way possible the cause of Catholic Education." Still held as the motto is "Fides, Sapientia, Amicitia."

The Association, which began with fifteen graduates, celebrated last February at a 50th anniversary dinner, addressed by Dr. Henry D. Hicks, president of Dalhousie University. It was attended by 200 guests.

A festive golden jubilee weekend, which took place in mid-October, brought together many alumnae for a variety of events. Much mingling took place at the Jubilee Ball, where 125 couples followed the "Sounds of Tijuana". A meet-the-faculty sherry party prior to the Ball, remarks Janet Murray, found "Alumnae trying to recognize our Sisters in civvies." A fair-and-picnic brought together families of alumnae for games, fun, and box-lunch supper. These special activities came at the end of week-long activities marking the opening of the beautiful Seton Academic Centre.



"The faculty Association aims at providing a climate and structures that will permit faculty members to become ever more free, and therefore evermore responsible."

This statement was made by Dr. Jacques Goulet, President of the Mount Saint Vincent University Faculty Association, to all members of the University faculty. The circular was entitled: "MSVUFA IDENTITY CRISIS."

Noting that the University Faculty Association is "still struggling for self-identification and acceptance," Dr. Goulet posted two pertinent questions: What is the MSVUFA? What ought it be doing?

The circular offers two prevalent answers to the first question:

"MSVUFA is simply a consensus group of the faculty, with only moral influence and consensus pressure;

"MSVUFA is an official representative of the faculty, with legal status on the campus of the University."

Dr. Goulet stated that only the first view truly reflects the nature and character of the MSVUFA and this holds true for all Canadian Universities' faculty associations.

On the second question (What ought it be doing?), Dr. Goulet said there are two main areas of preoccupation. One is the trade union aspect and the other is the ideological aspect concerning academic freedom, university reform and the university's role in society.

"We must try to achieve a proper balance of both preoccupations," Dr. Goulet said, "since they complement one another."

## The Concern of the University — A Point of View, Joseph Foy, Mount Saint Vincent University

One of the surer things in life — is that social change is continual ... all-encompassing ... inevitable ... and inescapable.

Even though 'prepared' is very relative — and indeed a matter of degree — if people are not prepared for social change, then they are *unprepared* for it.

If unprepared, then surprised ... off-guard ... threatened ... fearful ...

And if fear-full, then hostile ... defensive ... negative ... and thus destructive.

What's more, if the people are unprepared, they are in no way directing — or controlling — or even positively influencing its course; they are instead helpless ... manipulated ... used ... victims.

The university must be a popular institution: *of* the people — *by* the people — *for* the people.

As a popular institution, the over-riding concern — the central 'function' if you will — must be: *to prepare the people for social change ... and to help bring about the changes most genuinely needed.*

All its other interests, all its other works — "scholarly research" ... "disseminating information" ... "searching for the truth" ... "training professionals" ... etc. — good and fine things indeed — are justified only if related to that basic task. None of them alone, nor all of them together, are enough if that basic task stays unfulfilled.

The university may have or involve 'research centres' or 'professional schools' — but it is not itself basically that, and it is a perversion of its basic nature if it mistakenly so conceives itself.

Questioning ... research ... learning ... education ... finding the truth ... must not be done "for their own sake" but rather — for the sake of the people. ■



## How do we achieve a better quality of teacher education

BY FRAN MACLEAN

The teacher shortage is now a thing of the past and a new direction in teacher education is unmistakable. Emphasis is distinctly upon the quality of teacher training, with an eye to the ultimate improvement of the education of future generations.

How can quality teachers be prepared for this era of crisis-in-the-classroom?

The faculty of education at Mount St. Vincent University has searched for and, happily, found some answers to this question. These answers are to be found, they have concluded, in the university setting.

In a submission to the current Royal Commission on Education, Public Services and Provincial-Municipal Relations, the faculty has made two major proposals. One concerns the training of new teachers; the other, the continuing education of teachers already in the profession. Four members of the faculty spoke on teacher education: Sister Mary Olga, acting chairman and associate professor; Dr. George Cheong, associate professor; Dr. Michael Harrigan, assistant professor; and David Roe, assistant professor.

To prepare knowledgeable teachers for their profession, states the brief, the university "by its nature, function and resources" is the best setting for a school of education. The brief suggest further that a broad background for teachers, as

well as depth study in particular subjects, can be given through an integrated, interdisciplinary, university program. The chart shown (p. 9.) illustrates such a school of education.

To improve the quality of education, the brief continues, teachers must know a good deal about the subjects that they teach, in order that they can relate their own subjects to other subjects and life in general. Teachers require an understanding of growth and thought processes, the value of a subject, and knowledge of sources of deeper understanding.

The university affords, also, opportunity for individual-student programming, for the university has a wider base than has other teacher programmes.

An integrated four-year program is recommended, similar to those operating in such provinces as Alberta, British Columbia, and Newfoundland.

A two-year program is recommended for students who have acquired a first degree, in order to overcome inadequacies of the present eight-month course characterized by "uniformity and inflexibility." This program should not be hampered by certification controls, contends the brief; rather, universities should experiment with worthwhile programs and not be inhibited by existing certification practices. ►



How can professional teachers improve their abilities for service in this ever-advancing society? The teacher is a key person in the processes of education and, without suffering economically, must be free to continue studying. Towards this end, the brief makes two proposals: (1) cease distinguishing between full-time and part-time students, in order to encourage continuous academic and professional studies, and that provincial grants be given to universities on a per course basis, and (2) school boards should contract with universities of their choice to provide short-term seminars and workshops during the school year without cost to teachers.

The brief concludes that, in addition to regarding the university as the best setting for teacher education, it is important not to duplicate teacher-training facilities, at a time when education has become so expensive. "Each university engaged in teacher education and training has its peculiar strengths as well as its weaknesses. Now is the time to capitalize upon the strengths and offer a variety of quality programmes singly and/or on a co-operative basis."



Mr. Arthur Dauphinee and Mrs. Ethel Blatch, Education students at the Mount, try team-teaching techniques while on practice teaching assignment at Springdale Elementary School in Halifax. Education students spend one month of each semester in metro Halifax-Dartmouth schools.

"Mount St. Vincent University is prepared to implement the recommendations in this brief in co-operation with Dalhousie University and other provincial universities. Indeed, the Mount is now equipped to offer quality teacher-education programs in such specific areas as home economics and business ... the university in co-operation with Dalhousie University is seeking to foster the development of innovative and viable professional programmes in areas such as early childhood education, and special education.

The questions surrounding the revolution in education are many and often stated. The brief provides a focus for closer examination of specific problems and, as the sense of direction becomes clearer,

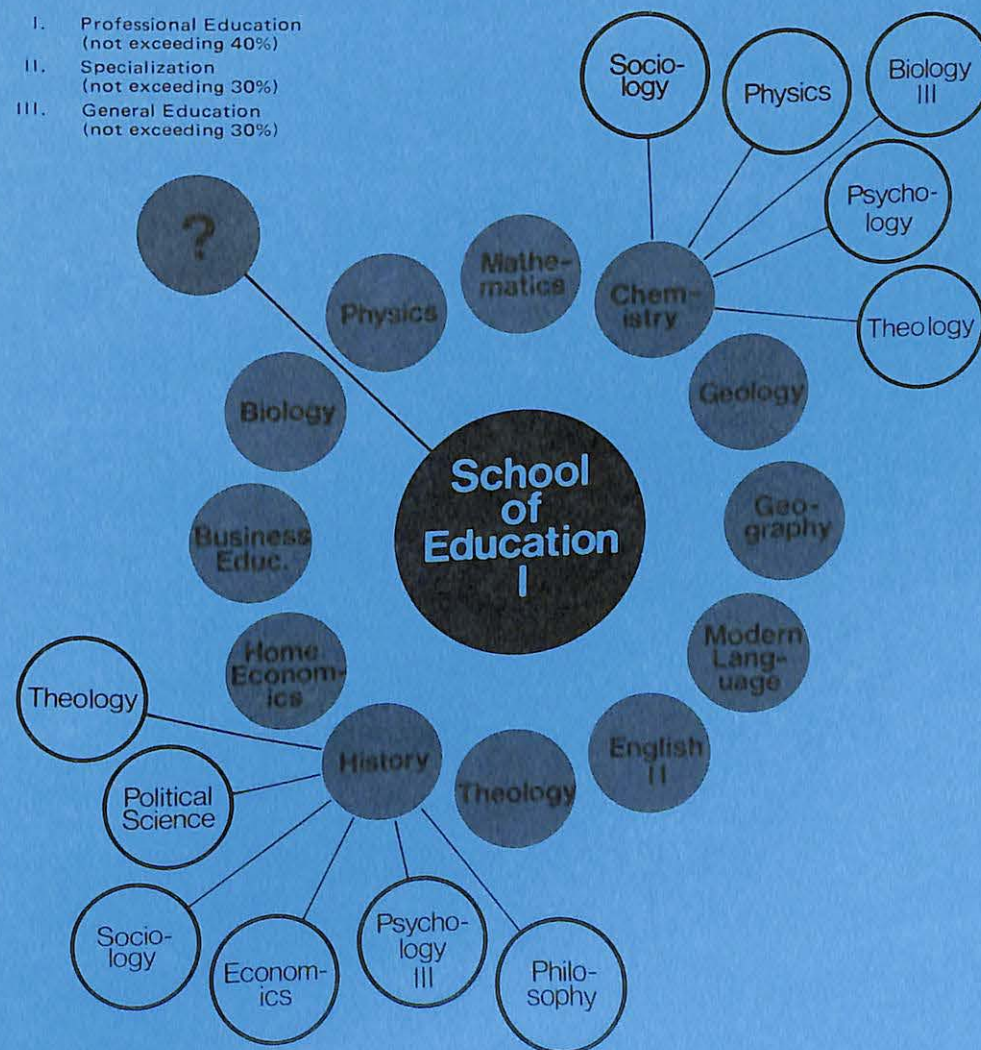
*the answer may not be far behind.*

# Teacher education

## integrated programme chart



- I. Professional Education (not exceeding 40%)
- II. Specialization (not exceeding 30%)
- III. General Education (not exceeding 30%)







# CALENDAR OF EVENTS

'72

Jan.

3 Lectures Resume	4 ART Films 1 P.M. Seton Academic Centre  The Natural Vision Turner
11 ART Films — 1 P.M. Seton Academic Centre  Corot The Two Paths.	18 ART Films — 1 P.M. Seton Academic Centre  The Pre-Raphaelite Revolt Renoir on Renoir
19 FILM SOCIETY: 7:30 P.M. HIROSHIMA, MON AMOUR SETON ACADEMIC CENTRE, AUDITORIUM C	21 FEATURE FILM — 8 P.M. BONNIE AND CLYDE (1969) All tickets — 75c SETON ACADEMIC CENTRE, AUDITORIUM C
25 ART Films — 1 P.M. S.A.C. 20th Century Art — A Break with Tradition Picasso The Sculptor ART GALLERY EXHIBITIONS Frederick Hagan Paintings and Prints Myfawn Pavelic Drawings	

Feb.

1 ART Film 1 P.M. Seton Academic Centre  Picasso	2 WINTER CARNIVAL FEB. 2-6.
8 ART FILM — 1 P.M. Seton Academic Centre  Giacometti, Alberto 1900-1966 Shalom of Safed	12 LUIS RIVERA DANCE GROUP with singing and Flamenco Guitar Tickets — \$5; \$4; \$3 Students — half price SETON ACADEMIC CENTRE 8 P.M.
15 ART Film — 1 P.M. Seton Academic Centre  Sculpture, Henry Moore	22 ART FILM — 1 P.M. Seton Academic Centre  The Indian Speaks
27 SETON ACADEMIC CENTRE "A Glimpse of Chinese Culture"	28 MARCH STUDY BREAK BEGINS
29 ART FILM — 1 P.M. Seton Academic Centre  ART GALLERY EXHIBITIONS Contemporary Paintings and Sculptures  Robert Harris and brother Lorne Harris — Watercolors of Charlottetown	



The artist's conception of the student residences projected for Mount Saint Vincent University. The Alumnae has established a fund Council which will be responsible for raising funds for the construction of the first of these residences. Insight into present progress reports of the fund-raising activities.



## you see it everywhere

### The New Symbol

In January, 1971, the Board of Governors approved the design of a new symbol for Mount Saint Vincent University that would replace the heraldic crest on University publications, advertising, campus signs and recruiting materials.

That decision was the culmination of five months of work by Eagles & Radcliffe Ltd., designers of Dartmouth, during which scores of designs were prepared, studied, modified and rejected.

The new symbol skillfully combines the letters "M" and "V" and "U" to provide a distinctive pattern that is visually appealing and easily remembered. The addition of two circles above this pattern immediately adds warmth and the awareness that the symbol portrays people as well.

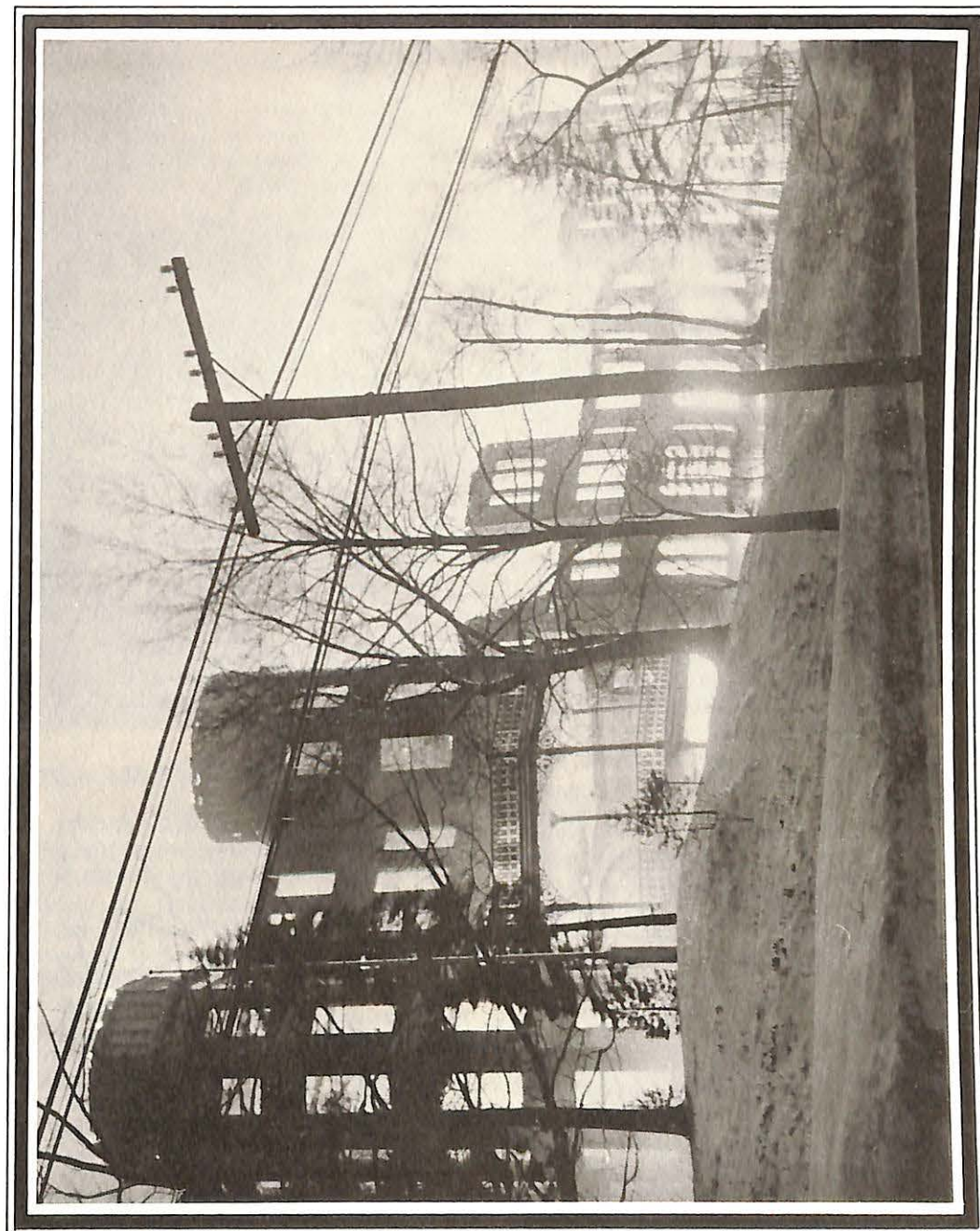
This, it was felt, was the essence of a university; young people, alert people who are working together towards common objectives.

The inherent versatility of the Mount symbol enables the University to use it in single or multiple images and upon a variety of materials. It is reproduced in blue and white plastic on campus signs; on nylon for the two University flags; on mylar for use as decals; blind embossed on University invitation cards; and finally on many grades of paper and cardboard for University publications, brochures and posters. The symbol can be silk-screened, printed, embossed and photographed for reproduction.

This year, the new symbol is being applied to all Mount letterhead and envelopes in a blue-black colour scheme. Later, it will begin to appear on forms and labels, as present stocks of these run out.

# Remember when?

January 31, 1951. The disastrous fire destroys the entire plant of Mount Saint Vincent; Motherhouse, novitiate, academy and college.





The year 1970-71 was noteworthy on a number of counts, but the completion of the Seton Academic Centre, adoption of a new University logo and a 34 per cent increase in enrollment were the highlights of the academic year, according to the President's Report published by Mount Saint Vincent University in November.

A major step towards greater co-operation between the Mount and Dalhousie was taken when mutual representation was established on the Board of Governors of each institution, the report said. Other noteworthy events of the year:

- The President was reappointed for a period of three years,
- The University art gallery was transferred to a permanent location,
- The library was renovated and expanded, along with the home economics department, residence areas, the bookstore, the print shop and administrative offices.
- The Board of Governors approved a fund-raising programme to be conducted by the Alumnae Association to create new residence facilities on campus.
- The first honorary degree, Doctor of Humane Letters, was awarded to Sister Marie Agnes White, Ph.D., Professor Emeritus of English at the Mount, in recognition of 50 years of service to the Mount.

The President's Report goes into statistical detail of the academic year under review, noting that there were 956 full-time students enrolled — an increase of 34 per cent over the previous year — along with 289 part-time students. There were 756 full-time students from Nova Scotia and 131 from other Atlantic Provinces.

#### Where Dollars Come From — And Go To

In 1971, the Mount received \$1,014,000 in Nova Scotia Government grants; \$587,000 from tuition fees and \$142,000 from net contributed services.

On the other side of the ledger, \$856,000 was spent on academic and library operations; \$66,000 was spent on scholarships and bursaries; \$235,000 on plant operation; \$236,000 on administration and \$310,000 on capital expenditures (including building).

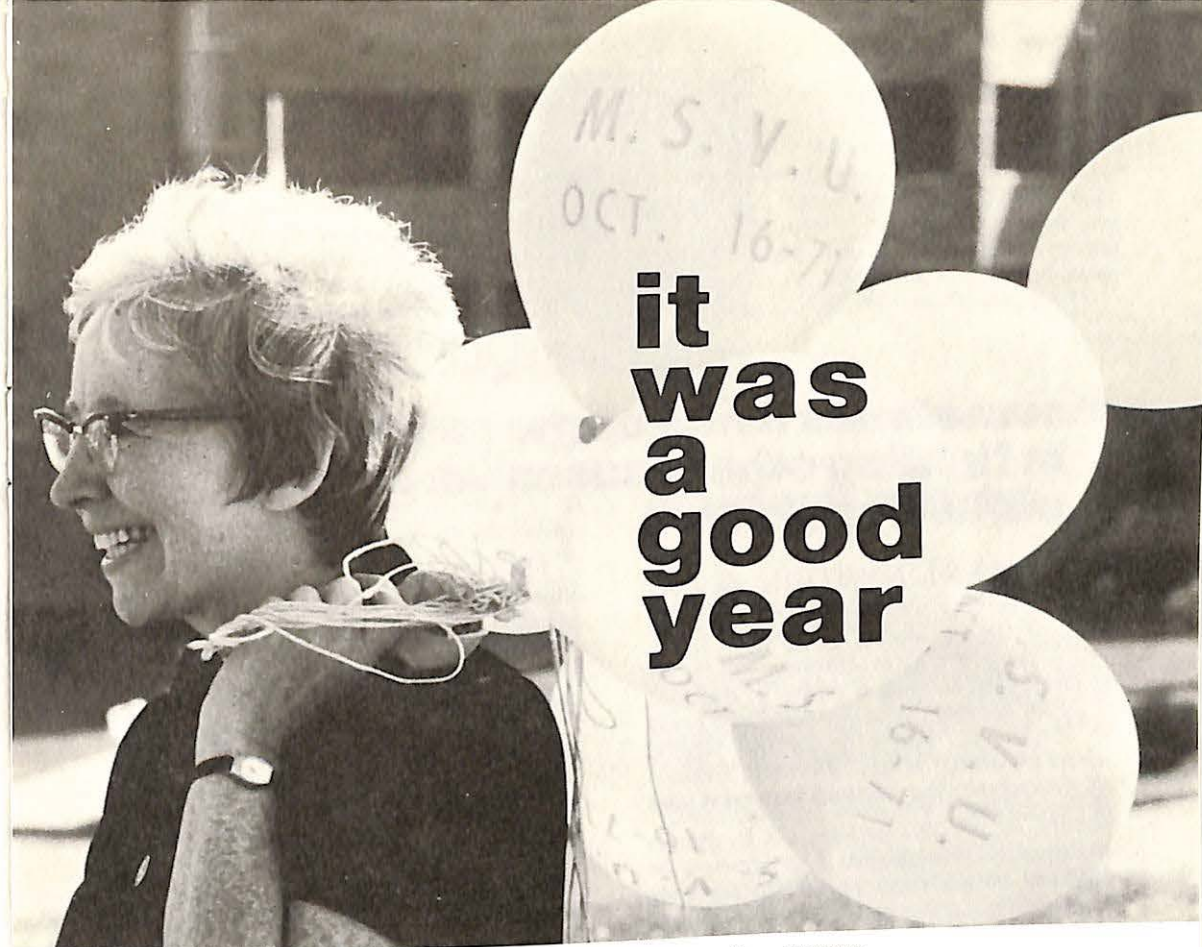
The 1971-72 budget approved by the Board of Governors anticipated there would be a 10 per cent increase in the student population and took into account the estimated costs of the Seton Academic Centre.

The President's report gives a detailed break-down of how the University spent the money allocated to scholarships and bursaries. A total of \$59,475 went to graduates from over 30 secondary schools and to Mount upper-class students. Of the amount given under this program, 83 per cent went to students from Nova Scotia and 16 per cent went to students from other Atlantic Provinces.

#### The Senate at Work

The section of the President's Report devoted to activities of the Senate notes that during the year there were:

- increasing diversity and flexibility in the scheduling of classes, the mode of learning, the method of examination;
- expansion of departmental offerings;
- consideration of double majors, a second under-graduate degree, relation of professional courses to a B.A. degree;
- discontinuance of diplomas in teacher education;
- growing interest in teacher evaluation and development;
- study of scholarships policy and expenditures;
- plans for an inter-university common summer school in 1972;
- successful arrangement of one year abroad in Besaçon, France, for French majors;
- examination of Canadian emphasis at the University.



Sister Catherine Wallace, President of Mount Saint Vincent University.

#### The Evolving Role of the Student

It was an extremely active year for the Student Council, the report notes. In addition to student membership on the Board of Governors, the Senate and University committees, "students were involved in orientation, high school visits and planning for the provision of off-campus housing."

Student inter-university action expressed itself in membership on the Mount Committee and Mount-Dal co-operation in athletics, community action, radio broadcasting, day-care, orientation and Winter Carnival. Athletically, Mount students competed in exhibition games, tournaments and inter-collegiate events in basketball and volley-

ball. Intramural sports included swimming, badminton, golf, curling, judo and keep-fit programmes.

The Report noted that more convenient transit services were arranged during the year for Dartmouth and County students through the Halifax Transit System and an hourly bus service between the Mount and Dal also was provided.

During the year, the students were involved in community action in a variety of ways. They participated in activities relating to Frontier College, the County Welfare Home and Veith House, assisted UNICEF and local children with learning disabilities. In political activity, students were active participants in the provincial election. ■





## ☞ sometimes it makes me sad to think that in fighting other causes we are losing ourselves ☞

Asked what role she sees for the student in our evolving society, president of the Student Union, Mount St. Vincent University, Miss Margaret During, replied in writing. Miss During, a native of Halifax, is in her honours year (English) and plans to study law. Active in student affairs, she is a member of the University's Board of Governors and student representative in the Senate.

Margaret During observes:

"People have always tended to associate with causes, political activism, and revolutionary ideology. We have our images of the student as pacifist, the student as idealist, and the student as demonstrator. Few people have any image at all of the student as student. What is even more disturbing to me is the fact that many students have also lost that image. What has become of the student as student?

*"In the last decade we have become so concerned with the world and its lost causes that we have become victims of our own intensity. We are no longer the moral crusaders of the world, we are its chief lost cause. In finding others, we have lost ourselves. We have fought beyond the bounds of reason for a better system of things. Now we must seriously question the value of things we demanded a few short years ago.*

*"We insisted that the quality of our*

education must change, and it has changed to the point where to be 'educated' has made us suspect. Our mistake has always been the same. We demanded change, but we did not always know if change was for the better. We must now ask that question, with reference to ourselves. We are an unwanted class, burdened by a flimsy dream of getting 'educated' and making it.

*"In view of all this, I see the role of students as being one of redeeming ourselves — not in the eyes of society, but in our own eyes. We have glorified in the fact that we were exempt. We could take the time to watch the world and forget that the world was also watching us. Our position now is one of having to clean up our own backyard. We must redefine our aims in terms of ourselves as the eyes of society. Are we really qualified to lead the crusades anymore? Have we not become so complacent about our morals that we have begun to believe that, because we are students, we are different? We have some natural right to point out the weaknesses of the system. I believe that we must question, and question seriously, our ability to decide great moral questions. The root of the dilemma is that we are not educated enough to do this, and we are not educated because we have insisted that the system must change.*

"Society has changed radically its view of education. Where once the graduate was welcomed with open arms, now the reaction is . . . 'So, you've got a B.A.! So what?' We must lay the blame for that attitude right on our own doorstep. Our role must be to redefine the value of what we are doing. We must begin by wanting to be *truly educated* and not just the 'graduate'. Students must now ask of themselves what they have always asked of society: to be honest!

"It would be a sad thing to lose the student as crusader, pacifist, idealist, and political activist. I believe we still have a role to play in those areas, but they must be superseded by our search for ourselves.

"Society is evolving and we must begin to evolve with it. We must change our picture of the grand march toward a better world! The march is long and the army is getting weary and somewhat confused. So what is the solution?

"First, we look at ourselves and realize that we are not the self-appointed saviours of mankind. We must be idealistic only in terms of what is possible. We have a duty to ourselves and to all those who come after. We can no longer be satisfied with seeing what is wrong; we must know what it is wrong. We must cease to be professional students for a period of three or four years. We have to carry our concern further than our graduating years and to do that our knowledge must be expanded, deepened, and more firmly embedded in our lives.

*"Sometimes it makes me sad to think that in fighting other causes, we have lost ourselves. People regard us with feeling that runs somewhere between scorn and hate. Why? Because we have demonstrated, because we have refused to see the world in someone else's looking glass? No, because we have enjoyed our 'holier-than-thou' attitude. We've looked down on and tried to intimidate a system that has made us what we are. We can prove ourselves yet, by ceasing to be mere stereotypes of the student activist. We can, we must, become real people and we must touch those things in our world that*

we dislike the most. We must make an attempt to align ourselves with the raw reality and dissociate ourselves from the idealistic image we have drawn.

*"Our role, then, is to regain what we have lost — ourselves. Having done that, we shall be better equipped to march to the crusade. Only, this time, we should smile at the world, not laugh out loud at it!"*

## student action

Having asked Margaret During what role she sees for the student in society, let us now consider the extent to which, in fact, Mount St. Vincent University students are involved in the community at large. On all levels — local, national and international — we note students taking either an initiative or supportive role.

Two students have been working with people in the Halifax-Dartmouth area in an attempt to make Nova Scotians more aware of the tragic situation in East Pakistan. These students are working now toward further involvement by the university through events such as "Pakistan Day", aimed at developing an emotional concern with the tragedy, through exposure to films, discussion, music, and Eastern foods.

The Student Union sponsored a speaker dealing with the Irish Republican Army, with a view to better informing the campus about another tragic international situation.

Mount St. Vincent students participated in Amchitka protests by marching and sending telegrams, one of which took the form of a decree from the Student Union president, against such action. Missions in another part of the globe, Singapore, receive student attention, through financial assistance and the writing of personal letters.



A fund drive to assist in the building of an athletic complex will be underway shortly. The "Keep it Canadian" movement is also becoming active on campus.

The Chinese Association of Halifax receives material support from Mount St. Vincent's Student Union, which allocates a portion of its budget to this cultural organization. In addition, university facilities are available for events such as the forthcoming "Chinese Show", when old and contemporary China will be reflected.

A student also participates as a member of the university's Cultural Affairs Committee, which last year brought to the community such well-planned and distinctive events as "Greek Week", and helped further to increase the public's awareness of Canada's rich cultural heritage.

The Halifax-Dartmouth United Appeal, the Nova Scotia Association for the Advancement of Coloured People, and tutoring at Veith House are other student-supported undertakings. Seven students collected for the United Appeal,

## ALUMNAE

In St. John's, Newfoundland, Marie (Hayes) Whelan and her friends arranged a wine-and-cheese party for alumnae resident in Newfoundland. Janet and Jock Murray, and Joanne and Jim Lovett were the official hosts. Present were the two oldest Newfoundland alumnae, Miss Bride Kavanaugh and Mrs. Annie Callahan.

An alumnae member who for 50 years taught English at Mount St. Vincent University and was the first recipient of an honorary degree from the University, Sister Marie Agnes White was honored by the alumnae at a special tea.

A 50th anniversary has significance beyond marking the passing of a half-century of existence. Where does it go from here, or should it remain the same?

and, in addition to a Student Council donation, an objective of \$440 was reached.

CAM, subsidized by the Student Council and supported by Mount St. Vincent University students, reaches out to help blind students in various ways, and pupils in East Preston who require tutors. A drop-in centre for troubled students and others has been set up, with volunteers from campus on duty to help in whatever way possible.

This list does not include the undertakings of students who, briefly away from the university, served on various summer projects. It represents, nevertheless, an impressive output of time and energy by students, acting in ways that they consider a service for the betterment of society.

In the midst of all this activity, the question posed by Student Union president, Margaret During, remains, "What has become of the student as student?" We are left to consider her belief that "we must question, and question seriously, our ability to decide great moral questions."

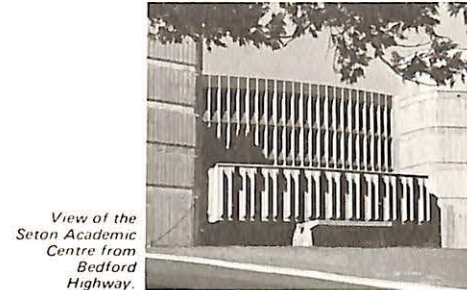
Both change and continuity are suggested by Alumnae president, Mrs. Jeanne (Flemming) Lowman.

She replies:

"In the past, we have concentrated on the ties of friendship and the bonds uniting the members with its Alma Mater. We should not lose sight of these purposes. However, it is time now to bend more energy toward the third object, that is to co-operate in promoting the university's best interests. For instance, we are now beginning to make plans for a fund-raising campaign which will provide another residence on campus. This is the beginning of our new direction in alumnae affairs."

## SETON OPENING

Seton Academic Centre Opens  
with a Flourish



View of the Seton Academic Centre from Bedford Highway.



Hon. Leonard Pace, N.S. Attorney General, Premier and Mrs. Gerald Regan listen to student tour guides.

days — from October 13 to October 17. Premier Gerald Regan, QC., Premier of Nova Scotia, officiated at the opening reception by unveiling a plaque that will be erected in the lobby of the new building.

Almost 200 persons attended the reception, representing a wide spectrum of Halifax-Dartmouth community life, the Board of Governors, the Senate, students and faculty of Mount Saint Vincent University. Mr. Keith Bishop, vice-chairman of the Board, acted as Master of Ceremonies.

Following tours of the Academic Centre, noted pianist Claude Frank played Beethoven with the Atlantic Symphony



Premier Regan unveils the plaque that will be mounted in the lobby of the building.



A typical classroom in Seton Academic Centre — one of several seen by visitors during the opening ceremonies.

Balloons, Beethoven, Buckminster Fuller and blues music from the deep south combined to make the official opening of Seton Academic Centre the most memorable event of the year 1971 at the Mount.

The program covered a period of five

Orchestra in the auditorium before an audience of more than 600 persons.

The public lecture by R. Buckminster Fuller, American-born inventor, designer and philosopher, attracted more than 1,500 persons to the Seton Academic Centre the following night.



## Status of women - is action likely?

For several months Mount Saint Vincent University has been studying carefully two governmental documents of great concern to all thinking Canadians; the Report of the Royal Commission on the Status of Women (now well over a year old) and the more recent Report of the Committee on youth.

In her President's Report 1970/71, Sister Catherine Wallace states that both reports *"stress new evolving roles in a rapidly changing society the relevance of appropriate education the problems of the economy the obligations of government."*

Efforts have been made by the Mount to initiate discussion in the local community about the recommendations of the Status of Women Report — with some success. The two most recent occurred during the past year when the Alumnae organization and the University staged seminars for alumnae and the general public to study the Report's recommendations and plan strategies that would lead to implementation of them.

The University's seminars series, held throughout November, was staged in conjunction with the Provincial Council of Women and attracted more than 35 participants. Sister Catherine Wallace, in her key-note address to the first session said: "Let us not fool ourselves that talking alone is going to achieve anything."

She reviewed the studies that had already been undertaken on the implications of the Report, mentioning the Privy Council, the Association of Universities and Colleges of Canada and the Liberal Party Task Force. While the Federal Government is doing its job in working on an appropriate response, she said, "we must decide to act, look at all the recommendations and determine which

apply to our area of study."

Sister Catherine stated flatly that "action must be taken by the women of Nova Scotia who care enough; those women who are concerned."

In the meantime, the University has been quietly going ahead with studies that are designed to lead to a response to both the Status of Women Report and the Youth Report. The President recently named Mrs. Alleyne M. Murphy of the home economics department to initiate recommendations for a University response to the Status of Women Report. Rev. J. B. Wheaton of the theology department has been asked to act in a similar capacity with regard to the Youth Report.

Mrs. Murphy recently announced the first of what undoubtedly will be many meetings of interested faculty. She reports that many members of faculty already have expressed a desire to discuss the recommendations of the Women's Report "particularly what our university should be doing to implement some of the recommendations."

In the 1971 report, the President stated: "The Mount has always been an institution with special emphasis on women, and it has always been primarily an undergraduate college with concern for youth individually."

In the conclusion to the President's Report, Sister Catherine refers to both the Status of Women Report and the Youth Report and goes on:

*"Let us, then, study them with care. And let us respond to them as their recommendations and our capabilities indicate. It's our turn!"*



Mrs. Pat Goulet, Sister Catherine Wallace, Mrs. Margaret Colbitts of the N.S. Council of Women and Mrs. H. Beckett attend the seminar studying recommendations of the Status of Women Report.



Sister Agnes Gertrude White  
Mother Berchmans Infirmary  
Mount Saint Vincent  
Halifax, N. S.

