



"Oh! now I see it ..." (See page 2)



# Calendar of Events



## April 12 — August 30

Eaton's of Canada Seminar — Seton Academic Centre

## May 28 — 31

Priests' retreat — Rosaria Hall

## June 8 — 10

Alcoholics Anonymous — regional conference — SAC

## June 13 — 15

Registered Nurses Association of Nova Scotia — annual meeting — SAC

## July 4

Second summer session registration

## August 17

Last day of summer session

## September 3 — Labour Day Holiday

- 6 — Canadian Association of Medical Librarians — national conference — SAC
- 10 — Faculty meeting and luncheon
- 12 — Orientation for new full-time students entering from high school
- 13 — Registration and payment of fees for seniors, juniors, and sophomores
- 14 — Registration and payment of fees for freshmen and B.Ed. students

ART GALLERY AND MUSEUM  
HOMER LORD — CERAMICS  
MAY 23 — AUGUST 30

# Insight.

*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. Correspondence to *Insight* should be addressed to:

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The President, Sister Catherine Wallace, and friend at Mardi Gras, '73, a buffet dinner dance held for Faculty and members of the Board of Governors





by Julie Coolen  
(a senior student at MSVU)

Outreach tutoring is a Mount Saint Vincent Student Council project, organized by university students to help children who are experiencing difficulties in school work. The university tutor is faced with two aims: firstly, to give academic assistance and secondly, to provide personal interest in the child as a growing human being.

Initiated in 1970 as a joint project of Dalhousie, St. Mary's and MSVU, the program involved, initially, one night a week of tutoring a child in his/her home, on a one-to-one basis. The project began in the lower socio-economic communities of the Halifax area. It was projected, that in time, it would expand to all areas.

Two years later, Mount Saint Vincent agreed to participate in a new approach to tutoring. With the assistance of local co-ordinators, the Mount was initiated into the Pinegrove Community School project to open the school in service to the community after school hours. This change removed the tutors from the students' homes and placed them in the actual school atmosphere. The change in location - from home to classroom - enabled most tutors to assist from one to three students. It also made possible for the student to relate more closely to the subjects taught in school.

Mount Saint Vincent participated in the project with 12 to 15 students, ranging from freshmen to seniors. All were willing to spend time not only in tutoring but in personal contact relationships.

Some tutors questioned the quantitative aspects. Are only a dozen students interested in giving time and energy to the program? It was decided that in such a delicate area as tutoring a child, it would be more important to view the qualitative aspects of those involved as opposed to the quantitative. Thus, the 1972-73 Outreach Tutoring team was formed.

Those involved with Pinegrove Elementary School responded favourably to the Mount Team. As time went on, much help was provided by the school administration. A member of staff, Mr. Mike Langley diligently devoted his time each week and gave guidance where needed; he also impressed upon students and parents alike the benefits of the program.

During the initial week, 25-35 eager students appeared for tutoring. Numbers decreased slightly as time passed as both students and tutors seriously began their work.

Personal involvement in this program is important. Communication is developed between tutor and student and outreach programs have resulted in friendships linked with the academic work.

We find such questions as, does school go beyond pure academics? or, does university prepare us for life? becoming relevant to us. It is obvious that a genuine concern in others reigned supreme when those who volunteered did so. Why? The answer - a complex one - lies in specific areas of social concern and a belief that the personal worth of individuals lies outside of their intelligence or social standing.

Reactions have varied from tutor to tutor, but there is unanimity concerning the value of such personal contact. Ideas of self-worth become important. Tutors must be willing to accept the student despite academic failing, and increase their understanding, knowledge and respect. This need is of ultimate importance. Students must receive reinforcement for any achievement and be shown that he/she is worth the time and effort of a virtually unknown individual.

Students' reactions were at first slightly mixed: "why would some one take time each week to help me with reading?" "Here's some one who likes to hear about my hockey team."

In most cases, the student responded quite positively to the personal attention given by the tutors, to both studies and outside interests. On one occasion, the tutor was asked to join in tobogganing for a few minutes - and she did!

One way of measuring appreciation is by the sincerity and enthusiasm shown by those who faithfully returned each week. Another measure is the expression of disappointment expressed as the program ended at the closing of the University term.

Has the program been beneficial? Has the challenge been met? How good has been our preparation for real life?

Some feedback has been given to the co-ordinators. Acceptance by the educational community has, to a degree, proven itself. A member of the Halifax School Board Special Services department made his way to MSVU in

search of a much-needed tutor for another Halifax school. Parents have taken time to telephone tutors to inform them that their son or daughter has shown marked improvement in certain areas. Local high school students are beginning a similar project on a smaller scale. Plans are in progress for next year. And of course, the good accomplished is some times known only by the individuals themselves.

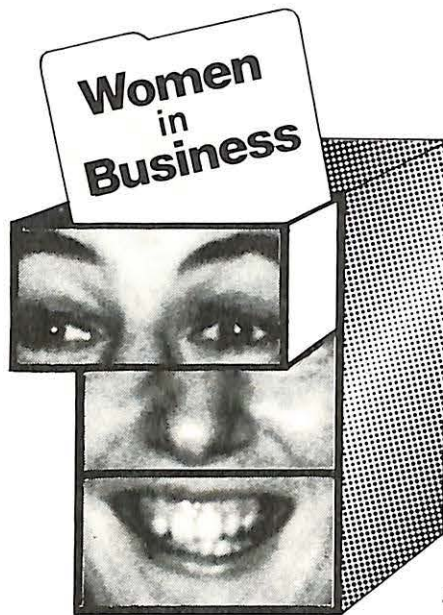
What of the future? Perhaps expanded orientation programs will be planned. Contacts have already been made with a university reading specialist who has volunteered to provide practical assistance for the next year. Different approaches to students and their work are being closely analyzed by tutors.

The personal satisfaction achieved by the tutors was found not only in recommendations, but also in smiles and "thank-yous"; in the final analysis, these say to me that it is worth the effort!



Julie Coolen





by Shirley Fishman  
(B.B.A. Senior)

## Will they get a chance to be managers?

(A report on Conference Canada '73 held January in Winnipeg to encourage interaction between business students and to promote businessman-student dialogue. Shirley Fishman, Susan Chipman and Lucille Leblanc were Mount Saint Vincent delegates).

Are women taking jobs for second incomes only?

Will men work for women managers?

How many women are career-oriented?

Meaty and controversial topics indeed for the three-day Winnipeg conference where male delegates outnumbered the women by at least ten to one! We held our own in the debates, however, and there is reason to believe that we may have changed some long-held opinions of the businessmen.

"Canada Conference" was hosted by the Commerce Students Association of the University of Manitoba and was funded principally from private industry with some assistance from federal and provincial governments, the University of Manitoba and delegate fees.

Seventy students attended, along with 20 business delegates and about 10 professor delegates. Workshop topics for the three days were wide-ranging and included the role of women in business, student apathy, career-oriented summer jobs, and student internship programs.

As the Mount grants a degree in Business Administration our Business Society received an invitation to the conference and we quickly wrote back offering our assistance. The University of Manitoba invited me to co-ordinate the contributions of the Atlantic Universities. It is

flattering that somebody from Mount Saint Vincent University was asked to co-ordinate. Typically I was the only woman co-ordinator.

Each university was responsible for one workshop paper and representing a predominantly women's university we chose a topic on the role of women in business. We concentrated on the many obstacles facing women in business.

The Role of Women workshop proved very interesting (10 men, 2 women!!) Expecting considerable argument, I came well prepared. Fortunately it turned out differently than expected. The professor delegate in our workshop, Jim Domco from University of Calgary had done his homework and helped me stand up to arguments. I think he did more research than we did! As it turned out – perhaps the only dissenter in our discussion was Mr. D. J. Almas, the representative of Pacific Western Airlines. But by the end of the day said that while he was supposed to disagree with us, he was already beginning to agree with our ideas. This from a man, who, earlier in our discussions, used the following phrase "my ingrown innate prejudices with reference to women in management positions". Mr. Almas – wherever you are – we still like you!

We accepted that changes in the hiring practices of women will not take place overnight. Perhaps when our contemporaries take over, the wheels will turn easier. We are undergoing a kind of social change as women become more accepted in management positions, which may be attributed to the women's lib efforts. In Sweden presently the husband and wife are joint "breadwinners" – this approaches an equilibrium – we feel this will happen in Canada in the near future.

Our group also believed that if women are not given an opportunity to fill management positions, an economic problem is being created. Are we not wasting society's money by training women for management positions if the graduate is not going to get the job?

With reference to job mobility and the career woman, companies introduce their latest statistics indicating women always want to stay in one place. We disagree – women are just as mobile as men. In the U.S. for example – if both mates are career conscious, and one is transferred, some companies will endeavour to get comparable career positions for the other mate – male or female.

Here are a few conclusions from our workshop discussion:

1. Women enrolled in Business Administration programs or Commerce should go into more specialized areas where there are fewer personnel e.g. accounting, brokerage firms (sales) and real estate.
2. There should be a change in the attitude of peers; more equality in the future for women – also the equal opportunity concept needs improvement. It would appear that the only employers who are sticking to the law are Federal government departments.
3. Management training programs for women – also more pressure on companies by women. Management training programs are becoming more acceptable – although there are better chances for the future.

Mount delegates were involved in several other workshops dealing with student apathy within the university, the image of a commerce student, career-oriented summer jobs, and student internship programs. All of the workshops were productive – especially that on student internship programs. At the Mount, we are experimenting in this area and we were very interested. Mount academic delegate David Lyons who is involved in this program, gathered useful information at the conference. With cooperation from the local business community and the university, this type of program can be even more successful next year at the Mount.

Susan, Lucille and I benefited greatly from Canada Conference. The experience of meeting with students and businessmen and exchanging ideas has motivated us to propose new ideas to the Business Society and the Business department. We decided to host a one-day business seminar at the Mount involving representatives from the Halifax business community participating in workshops similar to those of Canada Conference.

The local business community should know about the new business administration program, and the best way is to bring businessmen to the Mount, allow them to meet and talk to the students enrolled in the program and let them see what we are doing!

We are grateful to the Mount Business Society for their monetary support; Sister Brenda Halton and Mr. David Lyons for their assistance and moral support, and finally the Financial Post for giving the Mount publicity in its article covering the conference in Winnipeg.





*The Honourable Brenda Robertson*

# Flexibility is the key...

*by Fran Maclean*

"Changes in social attitudes and structure, poverty, education for flexibility — yes, we have a few interesting years ahead!"

This is how New Brunswick's Minister of Youth and Welfare, the Honourable Brenda Robertson, looks at the challenges of these restless times. Her manner is quiet, but the intensity of her awareness of social needs is keen.

It is hard for her to forget the demands for change. Even on a relaxing week end at home, she is continually surrounded by reminders of growing discontent. While interviewing Mrs. Robertson in her Riverview Heights home outside Moncton, we heard a steady ring of telephone and doorbell, heralding people's queries or comments. One wonders how much busier are her office in Fredericton and her home there.

A tall, dignified woman, Mrs. Robertson has a demanding portfolio that relates to some of

the most serious issues of our times. It requires her to be easily accessible to the public and its grievances. She is the sole woman in New Brunswick's cabinet. (The cabinets of British Columbia, Alberta, Ontario, and Prince Edward Island each has a single female minister, as does Canada's federal body. There are none in the remaining provinces.)

The mother of three children, (Douglas, 15, Leslie, 13, and Tracy, 11,) Mrs. Robertson leads a busy domestic life as well. Her husband, Wilnot Waldon Robertson, is a Moncton businessman whose hobby, flying a small plane, undoubtedly increases the number of family get-togethers. He is supportive of his wife's activities and often shares her frustrations.

We noted the recurrence of certain expressions, reflecting Mrs. Robertson's heartfelt concerns. As we talked about youth, the poverty cycle, and the role of education, she carefully emphasized the concepts of "education for flexibility," "changes in the social structure", and "family".

Asked what the object of university education should be today, Mrs. Robertson replied:

"On the graduate level, universities have to be viewed as a broad base for living. We don't prepare for a particular profession anymore. Rather, we move from one area of activity to another, as we mature in our interests. If universities do nothing else but prepare people for the mobility of the social structure, so that they can move freely from one work environment to another, then surely they will have served a large purpose. We must have a broad floor from which to move with flexibility. We need also a setting in which to learn about our individual talents."

## Irrelevant Studies

Mrs. Robertson believes that educators need also to get at the problems caused by irrelevant studies given at an early age. The idea that one must master mathematics or languages, in order to obtain a graduation certificate, is not necessarily sound.

"Adults continue to set the standards and expect young people to meet them and be happy. But if, instead, we build on the individual's base skills and abilities, social problems will not occur. In both work and leisure, we will then have a happy person who does not become a 'social case'"

The challenge is to prevent problems, instead of counselling after the fact. Youth and adults need to "listen" to each other; unfor-

tunately, there are few opportunities for meaningful discussion between the generations.

The same need — that is, of discussion for better understanding — exists for the poor and the general public. Although man has been flexible about technological change, he has not been so in his social attitudes.

"We must recognize the emotional cast on a human being when he is rejected in many situations: he is hurt, becomes fearful, and then withdraws. We must listen to him, and understand the vicious cycle of poverty."

Mrs. Robertson feels frustrated by perpetuation of the myth that the poor want to live a substandard life. The hardest part of her portfolio lies in knowing about popular, negative attitudes towards the poor, and in reflecting how far behind we are in changing our outlook.

"I really don't know how long the poor will wait. I think that they have been very patient."

Some promising changes are occurring. One recent and successful project in New Brunswick concerns a group of former fishermen. New technology and the pollution of oyster beds had taken away their livelihood and, with it, a large measure of self-respect.

The men had a background of the sea and the project was organized in relation to their particular skills. An oyster culture project was developed, at first employing twenty-two men and, now, one hundred. They have transferred the oyster beds and, in the future, a processing industry will be developed. For the past year and a half, these men have left the poverty cycle, and no longer require special social assistance. Their self-respect has been restored.

## Old Assumptions

Educational institutions have a responsibility for offering courses to people in need, courses that must be redesigned, and made understandable and relevant.

"Poverty is not a simple problem. Every frustration is agonizing, every setback a catastrophe. All of us would like to see poverty eradicated everywhere. The old methods did not work, because the old assumptions were not true."

Mrs. Robertson sees life as a challenge requiring one to look at failure with new eyes. Failure should be less emphasized, she suggests, and flexibility accorded greater value. Many things — social assistance programs, family relations, marriage, education — fail because they "lack flexibility."

"We must look at the overview — what is today, is not tomorrow."



The animosity between the Francophone (about 40 percent of the population) and the English-speaking is viewed by Mrs. Robertson as "ridiculous". She advocates "getting to know each other better" as a means of changing their outlook.

Does being a woman place restraints on activities?

"No, it does not. I don't understand 'women's lib.' As a woman you simply prove yourself as you go along. And you don't expect favours."

Mrs. Robertson grew up in a rural community outside Sussex, where both her parents worked hard together on their farm. Relatives lived nearby and, when needed, were ready to assist in caring for the children. Women did not feel isolated in that setting. (Her parents, a brother and sister still live in the province, and as much contact as possible is maintained.)

The family-life picture has changed. In the present move from rural living, no longer are relatives usually close; they live as relatively isolated units. Mrs. Robertson sees this trend as a confinement, especially for mothers, preventing them from venturing beyond their homes for studies, work, or social activities.

Mrs. Robertson did not plan to go into politics, although she has long thought that government is where "the action" is.

"It was more of a case of one thing leading to another, that got me here, and also doing what I really wanted to do."

Her great interest in people motivate her actions, although she considers herself as being basically introverted, more so than one would suspect. Understandably, she prizes time that she can have to herself.

"I need time to read and think, and I enjoy private conversation more than large gatherings."

#### Youth

Her confidence in youth is strong and she enjoys talking with them.

Her attitude towards people of all ages is expressed in, for instance, statements made to a recent convention of the Canadian Home Economics Association.

"The kinds of people needed . . . have to be creative thinkers and humanistic leaders. They have to be people who will continually evaluate themselves and their activities and programs. They will have to be people who are willing to share ideas rather than impose them upon others. . . .

"If we really want to face the challenge of our times, we will have to actively seek out facts concerning the problems that face us in society. We will need to hold the genuine interest in the things we are trying to change together, with the genuine determination to accomplish our goals."

Stimulated herself by the struggles of life, Mrs. Robertson wishes that more people would be happy with them.

"By meeting those challenges on a daily basis, we are taken into all kinds of interesting avenues!"

#### Honorary Degree

*Mount Saint Vincent University honored Hon. Brenda Robertson of Riverview, Albert County, New Brunswick's first woman cabinet minister, at the Spring Convocation ceremonies May 15 by awarding her the degree of Doctor of Humane Letters (Honoris Causa).*

*The Most Reverend James M. Hayes, Chancellor of the University, awarded degrees to 266 graduating students at the convocation ceremonies in Seton Academic Centre.*

*The honorary degree award to Mrs. Robertson, New Brunswick's Minister of Youth and Minister of Social Services, is only the third bestowed by the University. Sister Marie Agnes White, Ph.D., was the first recipient in 1971 and Her Excellency, Mrs. Roland Michener, wife of the Governor-General of Canada, was similarly honoured last year.*

*Mrs. Robertson, 43-year-old mother of three, was the first woman elected to the New Brunswick Legislature in 1967. Born in Sussex, Kings County, she has been a college cheerleader, a home economics teacher, a civil servant, and a successful business-woman. She taught Sunday school and helped with CGIT in the United Church in Riverview, a suburb of Moncton. She became president of the provincial Women's Progressive Conservative Association and when she was re-elected in 1970, she won with the highest percentage of votes of any MLA. She was named Minister of Youth and Welfare shortly afterwards.*

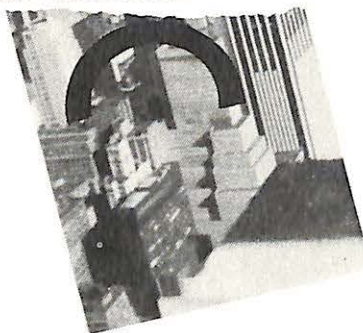
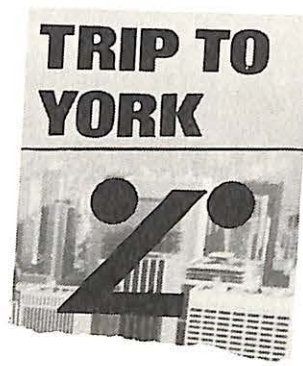
*A graduate of Mount Allison University, she married Wilmot Robertson in 1955 and then joined his business in sales and management. She resigned in 1967 to go into politics.*

*Mrs. Robertson is past president of the New Brunswick Home Economists Association and New Brunswick Women's Progressive Conservative Association and a member of the United Church.*

# Remember when?







A theatre trip, initiated by Mount Saint Vincent University English Department, and sponsored by the students' *English Society* was so successfully inaugurated during the March break that it promises to become an annual event.

This first attempt at bringing the students to significant centres of drama, focussed on Broadway. Planned by Dr. Geraldine Anthony S.C., a native New Yorker and Associate Professor (American Drama) at the Mount, the theatre trip offered four plays in four days. The idea was to expose the students to the greatest variety of dramatic productions in the shortest possible time, to provide maximum enrichment at minimum cost.

The group, including six professors, totaled thirty-three. The English faculty members were delighted to note that not only English majors but Sociology, Mathematics, History, Home Economics and other departments were represented by enthusiastic students. Dr. Olga Broomfield, Acting Chairman of the English Dept., and Dr. Paul McIsaac, Assistant Professor

of English, accompanied the group and assisted with supervisory and other arrangements. Lois Brison and Wendy Turner of the English Society, helped with the pre-planning.

All of the four plays were of exceptional quality. Chief among these was Jason Miller's *THAT CHAMPIONSHIP SEASON*, an American comic tragedy, directed by A. J. Antoon, presented at the Booth Theatre. Written about the reunion of an old basketball coach and four of his champion players, who, years ago, won a trophy for him, the play touches the nerve of American sociological and psychological problems. The students were unanimous in their praise of a powerfully written and expertly performed drama.

*DON'T BOTHER ME I CAN'T COPE*, an all Black revue at the Edison Theatre, was another triumph. Directed by Vinnette Carroll with music and lyrics by the TV star, Micki Grant, it featured the famous gospel singer, Alex Bradford. A witty and sparkling revue, it yet made very telling statements on the Black problem in America.

Of particular significance was the Anglican service at the famous Cathedral of St. John the Divine. The Sunday service was dedicated to the oppressed Migrant Workers of America headed by Caesar Chavez. During the Mass, Puerto Rican ballet dancers gave a very tasteful performance, a large number of migrant workers sang hymns in Spanish, and a dialogue homily between a migrant worker and the minister served to acquaint the congregation with the facts of oppression, reminding the students of similar hardships and injustices read in Steinbeck's *Grapes of Wrath*. It was obvious from the students' conversations later that they had not only been exposed to the best of American Drama but also to the racial and ethnic problems inherent in American culture today.

Gratifying to New Yorkers were the students' surprised comments on the "cleanliness of New York" and the courtesy and kindness of the people. As one student expressed it: "I thought New York would be filled with muggers, purse-snatchers, and violent people generally. Instead I met only courteous, kind people, eager to help me".

In round figures the cost of the five-day trip was: \$88 Air Canada round trip group fare, \$5 per theatre ticket, \$7 per night hotel triple room. The students unanimously proclaimed the trip a wonderful experience and far better than they had expected. As a result, the English Department and English Society are seriously

considering making it an annual March Break event, with London, England, in 1974, and Toronto in 1975, to expose the students to the best in British and in Canadian drama.

Another humorous play was that seen at the Morosco Theatre, BUTLEY, by Simon Grey (a Canadian and former student of Dalhousie University). This comedy was British in tone and presented a witty picture of a deteriorating English Professor at the University of London (where Grey is now a faculty member). The title role was superbly played by Alan Bates.

The fourth and last evening was spent at the new Metropolitan Opera House at Lincoln Centre where the group enjoyed a splendid performance of Richard Strauss's *SALOME* with the famous Karl Böhm conducting. Ursula Schroder, Irene Dales, Ragnar Ulfgang and others were responsible for a performance that drew standing ovations and "bravos" from the thousands attending.

The trip also included sightseeing tours, visits to art galleries, shopping at New York's finest stores, a walking tour of Chinatown, a show at the Planetarium, seeing New York from the 80th floor observation roof of Rockefeller Centre, a backstage visit to Radio City Music Hall, a two-hour visit and lunch at the Metropolitan Museum of Art, a tour of the UN, a visit to the American Museum of Natural History, and a 4½-hour bus tour of upper and lower Manhattan. ■



Some members of the New York Theatre group.





1. Maria Stantos, first joint honours degree recipient.
2. Valedictorian - Vicki Livingston.
3. Honorary degree presented to The Hon. Brenda Robertson.
4. Governor General's award presented to Katherine (Bevans) Holgate.
5. Convocation 1973 at Mount Saint Vincent University.

## Alumnae News

The present executive of the alumnae, elected in 1972, is attempting to renew interest in the alumnae and to re-involve alumnae in the university community.

This year will find the president of the alumnae and the president of the university travelling to various parts of Nova Scotia to renew ties with alumnae and bring them up to date on happenings at the Mount.

The first coffee and dessert party was held for all Cape Breton alumnae at New Waterford in late April, convened by Catherine Godwin. Another party will take place in the south-western part of the province at a later date.

This executive took a new approach to reunions and this year's Homecoming Day was held for all Mount girls May 12th. This day gave special recognition to the graduates of the "threes."

The president, executive and other members have been very enthusiastic about developments in the Continuing Education Department. Members participated in planning sessions for the program "A Woman Today," that was conducted in April. It is hoped that many alumnae will return to the Mount for the Continuing Education Department's offerings in future. ■

*Executive Meeting of the Alumnae: (left to right): Mrs. Dianne Fahy, Councillor, Mrs. Margo Burke, Committee Member, Miss Marion MacDonald, Executive Secretary and Miss Florence Wall, Chairman of the Board of Governors of Mount Saint Vincent University, and Alumnae member of the Board.*







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Fund officials report that the Mount Alumnae Fund raising program is progressing very well indeed when compared with similar undertakings at other, and larger, universities. Because a program of this nature has never been attempted at the Mount before, much time and effort these past months has been devoted to very basic organization. The co-chairmen have been encouraged by the conscientious and efficient performance of the workers, some of whom have completed their assigned areas and have offered to canvass a second area.

Fund workers are reporting that, at a time when questions about opportunities for women are being raised all around, Mount alumnae continue to accept the notion that their husbands' colleges come first. A trend that was noted at Vassar and following is a paraphrase of what Mary St. John Villard, national chairman of the Vassar College Capital Campaign, said in "Notes from Vassar", April, 1971:

"This, then, is a plea to my fellow alumnae to strike for equal time. And to their husbands to recognize that a Mount spouse is not only a charming companion, effective wife and mother, imaginative cook, decorator, quondam secretary, household mechanic and perennial taxi driver but frankly a business asset. When

she raises funds to keep the symphony going, serves on the School Board or the Hospital Committee, surely she enhances your public image. Surely, you agree with her that the Mount contributed more than a little to her competence and her creative intelligence. I suggest that you are as indebted to the Mount as you are to . . ."

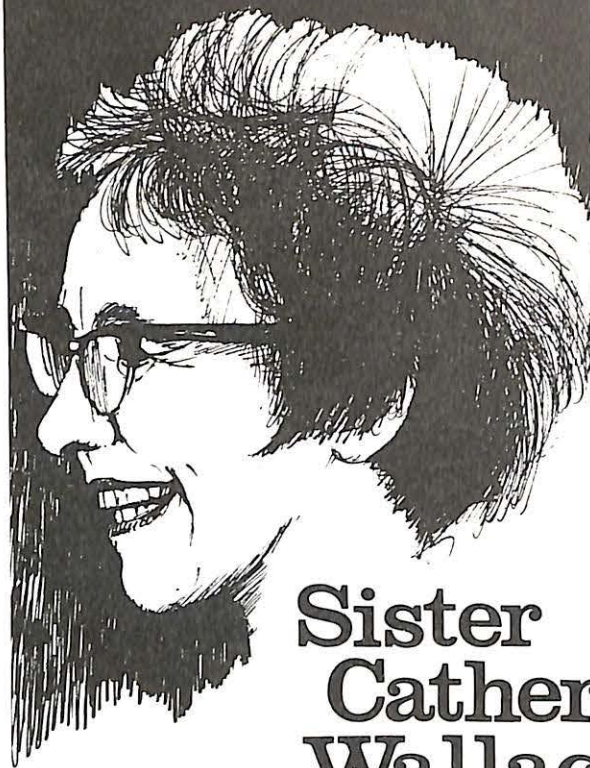
Many alumnae are using a series of ten post-dated cheques in response to the Fund's request for a donation of \$100 from each alumnae over the three-year period from Convocation, 1972 to Convocation, 1975. This works out to 9c a day; 63c a week or \$2.79 a month.

Because the majority of our alumnae live in the Halifax-Dartmouth area, volunteer workers are urgently required here. Anyone wishing to volunteer may contact the Alumnae Development Office at the Mount (453-4450, Local 277) for information. Particularly needed are volunteer workers among our recent graduates. Those who are just starting their careers should not hesitate to make a gift because they feel they cannot make a large one. No gift is too small to be useful — the biggest building is built one brick at a time. ■

*Mrs. Marie Kelly (Academy '49) who has been appointed Executive Secretary of the Alumnae Fund Council of Mount Saint Vincent University.*







## Sister Catherine Wallace

*Extracts from an article on Sister Catherine Wallace and Mount Saint Vincent University prepared by Halifax journalist, Harry Bruce, and published in the April 14 edition of the national weekly magazine Weekend.*

The supreme lobbying group for all the universities and colleges of Canada will gather in Ottawa next fall, and will almost certainly choose as its 1974 leader a gently captivating Halifax nun.

The lobbying group, which is also a research, information and service organization, is the Association of Universities and Colleges of Canada; and the nun — this sure-fire favourite for the AUCC presidency during a crucial year in its history — is Sister Catherine Wallace. She's the fourth and most revolutionary president of a remarkable little university that most Canadians scarcely know exists Mount Saint Vincent University for women, Halifax, Nova Scotia.

Once, a generation ago, Catherine Wallace yearned to be a ballet dancer. Instead, she chose to live out her earthly time with the Sisters of Charity because, well, as she puts it, "It's just a need to *give* yourself as totally as you can." If you listen to her, if you watch her as she talks, you know that the decision, the need, had something to do with the most exalted kind of love.

"I told her," says Jeffrey Holmes, executive secretary of the Association of Atlantic Universities. "I'm sure the world lost a hell of a good ballet dancer but it gained a hell of a good nun." Holmes apologizes for his enthusiasm: "I've tried to be very cool and objective about her, but it's hard to be." A lot of people in Nova Scotia, a lot of people in higher education across Canada, share his respect for Sister Catherine, for her brains, her energy, her powers of persuasion and special aura of grace.

She will need all these qualities to serve well as the first woman president of a national association of university people that goes back almost to the turn of the century. Her election is not tokenism. The AUCC has not simply decided it's a nice, fashionable time to Recognize Woman. For the universities and colleges of Canada, the months ahead are too important for games; in April of '74, they expect government to introduce legislation that could alter the whole basis of federal-provincial financing of higher education. For the AUCC, this is not a time for figureheads.

Moreover, figureheads can seldom boast a record of such swift achievement as can this particular Sister of Charity. The AUCC elected her a board member almost five years ago; she was the first woman ever to become a director. Now, she's vice-president; and she's the first woman ever to hold *that* office. (The elevation of vice-presidents to the presidency of the AUCC is so traditional it's virtually automatic.) Sister Catherine is chairman of the AUCC standing committee on the status of women and she says that, had it not been for her, "I'm not sure anyone at the AUCC would ever even have asked for a report on the status of women."

Her university, Mount Saint Vincent, is the only one in Canada that confers its own degrees and, at the same time, exists primarily to educate women.

"At this time in the history of Canada," Sister Catherine says, "a university in which the emphasis is on women can perform a real service . . . If I weren't here, for instance, at this particular time, as president of this particular university, a woman would not now be about to become president of the AUCC."

Certain remarkable personal qualities have a great deal to do with her success not only in the AUCC but in Halifax as well. Sister Catherine is small, neat, soft, trim, quiet, gentle, smart as a whip. Her eyes are mild, intelligent, concerned, gray-blue. They make strangers feel they've known her for a long time. You're sure you should *agree* with those eyes. She is sweet reason herself, in a chic tweed suit. Students describe her tremendous air of "motherliness." University presidents, men, acknowledge that she's "a remarkably attractive woman."

Dr. Hicks recalls that on the day he was appointed to the Senate of Canada, he and Sister Catherine both happened to be in Ottawa on university business, and she honored the moment by buying him a maple-leaf lapel pin. A small thing, the sort of thing thoughtful friends do for one another. An act of goodness. "I have never once heard her being critical of those she has to work with," says Dr. Arthur Murphy, chairman of Nova Scotia's University Grants Committee. "Henry Hicks will descend on us like a thunderstorm every now and again. We sometimes get strong complaints from Acadia . . . Never from her . . . I think she knows something about catching flies with honey."

She is often better prepared for informed discussion than most of the men at a meeting. She is a former professor of English and earned her doctorate (from St. John's University, N.Y.) in literary criticism. Her speeches, briefs, the cases she puts betray a flair for language and succinct argument. Her energy is Smallwoodian.

"She is capable and dedicated, and never seems to lose sight of what she's after," says Dr. Owen Carrigan, president of Saint Mary's University. "She has a very good knack of bringing things through and putting the finishing touches on them."

She has been putting finishing touches on things at The Mount for a long time. As a young nun back in the Thirties, she took teacher training at the Mount's normal school and lived there while studying for her B.A. at Dalhousie.



She had come from Lawrence, Massachusetts (Sister Catherine became a Canadian citizen in 1970). Lawrence is a humming little textile city on the banks of the Merrimac River, a place in which you might expect a little girl with a brother and a couple of sisters and a dozen cousins to grow up outdoors, skiing, swimming, playing tennis, going to the shore, wandering lonely as a cloud along sand beaches, skating up rivers and canals mile after mile.

It was the hometown, too, of one of Sister Catherine Wallace's favourite poets, the great Robert Frost. Once, he wrote, "Two roads diverged in a wood, and I - / I took the one less travelled by / And that has made all the difference." Sister Catherine also took the one less travelled by. She's the only member of her family ever to become "a religious" and, she says, "I still feel as strongly about the motivation now, perhaps even more strongly." In the mid-Fifties, she was principal of the fantastically free new Diocesan High School in Vancouver:

"On the day we opened that school, I spoke over the P.A. to the students. I said we'd have no rules and regulations in this school. I said we could begin with nothing, and add the rules as we needed them. You know, I left after six years, and we still had virtually no rules there . . . People ask me now, they say do you really see any value in being a university president? And I say yes, it makes it possible for you to allow people to be *free* . . . Perhaps the only thing I've really done at The Mount was to let people be free and creative and, you know, *become people*."

By 1959, Sister Catherine was teaching English at The Mount and, in 1962, she became general supervisor of education for the 1,500-member Congregation of the Sisters of Charity. In '64, she joined Ivan Illich as a resource person at his famous International Centre for Latin American studies at Cuernavaca, Mexico. "We reacted on one another there," she remembers. "There was, I think, an extraordinary value in being there . . . It stretched your mind really. It stretched your soul, too, I suppose."

On Canada Day, 1965, Sister Catherine became president of Mount Saint Vincent.

In the eight years since her arrival as president, the enrollment of students who are not Sisters of Charity has multiplied more than five times, from roughly 200 to more than 1,100. (There are still about 200 Sisters studying there.) But the nature of the enroll-

ment tells as much about the new Mount as its size does. Roughly half the students are not Roman Catholic, and a good many are not even women! Drawn by the superiority of The Mount's courses in certain fields - education, for example - dozens of men are studying for degrees there, and their numbers grow each year. (Some grumbled last Spring because the instructions for graduates in the Convocation Week program used only female pronouns. The girls were not wildly sympathetic: "Now, *you* know how it feels.")

Sisters of Charity once dominated the faculty. Now, they amount to no more than twenty of the eighty-odd professors and lecturers. The rest are lay teachers, and more than half of them are men. There's a rabbi on the faculty now, and one of The Mount's chaplains is a Protestant clergyman.

In 1966, The Mount ceased to be a college of the Sisters of Charity alone. It received its university charter. As one university official explains it, "Sister Catherine supervised this whole transition from the place being a private school for well brought-up Catholic girls to the public university it is today."

In the meantime, she inspired the construction of new buildings (and virtually designed one of them) that have transformed the appearance and the spirit of the whole campus; she opened the Women's Library Centenary Collection of works on the history and achievement of women all over the world; she carved out a working agreement to give the Mount all the academic advantages of full association with Dalhousie University; and she co-operated in the successful promotion of a similar deal with the Nova Scotia College of Art and Design. The result is a pretty rich range of academic, creative and human experience for any young woman (or man) who enrolls at Mount Saint Vincent University.

Buckminster Fuller, that stupendously energetic prophet of change, blew into Mount Saint Vincent for a few hours in the fall of '71 to address the college and, later, he had a long talk with Sister Catherine about Jesus Christ. He said that he, as a man who believed in evolution, was utterly convinced that Christ had *had* to appear on earth at exactly the point in history at which He did appear. The theory, in profane terms, has something to do with the right person being in the right place at the right time; and Bucky Fuller could scarcely have found a more appropriate woman to discuss it with than Catherine Wallace, Sister of Charity.



## THE B.A.

### PROBLEMS AND SOLUTIONS

by Dr. David Monaghan (assistant professor of English)

Enrollment trends across Canada in recent years indicate an increasing dissatisfaction with the B.A. degree amongst graduating High School students. Their criticism seems to have been mainly directed at the vocational limitations of the degree. However, some have also undoubtedly taken note of the concern expressed by many observers that the B.A. is not fulfilling its broader educational goals. According to these critics the University Arts faculties are failing because they are not turning out sensitive and perceptive graduates who are equipped to lead happier and more successful lives than those supposedly short-sighted individuals who plunged immediately into professional and vocational programmes. This second criticism must be of special concern to anyone involved in University Arts programmes because it serves to undercut almost all of the traditional defenses made against those who attack the B.A. on purely vocational grounds.

The intention of the comments which follow is to isolate some misconceptions held by those responsible for the shape taken by Canadian Arts programmes which might explain in part why the B.A. is not entirely successful as an educational tool. An attempt will then be made to suggest ways in which the degree might be improved.

Simple-minded though it may sound, much of what is wrong with the B.A. can be ascribed to the expectations aroused by its name. This name, of course, derives from the degree granted by British universities and the problem in Canada, as I see it, is that the Canadian B.A. programme has been seen too often as a direct equivalent of the British B.A. The fallacy involved in this thinking can be best understood if we simply compare the educational progress of the Canadian student as he moves through High School and into University with that of this British counterpart.

The British educational system works on rather different premises from the Canadian in that the normal school leaving age for the majority of students is 16, at which stage the more academic have completed "O" level and the less academic the C.S.E. Up to this point all students take a fairly broad educational programme, although definite specializations in the direction of Arts, Science and Craft will have already emerged. However, the minority of students staying on for "A" levels engage in a very specialized programme, normally taking 3 subjects in Arts or Science and one General course over a period of two years. Of those who take the "A" level course by no means all go on



to University. Until the last year or so, when there has been a slight reduction in the number of applications, there has been two qualified applicants for every University place. And, of course, many "A" level students do not ever apply for University. Having reached the University the majority of students further specialise and take a single Honours Degree. This means that they spend almost all their time studying one subject. In my own case for example, 2½ of my 3 years were devoted to English Literature, the other ½ year being divided between History and Latin.

The experience of the Canadian student is different in two important respects. Firstly his High School and University education is much less specialised and secondly, a far higher percentage of his fellows also reach the B.A. level. Basically, the Canadian Grade XI and XII situation is like that to be found in Britain in the years leading up to "O" level in that a large number of students are being given a fairly broad education. And the University is like British "A" level in that a smaller, but still relatively large number of students are being educated in more specialised areas. The intention of these admittedly rather rough parallels is to not to pass any value judgements on the relative merits of the British, and Canadian systems. In particular I do not wish to give the impression that I believe the Canadian student is two years behind the British student. Rather I simply want to indicate that in practice the Canadian education system takes a relatively large number of students through a relatively general education up to the B.A. level.

Had Canadian educators been able to keep this important difference in mind I believe the Universities would be in a much healthier state than they in fact are. However, what they have done, to continue the analogy with the British system, is to develop a University system which tries to do simultaneously what the British "A" level and University degree do in sequence — that is, to take both the above-average student and the student of exceptional abilities to their levels of intellectual competence and interest.

For the student who, had he lived in Britain, would have concluded his academic education, after taking "A" levels, the Canadian degree occupies too much time and includes material which is either too specialised or too difficult for him. For the student of greater intellectual

interests, that is, the one who would have gone on to University in Britain, much of the programme in the Canadian University is undemanding and intellectually unsophisticated.

Given this wide range of students whose interests and abilities are so different, the teacher must inevitably fail. If he tries simply to teach his students to think straight, to relate abstract ideas to concrete issues and generally become a little more aware, he will be doing all of his students some good but will be leaving a minority hungry for more sheer intellectual depth. If he teaches to this minority he will quickly lose either the interest or the understanding of the rest and will teach them nothing. Most teachers probably try to satisfy both types of students and therefore end up leaving everyone rather dissatisfied.

To solve this problem we need a more complex University system with more jumping-off points than the present degree programme allows for. Almost all students can benefit from two years of very basic arts and science courses. These would provide a good intellectual test for the majority and would broaden their perspectives, thus enabling them to bring more maturity to bear in making a decision about their further studies or career and in the general conduct of their lives. For the minority these courses would serve as a good grounding for the more specialised academic programmes they might want to pursue in the future. With this background behind him the student entering either a straight professional or a straight Arts or Science programme should be able to achieve a high level of competence in two more years.

The course of study I am proposing would involve students in one more year at University than they now need to complete the B.A. or B.B.A. However, I believe the extension is reasonable if it frees students from being forced to choose between an Arts programme which is only partially geared to their needs, abilities and interests or a professional programme which commits them to a future career before they ever know what kind of people they want to be.



## Building...Together

by Dr. Mairi Macdonald  
(assistant dean — Director of Continuing  
Education and Summer School)

One day a traveller came upon a beautiful mount beside a fair sea. Discovering many labourers, all engaged in similar work, he approached one and asked, "My friend, what are you doing here?". "I am mixing mortar" was the reply. In response to the same question, a second worker explained, "I am making bricks", and a third proclaimed "I am building a temple".

The traveller saw that each of the workers perceived his task according to his own philosophy and personality. Each was, in his own way, creating and being re-created. The traveller considered his own life, and realized that so it is with him . . . and with each person.

Each of us is continuing our own creation . . . we are mixing mortar and building a temple . . . as we strive to create, to express our own uniqueness. We are seeking personal growth and development, greater happiness and effectiveness in each of our roles and according to our particular life style. We are endeavouring to learn . . . particularly those things *we want* to learn, and not always those things others say we *ought* to learn.

This year, about one-third of those attending MSVU, are part-time or full-time Continuing Education students (over 400). Many are homemakers reorganizing their busy schedules to allow for formal studies; some are business men and women seeking to improve their qualifications; others are school drop-outs who are "dropping in" to university for wider opportunities, some are young people . . . in a hurry to complete a degree, and get on with the task of building their temples.

As a member of the MSV "family", have YOU considered Continuing Education? Did earlier circumstances prevent your completion of an undergraduate degree? Many of our adult students entered university several years ago and are only now returning to graduate. You could, too!

Perhaps you have already graduated. Continuing Education applies to you too. How about a Master's degree, a refresher course or one or two subjects for the sheer pleasure of learning?

Are you telling your friends and neighbors about Continuing Education? . . . explaining to them that *anyone* may apply for admission to MSV as a mature student? Even if he has very little previous formal schooling, he can "try out" with one or two courses . . . and discover a whole new world!

Continuing Education students attend university for a great many reasons . . . to add to the past . . . to prepare for the future . . . to enjoy the present.

A study prepared by the University of Syracuse (Dec. '72) listed the following as the most important motivational factors influencing adults to undertake formal study: the desire to know, the desire to reach a personal goal, the desire to reach a social goal.

Some of our Continuing Education students have come to MSV because they want to "do something, but don't know what" . . . "get more out of life" . . . "become a more understanding person" . . . "contribute something to someone, somehow".



Having decided to undertake formal study, an adult must first identify his own learning needs and establish his personal goals and priorities. He is best advised to begin his studies in an area of high interest in order that he will enjoy a positive and successful learning experience.

More and more, adults are re-entering the world of formal classroom learning. For many of them, the step is one requiring tremendous courage. While most adult students have built up a substantial bank of knowledge and skill, and while most are highly motivated to continue learning, many of them have a reluctance and, sometimes, a fear of returning to "the classroom". If he can begin in a small class on a part-time basis, and if he receives early counselling, encouragement and assistance, it is likely that the adult student will continue to work towards his long-range academic goal. His decision to persevere with a course is frequently determined by the environment prepared for him as an adult learner, the relationship of shared acceptance and appreciation encouraged by understanding teachers, and the opportunity to re-discover his own strengths and limitations, and to progress at his own pace.

Continuous learning is not only desirable but necessary for each of us. In this age of rapid and accelerating change, few of us can be successful or satisfied on the sole basis of the learning we acquired as children or young adults. We *don't know* what lies ahead for our families, our professions, our society. We don't know what knowledge or skills we will need to have in order to continue leading productive and worthwhile lives.

However, we *do know* that each of us is a growing, developing and dynamic being with tremendous potential. We realize that it is increasingly important for us to learn *how* to learn, both more quickly and more effectively, and to understand the process of learning as well as its content.

Nonetheless, it is often difficult to arrange satisfactory learning experiences. Many of us do not like to admit that we still have much to learn, and many of us do not really want to change our attitudes, opinions or behaviour!

When we *do* want these changes and new learnings, it is imperative that the Continuing Education programs be suited to our individual needs, our particular motivation and personal goals. It is encouraging to be reminded of certain facts: that we, as adults, can learn as

effectively as young people, despite the fact that we need a little longer, that our life experience adds a significant dimension to our ability to learn, and that we tend to achieve academically at a higher level than do many of our young classmates who come to university directly from highschool. For many of us, Continuing University Education not only adds to the quality of life, but is itself becoming a way of life, as we continue to seek the improve our skills, enrich our lives and achieve excellence.

Mount Saint Vincent University is, in many ways, a unique institution which provides relevant and appealing programs for all citizens of its community, particularly for women. It is vital that we build on our strengths . . . the close and warm relationships among all within our community . . . the calibre of our teaching, administrative and other staff members . . . the beauty and charm of our physical setting. It is imperative that we publicise and dramatise these appealing features of our university.

The image of MSV is rapidly changing . . . from that of an elegant "finishing school" for young ladies or, as one student said recently, "a little castle on the Hill" . . . to that of thriving, exciting, competitive and first-rate small university. Through its expanding and fully integrated day and evening, full-time and part-time, credit and non-credit programs, MSV and its Continuing Education department strive to serve all its students equally.

This year, twenty-four homemakers are involved in the first *My World* series, many others are participating in a special Seminar, *A Woman Today*, and a substantial number are planning to enroll in the new interdisciplinary credit course *Perspectives on Women*.

The Continuing Education department is currently considering possibilities of cost-free courses and subjects for retired men and women, and various types of special programs for "seniors", "singles" and "men"; we are seeking to support and encourage the small committee of adult students presently endeavouring to establish a cooperative babysitting service; we are investigating ways and means of increasing the number of late afternoon, evening and week-end classes, off-campus and non-credit courses.

We are fortunate in having an enthusiastic and positive group of young women who are actively engaged both in promoting their own individual learning objectives and also (through their organization *Seek*) in cooperating

wholeheartedly with members of the department and the university.

Perhaps the greatest challenge facing us at MSV at the present time is the need to clarify our role as a unique women's university. MSV is a centre of tranquillity and peace, where a woman may come to be refreshed, to discover her inner strength, and potential, gain greater self confidence, re-define her goals and re-affirm herself as a person. *Each* is important! As she grows in conviction and strength, she becomes a greater positive force for good and truth and hope. Having developed more within, herself, she can give more of herself. . . . to her family, her friends, her neighborhood, her society.

While recognizing a particular responsibility towards women, our university (its faculty and administration) is committed to the concept of continuing education as a basic right for all its citizens. We are endeavouring to research the needs of adults in our area, and to develop programs to meet those needs. We are seeking to provide more and better counselling for adults embarking upon further study. We welcome the increasing number of young men who are making their own unique contribution to a largely feminine student body. We are working more closely with other institutions providing continuing education, both in the Halifax-Dartmouth area in particular, and throughout Atlantic Canada in general.

While much has been accomplished, great challenges lie ahead, not only in the area of Pedagogy and Androgogy, but also in that of Mathematics, or "the science of learning".

As technology is providing a larger pro-

portion of the labour force with increasing leisure time, we need more opportunities for self exploration, development and fulfillment. We need upgrading and refresher courses for all adults. We must take advantage of the media in carrying programs throughout the province, and make a more concerted effort to take classes off-campus . . . to the farms, offices, factories, plazas, and other places where people gather.

Ours must become a completely "open university", so that *any* person, regardless of age, previous schooling or work experience, will have an opportunity to experience a "trial period" within the university community.

We must find new and more imaginative alternatives in Continuing Education, with provisions for effective and relevant assistance by facilitating self-directed study, free or minimal-cost services such as counselling, babysitting, transportation, tutoring. We must complete the integration of all our programs for all our students, and find ways of providing equality of financial assistance for all. We must encourage employers to grant "mini sabbaticals" to any working adult who would like to be refreshed through study or travel-study programs.

In terms of your own personal growth and development, how would *you* like MSV to serve you better? What are *your* ideas and suggestions?

Someone once said, "Your life is God's gift to you . . . what you make of it, is your gift to God". May we work together in continuing to enrich the lives that are our gifts . . . as we mix mortar and build temples. ■

## Prepare for Life

Is the university successfully preparing students to earn a living, to prepare for life?

Perhaps a glance at the employment picture for last year's graduates will help determine the answer to the first question, at least from the point of view of Mount Saint Vincent University. The second question may be more difficult to measure.

A total of 69 students graduated with the Bachelor of Arts degree. Of these, 25 are continuing study; 23 are in the teaching

profession; 16 are employed in non-academic professions; one is unemployed, and information about four graduates is unavailable.

Four students graduated with a Bachelor of Science degree last year. Two are employed in the scientific field, while two are in post-graduate studies.

Of the 27 graduates in secondary level education, 23 obtained teaching positions, two are continuing studies, one obtained other employment by choice, and information about



one is unavailable. Of the 60 graduates in elementary education, 55 obtained teaching jobs, two obtained other employment, two are employed in the education library, and one is a substitute teacher.

All three nursing graduates are employed, as are 14 registered nurses who already had positions. Business graduates totalled 17, and 14 are working, two are continuing studies, and one is travelling in Europe.

Forty-three of the 47 home economics graduates are working, another is taking a year off, one was unable to take a position because it involved a move, and information is not available on the other two home economists.

Still looking at the employment side of our question, a student employment summary provides some interesting facts. Students on campus assist "as required" during the academic year in work which involves clerical, typing, reception and switchboard duties, cafeteria help, stage crew members, library workers as well as lab assistants. It is estimated that during the academic year of 1972-73, a total of approximately 200 students will have been employed by the university in various departments of Mount Saint Vincent University

for a total of 39,713 hours. This work tallies a student payroll of approximately \$61,555.15.

These 200 students are employed through the "work bursaries" program, representing 20% of the total full time enrolment of 1,000 students at the university. They are in addition to the students who are receiving aid through scholarships and grants.

Working before graduation often aids a student in determining where abilities lie, and helps the student decide where talents might best be absorbed or exercised.

However, the second question, preparing for living, is one not so readily answered by statistics.

Sister Catherine Wallace comments: "It really means, how successful has been the university in helping a person reach the fullness of his/her potential, as well as how successful has been the university in helping a person to relate creatively to the changing world of which he/she is a part.

Perhaps a later issue of *Insight* can, by listening to graduates, determine some measure of the university's success or failure in its effort to help students prepare successfully for living."



After sifting through piles of materials promoting a variety of abroad programs, I recommended the "Experiment in International Living" to three students looking for summer programs to Spain. I had selected an established program which had given me the rare and memorable experience of living as a "native" in Mexico in 1962, but which might be too structured an experience in 1972. The core of the Program, the "homestay", living with a family in a foreign country, might very well be passé.

Originally an American organization operating out of Putney, Vermont, there is now an "Experiment in International Living of Canada" centered in London, Ontario. The

oldest and largest non-profit, educational institution of its kind, the "Experiment" offers the student the opportunity of living with a family in one of more than 50 countries around the world and of participating in their daily activities.

The selection of participant and "host family" is done with care, and both are aware that they are involved in their own "experiment in international living". The student is not treated nor does he conduct himself as either a guest or a paying boarder, but as an adopted member of the family with all the privileges and responsibilities which accompany this particular status.

Basically, there are two types of homestay

programs, the Individual and the Group, Debbie Henderson and Jean Louis Batiot from Dalhousie participated in individual homestays in which they were the only Experimenters living for a month in Bilbao and San Sebastian, respectively.

Francine Aubrecht, a Spanish major from the Mount, participated in a group homestay in which five Canadians, from different parts of the country, spent a week of orientation in Ottawa prior to a four-week homestay in Segovia, and three weeks of travel with members of their Spanish families.

An offshoot of my work with the "Experiment" was an involvement in the "Contact Mexico" program. The "Experiment" had assisted the Travel and Exchange Division of the Department of State administer its "Contact" programs, which, like the "Experiment" had the foreign homestay at their heart.

Margot Parker, a language major from the Mount, was selected as the participant from Nova Scotia. Along with a small group of Canadians from the different provinces, Margot was given a week of orientation in Ottawa followed by three weeks of living with a family in Mexico City.

Describing her experiences, Margot wrote, "As far as I am concerned, the homestay with the Mexican family was the best part of the trip. My family made me feel perfectly at home, and I became really good friends with the son who was my age, Valente."

The homestay was the most valuable aspect not only of Margot's "Contact Mexico" program but of the "Experiment" programs as well. Conversations with Debbie Henderson and Jean Louis Batiot, and the following account by Francine Aubrecht, confirm the continuing value of programs of this nature.

(Mrs. Hartzman is the Halifax representative of the "Experiment in International Living of Canada".)

## Living Overseas con una familia española

by Francine Aubrecht

Prior to our departure for Spain, we had a five-day period of orientation arranged by Mrs. Anne Bellamy in Ottawa. This period enabled us to get to know one another. Various Experimenters in the area dropped in from time to time and shared their experiences, which we were to find later helped us in many ways in our journey into a strange culture.

Then, on July 8 we were off, off on an adventure, for we were not to know which town in Spain would be our homestay until we had arrived in Madrid. At this point, one thing was certain; not one of us was alone in his feelings of excitement and nervousness. Numerous questions flashed through our minds: Where are we going to be staying? And our families, would they like us? And, would they be able to understand our Spanish?

Yes, these and many more questions tormented us until from sheer exhaustion, and out of consideration for our fellow passengers, we halted our tongues, lay back, and tried to compose ourselves. Five and a half hours later

we landed at the Madrid airport amidst the flashing of cameras, and everyone talking Spanish! We had literally, in those five and a half hours, entered into an entirely new and strange environment, and were absorbing every precious minute of it.

Miss Montoro, representative for the Experiment in Spain, was eagerly waiting to dispatch us on our bus to the train for Segovia. Segovia? This word would quickly become quite dear to our hearts. Two and a half hours later the train stopped in Segovia, and with it six girls and six smiles, (which can be understood in any language), emerged to greet their new families.

It is from here that my story really starts. From weeks shared with our families and their friends blossomed a feeling of true affection which not only helped each of us to grow but the families as well.

While in Segovia, we attended elementary Spanish classes at a local college, El Normal, each morning from nine until twelve. Each Monday, Wednesday, and Friday, at four, we





Segovia

tried in vain to dance the "jota", a typical Segovian dance, and much to the pleasure of Carmen, our instructor, we did manage to progress. Throughout, the homestay, trips were planned to points of interest in and surrounding Segovia - "Toute of the Castiles", "La Granja", and "Valley of the Fallen", with the huge cross erected by Franco in memory of the Civil War dead.

From the last week of July to the first week of August, our group, accompanied by two Spanish fellows from Segovia, set out to explore Palma de Mallorca. The Drach caves of Porto Cristo shall remain in my mind and certainly in the minds of others who have had the pleasure of viewing them. Because we found we did not have a great opportunity to speak Spanish in Palma we devised a game among us; anyone who dared to speak English had to pay one peseta. (It worked quite well).

After a week of excursions, we were now more than ever, ready to return to Segovia, which by now, seemed so much like home to us. A two-hour plane flight, a half-hour bus ride, and a two-and-a-half-hour train ride, and we were home in Segovia!

During the second half of our stay, classes at El Normal were terminated as were the dancing classes. The group was left more on its own to explore Segovia, which had much to offer with its aqueduct, Alcazar Palace, and Cathedral, as well as numerous small churches and plazas. We participated in the life of a typical Spanish person - helped with cooking, the shopping, and went to mass on Sundays (without the Señor, who rarely went). Our Spanish sisters took us to discoteques where we learned much about the youth of Spain.

All too soon, our departure arrived. With a grand farewell party, including all the parents and friends we had made, we celebrated a night of both gaiety and sadness, we did not want to leave and yet we did.

On August 16, the train stopped to pick up six girls with tears streaming down their faces and shouts of "come back" echoing across the platform. The train pulled away, and we began once again a journey which was to hold many surprises for us. (But this time, however, not quite so pleasant.)

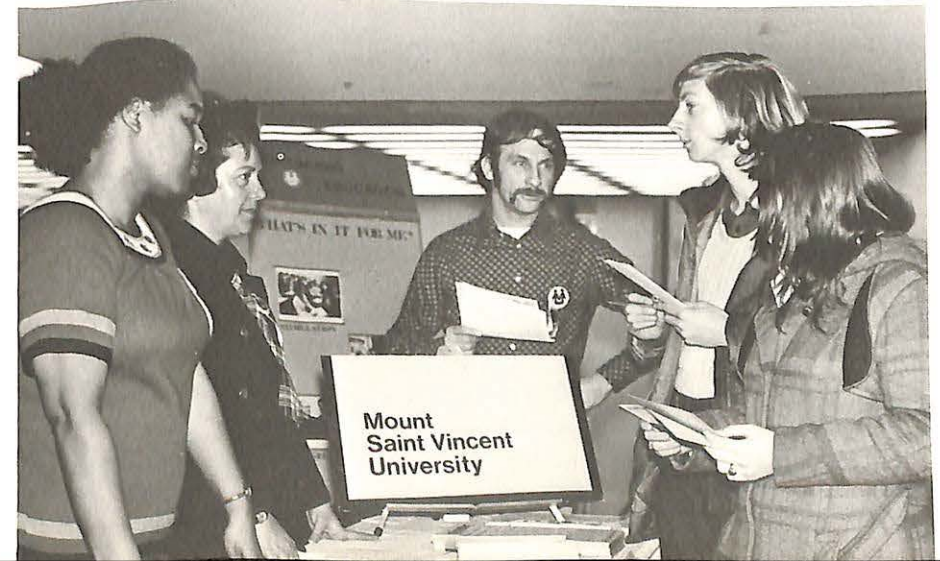
We were to have a four-day stay in Madrid, but upon arriving in Madrid discovered that our seats on the plane had been given to other passengers. Apparently, there had been a misunderstanding and the officials did not know when we would be able to obtain seats, maybe a week, two weeks, or even a month! Therefore, it would be necessary for us to go to the airport the following day in the hopes of obtaining seats. Our first day in Madrid consisted of a night at the movies, "Mrs. Robinson", and then back to our hotel. Early the following morning a man at the airport announced that four girls would be able to board. With much shouting and confusion, we were off. Our leader was to meet us two days later in Ottawa.

I have tried to capture some of the events of our homestay, but of course, it is not possible to capture all. My story does not stop here nor should it for any Experimenter. Knowing you have been able to share in the lives of other people, and that you have grown from the experience gives one the realization that people everywhere are people, with basically the same wishes, hopes, and desires. We must only meet one another in trust and understanding. ■



**MOUNT NURSING STUDENT HONOURED** Miss Jo Brazel, third year nursing student at the Mount has been elected National Chairman of the Canadian University Nursing Students Association. One of Miss Brazel's functions was an official representative of CUNSA at the International Congress of Nurses Conference held in Mexico City.

Dr. Jacques Goulet (centre), associate professor of religious studies, assists members of SEEK, the society of continuing education students at the Mount, by answering questions from visitors to Intro-Dal, the biennial open house at Dalhousie University.





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