

the connection



Mount Saint Vincent University, Halifax, Nova Scotia



October 15, 1985



More than just today! (See page 7)

Profile



Susan Tanner

If anyone thinks that life at the Mount is hectic these days, they should have been here at the time Admissions Officer Susan Tanner first came to her job in 1980, when the Registrar's Office was just moving into the new Rosaria Centre. "We had to wear hard hats," Tanner remembers, "there were no phones and all the forms and files were in cardboard boxes."

Her job, which consists of recruiting high school students for the Mount, is more organized now, and Tanner obviously relishes it. "The first couple of years nobody knew anything about me," she laughs. "I was on the road, living out of a suitcase, almost all the time. I was determined to meet every school counsellor personally and travelled all over Nova Scotia, New Brunswick, PEI, and later, Newfoundland. There were trips to Montreal and Toronto where private schools had shown an interest in the Mount."

Tanner is a graduate of the Mount, and obtained a BA, majoring in business and economics in 1970. She

worked with the Voluntary Planning Board of Nova Scotia and later with the Department of Trade and Industry before taking a year off "to have time to think and decide what I really wanted to do," she says.

She became part-time office manager for a physician friend who specialized in haematology, and soon found herself working full time again. "Most of his patients were young and terminally ill," Tanner says, "and working among them made me aware of my own selfishness."

Later, she went back to school and took a year in sciences at Trent University, but while there her mother became ill and Tanner decided to return home.

She taught for a year, part-time, in the Mount's Office Administration Department before applying for the position of Admissions Officer.

Tanner still travels a lot, but part of the load is now taken by Alice MacKichan, Admissions Assistant. "We're known as the road crew around here," Tanner says.

In her spare time (what there is of it) Tanner is finishing a master's degree in Education and Counselling from Acadia University and is also involved in the correction services which she says "is an eye-opener. I used to have a case load of 12 but now it's only three. It's a real contrast talking with educated young women who are planning their futures and those who don't have the same opportunities in life."

Tanner is a reader and a curler "but only for relaxation, I don't like getting into competitions." She has taken ballroom dancing lessons and says she even considers studying a "relaxation". When she has completed her master's degree she might go back to her old hobby of collecting antiques and refinishing them. And then, of course, there are Wallace and Stirling, her two bearded collies who keep her busy in case she thinks of taking things easy for a while!

Scholarships For Native Students

The Canadian Northern Studies Trust will award scholarships - valued at \$10,000 each - to support native students enrolled in post-baccalaureate degree or diploma programs at a Canadian university and who will be commencing graduate studies on or after January 1, 1986.

The educational program of the successful candidates will have special relevance to the overall goals of economic development for native peoples in Canada. Preference will be given on the basis of academic excellence, but work-related experience with potential for initiative and leadership qualities will be taken into account. All subject areas that have direct bearing on economic development will be considered, but the applicability of the course of study

to native economic development must be demonstrated.

The awards are open to native students who are Canadian citizens or permanent residents of Canada. These awards are made possible by a contribution from the Native Economic Development Program, Government of Canada.

For information and application material, write to: Association of Canadian Universities for Northern Studies, 130 Albert Street, Suite 1915, Ottawa, Ontario K1P 5G4, Tel. 613-238-3525.

Applications are to be received by November 15, 1985.

The Canadian Northern Studies Trust is sponsored by the Association of Canadian Universities for Northern Studies.

Caring for Elderly Left Mostly to Middle-Aged Women

by Susan Smith

Aging and family stress issues were discussed by University of Maine Professor Dr. Marc Baranowski, at the opening of the Mount's 1985-86 public lecture series.

Dr. Baranowski summarized studies conducted to examine how family members dealt with stress resulting from the care of aging relatives.

Joking, Dr. Baranowski commented, "My father tells me that what we now refer to as stress used to be called life."

But call it life or stress, Dr. Baranowski believed it was a major problem for many family members.

According to the Golden Age Myth, he said, many people believed that the elderly should be respected and cared for by family members just as in the past. But such responsibility placed stress on the caregivers, who were primarily middle-aged women.

"Women are sandwiched in a number of ways: as effective workers in the workforce, caring wives, and homemakers."

The added role of caregiver placed an extra burden on women, he said.

Dr. Baranowski said that stress often resulted from physical fatigue, belief that the senior's very existence depended on the caregiver and resentment and rivalry from other family members, as well as a feeling of guilt that the caregiver was not providing adequate care. "Emotional stress often caused more problems than physical stress," he said.

But how could such women caregivers solve their problem?

Dr. Baranowski suggested respite programs: programs in which someone else could care for the senior for an hour or so, while the family caregiver took a break.

As one research respondent voiced, "It provides an oasis of freedom that helps me and my family maintain its dignity."

Baranowski said Canada provided many more respite programs than did the United States. "Canada doesn't have to compete with a president who has seen Star Wars."

But caregiving wasn't the only source of stress within families - grandparent - grandchild relationship also caused problems at times, he said.

Contradicting the belief that grandparents played more important roles in the past, Dr. Baranowski said grandparents had been very much involved in their grandchildren's lives during the past 10 years. "Grandma made Johnny delinquent," a headline read in the 1930's and 40's, was not

commonly believed today, he said.

But where was this all leading?

Dr. Baranowski said: "As our older population increases, we must rethink our ways of valuing seniors in society. We're going to have to rethink the family."

With seniors making up an increasing percentage of the population, stressful relations with the elderly were not going to go away by themselves, he said.

Dr. Baranowski will be spending part of his sabbatical next May researching at Mount Saint Vincent University.

Saskatchewan Evaluating TV Education

REGINA -- The University of Regina has signed a contract of \$12,400 with the Federal Department of Communications for evaluation of four televised classes beamed to Estevan, Moose Jaw, Swift Current, Weyburn and Yorkton. The classes have been transmitted from Regina since 1984 and have proved popular. The purpose of the evaluation is to compare the effectiveness of on-camera instruction with that of the televised classes.

The system is based on a normal class at the University of Regina televised live and transmitted simultaneously to classrooms in each of the five remote sites where off-campus students watch the lesson on television. Where this differs from the more usual televised university and post-secondary educational programs is that in Saskatchewan, the off-campus students can interact by phone with the professor and students in Regina. The system provides first-year university tuition in remote areas and also has the benefit of making full use of available resources.

The University of Regina and four community colleges -- SouthEast, Parkland, Coteau Range and Cypress Hills -- have developed the system in collaboration with SaskTel and several Saskatchewan cable operators.



In Memoriam

Sincere sympathy is extended to Annette Newton on the death of her grandmother, Frances Winchcombe.



A student takes time to find the right books for her courses during Registration Week. The bookstore is now back to normal after a very busy period when lineups lasted for nearly half an hour.

Sixty Years of Memories...

by Ruth Jeppesen

For anyone who has attended more than one service or celebration in the chapel in Evaristus Hall, one of the first things that strikes a person is the versatility of the facility. This chapel can seat 150 people, but for a very small gathering, it can be arranged so that even those few people can feel comfortable. It seems that Don Oland and a "Chapel Committee" appointed by the Mount's Board of Governors in 1972, were responsible for this foresight.

In an article published in the Summer 1973 issue of *Insight*, Oland explained how he, as building committee chairman on the Board of Governors, and chair of the chapel committee, dealt with necessary renovations to the chapel. Following are excerpts from that article.

"The sod for Evaristus Hall and the chapel was turned May 11, 1949. In the Fall of 1965 the first renovations to the chapel were carried out at a considerable expense. During the week before Easter of 1972, the ceiling

literally fell in on the chapel. Fortunately, no one was in the chapel at the time for they could have been seriously injured. About two-thirds of the plastered ceiling from the back end of the chapel towards the altar came loose from its fastenings and fell away, damaging many of the pews quite extensively. The exact cause for this situation ... is not known.

"The obvious first step was that the situation had to be cleaned up and rectified. All the pews, altar fixtures, etc. were removed. The stained glass windows and the stations of the cross were boarded up for protection.

"An architect was retained and consulted as to the necessary renovations and their cost.

"A Chapel Committee was formed ... I was asked to join and be its chairman ... There was a feeling amongst some of the committee that they wanted the chapel restored to its original condition but that they would like the lights in the chapel ceiling to

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Increase in Enrolment Reflects Changes in Study Patterns

Mount Saint Vincent University's preliminary enrolment figures show an 11 percent increase overall, with a total number of 3,659 students as of October 1.

Full-time enrolment has increased 9.2 per cent, with a part-time increase of 8.8 percent over the same date last year, and significant increases in the Bachelor of Business Administration (approximately 23 per cent), Bachelor of Public Relations (17 percent) and Bachelor of Arts (15 percent) programs.

Registrar Diane Morris says, "It's very clear to me that a good portion of that increase is the result of a change in people's pattern of study. People are seeing university study as a viable alternative at many different stages in their lives -- even full-time study."

In fact, part-time students make up a slightly smaller proportion of the total student population this year but as Morris points out, this is an indication of the change in people's study patterns more than an actual change in the Mount's population.

Morris says that life-long learning "is becoming more accepted" and with economic conditions forcing more people to accept part-time jobs rather than full-time careers, many are deciding to go back and finish degrees started years before.

Also, she says, there are a fair number of students who take one course a year for so many years but when they can see the degree in the short range, they decide to finish in one year of full-time study.

"We have to be very careful to emphasize that a full-time student is not necessarily a traditional, 18-year-old from high school. At the same time, a part-time student is not necessarily a mature, or non-traditional student." Morris says that if the student population was broken down by age, she would expect the same 47 to 49 percent to be more than 25 years of age, as has been the trend in the past few years.

According to the Association of Atlantic Universities' definition of "full-time first year" students, the figures show a decrease of 24 percent. However, Morris says, "this does not allow for transfer students from other universities who are still first-time Mount students, or those who have a previous degree returning for further study. In fact, the Mount has had almost twice as many transfer and degree-holder students enrolled this Fall, bringing the total of actual 'brand new full-time students' to 815."

The male population is still only approximately 16 per cent, with the highest proportion in the business administration courses. "There are still many programs where males are not represented at all," says Morris. For instance, the 10 students doing honours programs this year are all females.

Although DUET (Distance University Education via Television) enrolment is only slightly higher than last year's, Morris says DUET registration was much faster and more efficient this year.

She attributes this to the fact that she and DUET co-ordinator, Dr. Diana Carl, prepared a two-minute spot which was shown several times over the DUET system during the first week of classes, to let distance students know how to go about registering and to generally make them feel more confident and more like "mainstream" students.

The only significant decrease in enrolment is in the full-time graduate programs with a 51 percent decrease.

Morris explains that last year saw an unusually large number of graduate students, mostly teachers on sabbatical leaves, and that the total full-time graduate enrolment of 14 this year is actually a slight increase over the 1983 total of 11, which is a more normal level for the Mount's graduate programs. Part-time graduate enrolments number 81 this year.

Overall, Morris says the enrolment increase is substantial and "because there are so many more full-time students this year, the increase is felt all over campus much more than an increase in part-time enrolment. When you consider that each full-time student is registered in at least three courses (by definition), which probably each meet three times a week ... that makes a very noticeable difference in classroom use, parking space available and general presence on campus."

Court Challenge For Retirement

Two test cases have been selected by the Ontario Confederation of University Faculty Associations (OCUFA) and the Canadian Association of University Teachers (CAUT) to determine whether universities can force their employees to retire at age 65.

The cases involve a unionized and a non-unionized university employee in an effort to ensure that the final judgements apply to all Canadian faculty. The two Ontario university employees, both 65, are arguing that mandatory retirement policies contravene Section 15 of the Canadian Charter of Rights and Freedoms which prohibits discrimination based on age.

The cases were filed last month and resolution could take up to three years if they are referred to the Supreme Court of Canada. Most Ontario universities continue to retire employees at age 65.

Four provinces, Manitoba, New Brunswick, Alberta and Quebec have abolished mandatory retirement.

Receives Daycare Award

Melanie Lantz, mature student and single mother, is the recipient of the first Subsidized Daycare Award to be given by the Mount.

This award, which was created at the behest of the Long Range Planning Committee of the Board of Governors, will enable Lantz to place her 31 month old son, Aaron, at the Day Care Centre on campus while she completes her second year at the Mount in the Bachelor of Computer Science program. Her final two years will be completed in the Technical University of Nova Scotia where she will be in the honours program.

Lantz is delighted with the award. "Being able to bring Aaron to the Daycare Centre on campus will save me about three hours travel a day," she said, "because the other daycare centre where I used to take him was a long way from the Mount."

According to Mount Registrar Diane Morris, Lantz is exactly the sort of student for whom this award was designed. "Her efforts, determination, struggles and academic achievement deserve recognition and I'm certain she

would serve as a positive role model for our many students in similar situations."

Lantz is a native of Halifax and graduated from Halifax West High School. She was also one of the first two recipients of the Project One bursaries for Women with Special Needs awarded last February.

Ruben Nelson Key Speaker

Futurist Ruben Nelson will be the keynote speaker and workshop leader for the Nova Scotia School Counsellors Association Conference '85 "Future Shock" to be held at the Mount on October 24 and 25.

Nelson is president of Square One Management Ltd., an Ottawa based futures-oriented consulting firm and is an experienced advisor to cabinet ministers and senior managers, as well as being a social researcher, philosopher, theologian and author.

The conference will also include workshops on Changing Family Patterns, with Dr. Jane Gardon of the Mount's Sociology Department; Is It Lonely Being a Distance Learner? with Dr. Diana Carl, DUET co-ordinator; and Futures in Math and Computing Science with Dr. Charles Edmunds of the Mathematics Department.

Other speakers will hold workshops on such subjects as Adolescent Suicide, Violence and the Media, Youth Initiatives, Drug Patterns and Trends and Encounters with Canada.

Those wishing to register for this interesting conference should contact Susan Tanner, Admissions Officer at local 363.

SCM Looking For Members

The Student Christian Movement has been fairly active on the Mount Saint Vincent University campus over the past few years, and this year's local secretary is hoping it will be again this year.

The SCM of Canada is a national, ecumenical, student-run movement which grew out of the YWCA, YMCA and the Student Volunteer Movement (a forerunner of CUSO) in the early 1920's. Its goal is to enable students to reflect theologically on the meaning of Christian commitment in modern society, to work toward the integration of faith and justice, and to raise critical questions about faith and political convictions.

Anyone interested in becoming involved with the Student Christian Movement should contact the Chaplaincy Office, Student Services, Rosaria Centre, or the local secretary, Maria McInnis at 429-8296.

Offer Special Weekend Programs

The Chaplaincy Office, in Student Services, Rosaria Centre, has many special weekends and programs to offer to both students and other members of the university community.

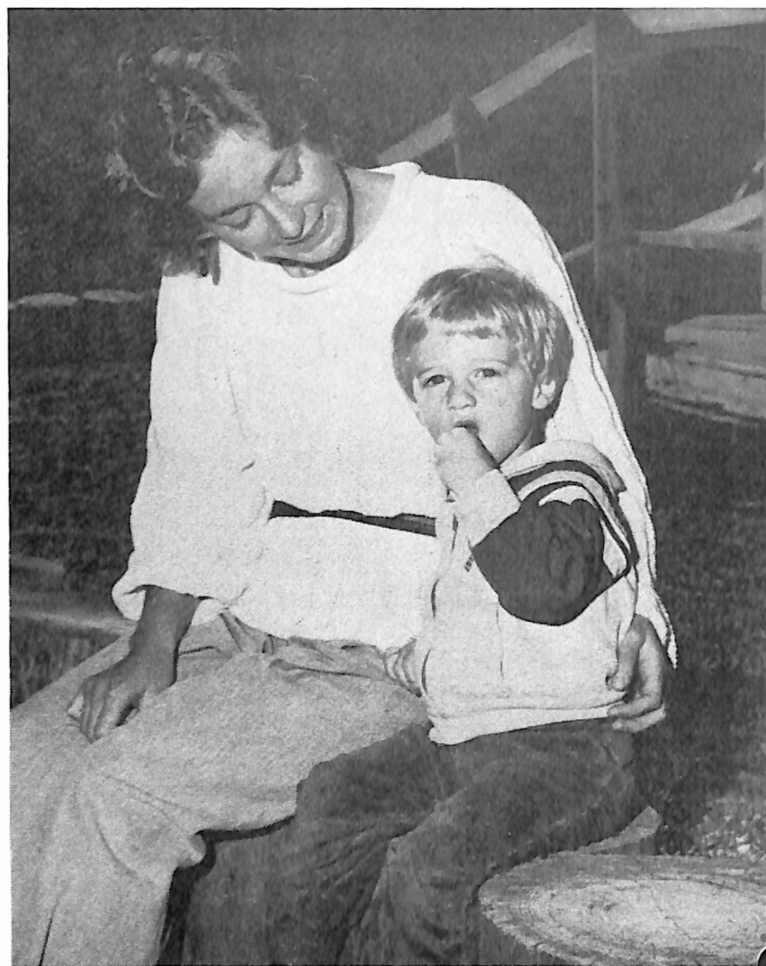
For further information on any of the following programs, call extension 349, or drop into the office in Rosaria 118.

Weekend Retreats -- provide opportunities to spend time apart from usual activities to reflect on such questions as "Who is God for me?", and "What place does Jesus have in my life?" A faculty retreat is scheduled for December 7, at the Motherhouse and a student retreat for January 10 and 11, probably off campus.

Antioch Weekend -- a weekend of prayer and sharing for young adults (age 18-25). Anyone interested in either scheduled weekend, in November or in March, should register soon.

Engaged Encounter -- a weekend designed to give couples planning marriage an opportunity for an intensive and honest look at their commitment to one another. Scheduled for November 29 - December 1, February 7-9, March 7-9, April 18-20 and May 23-25.

The Chaplaincy Office also co-ordinates student volunteer activities in a number of Halifax agencies including AdSum House, an emergency shelter for women; Hope Cottage, feeding homeless men; Help Line; School for the Blind and others. Anyone who can volunteer time should contact the office as soon as possible.



Mature student Melanie Lantz with her little son, Aaron, took time to pose in the Child Centre playground at the start of the day. Lantz was recently awarded a Daycare Award, the first given by the Mount.

Morality and Medicine

Three distinguished scholars and health educators will examine questions of medical ethics and morals during the 1985 Dorothy J. Killam Lecture series at Dalhousie University.

The theme of the series is "Morality and Medicine."

Dr. Richard Goldbloom, chairman of the Killam Lectures Committee, says the series should provide "a new realization of all the complex things that have to be considered in making moral and ethical decisions about how to care for sick people -- whether at the level of government finances, individual medical care or nursing care."

On October 17, the chairman of the psychiatry department at the University of Toronto, Dr. Vivian Rakoff, will lecture on "High Technology, Will, Ethics and Medicine."

Dr. Edmund Pellegrino, director of the Kennedy Institute of Ethics and a professor of medicine at Georgetown University in Washington, D.C., will present the final lecture on October 24. His topic: "The Anatomy of Clinical Ethics."

Dr. Goldbloom says the lectures will delve into medical questions related to economics, psychiatry and philosophy,

and the series should make people realize there are no clear-cut answers to medical dilemmas -- that each case, each patient, each family is different.

All lectures are open to the public, free and will be held in the Rebecca Cohn Auditorium, beginning at 8 p.m.

Please Note!

The increased enrollment at the Mount is a most heartening thing. It does, however, increase difficulties at the service level, and parking certainly does not escape.

Although parking has been hectic these first weeks of classes, traditionally the situation has improved as things settle down.

All university personnel and students will understand the policy being followed in order to ensure that the handicapped facilities are available at all times for those whose need is legitimate. Any vehicle found in a handicapped parking area and not authorized for its use will receive the maximum fine. Cancellation of such fines will not be considered.

WUSC Brings Refugee to Mount

Priscilla Bengo, a 20-year-old Ugandan refugee, is now at Mount Saint Vincent University, thanks to the World University Services of Canada.

Bengo, who has registered as a first-year student in the Bachelor of Arts degree program, had fled from Uganda to Kenya with her family after her father was arrested and detained without trial, and had nearly died due to prison conditions. He was released after two years, when a number of political detainees gained their freedom due to pressure from international sources, and the whole family made their way to Kenya.

WUSC is sponsoring Bengo while she is at the Mount, together with the federal government and the Mount Saint Vincent University Faculty Association, which is paying Bengo's tuition fees.

Her ambition, she says, is to study economics and ultimately join one of the world's leading institutions as an economist. Her parents are both professional people, her father being an electrical engineer and her mother a nursing supervisor. She says that her country, which she hopes to return to one day, needs "more professional people" and as the eldest daughter in her family she also feels responsibility toward her younger sisters.

Bengo very quickly made herself at home after arriving at the Mount recently and had explored downtown Halifax alone within one day of her arrival.

APICS Awards

In 1986, the Atlantic Provinces Council on the Sciences will present the 1985 APICS/Fraser Medal (plus \$1,000) for outstanding achievement in Science and Engineering and the 1985 APICS/Northern Telecom Science Teaching Award (plus \$5,000) to an Atlantic Canada science teacher.

Eligibility for the medal requires that nominees be researchers of science or engineering and work at any type of organization in Atlantic Canada where they must be a resident. They also must be under 40 years of age on December 31, 1985.

Eligibility for the 1985 APICS/Northern Telecom Science Teaching Award must be teachers of science, technology, and/or engineering working in Atlantic Canada for at least five years.

Deadline for both competitions is November 21, 1985.

Nomination forms or assistance in preparing same may be obtained by contacting APICS awards director Joanne Kean, Memorial University, St. John's, Newfoundland.



Priscilla Bengo chats with President E. Margaret Fulton and Admissions Officer Susan Tanner after her arrival at the Mount recently from Kenya, where she and her family were refugees from Uganda.

DUET System "The Next Best Thing to Being There!"

After attending an International Council on Distance Education in Melbourne, Australia, this summer, Dr. Diana Carl, co-ordinator for the Mount's Distance University Education via Television system feels justifiably proud of what DUET has managed to achieve with few resources. "I found that we compared well with other systems which had far more resources than we have," she said, "and I also discovered that DUET seems to be the only distance education program organized and run by women."

The conference was attended by 500 delegates from 50 countries and a substantial number were from developing countries, which helped to ensure that distance education was not treated only in terms of the needs of developed countries with accessible technologies.

Australia has just launched AUSSAT and attempts are being made to stimulate educators to use a special channel set aside for them. "In this

respect, we're ahead of other distance education programs," Carl said. "In fact, I sat next to a representative from the Australian Ministry of Education at dinner, who was really interested in our system of using a satellite."

Prior to the conference Carl was invited on a visit to Perth as one of 10 delegates from England, Scotland, West Germany, Thailand and Canada. The group visited six institutions involved in providing distance education to the one million square miles of Western Australia.

"The two most outstanding institutions were Murdoch University and the Distance Education Center School of the Air," Carl said. "In fact," she continued, "Murdoch University was the incarnation of a paper I had written earlier this year. It was thrilling to walk in there and see that everything I had written about was being implemented. I'd never heard of the place before!"

Most distance education institutions in Australia are using correspondence courses, audio tapes and in some cases, video tapes, according to Carl. "But emphasis is now being given to face-to-face teaching and at Murdoch and the Distance Education Center course designers must have at least one face-to-face classroom experience during a certain period of time. Of course, at the Mount, we don't have to worry about this as our course designers are also the ones who give the lectures over DUET."

The DUET system at the Mount, Carl said, "is the next best thing to being there!" Students see the professors on the television screen and can talk to them via a special telephone line.

She said that Murdoch was the only institution in Australia that was organized in the way she would like to see things done at the Mount.

At the conference there were several special meetings of the Women's International Network which

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"But I Don't Know The Words!"

At a recent meeting of the Convocations Committee, concern was expressed that although the traditional song *Gaudeamus Igitur* has been reinstated as part of the Convocation ceremony, many people don't know the words or pronunciation for the Latin and therefore don't join in the singing.

To help remedy that situation, the following is a sneak preview of the syllabled *Gaudeamus Igitur*—the words will also be included in the Convocation program handed out to all those attending the ceremony on October 20, but this is a chance to practice!

When sung with true feeling, this song has been known to bring tears to the eyes of many. For those who need to know the meaning to sing it with feeling, an English translation follows.



Gaudeamus Igitur

Gau—de—a—mus i—gi—tur,
Ju—ve—nes dum su—mus
Gau—de—a—mus i—gi—tur,
Ju—ve—nes dum su—mus
Post ju—cun—dam
ju—ven—tu—tem
Post mol—es—tam sen—ec—tu—tem
Nos ha—be—bit hu—mus,
nos ha—be—bit hu—mus.

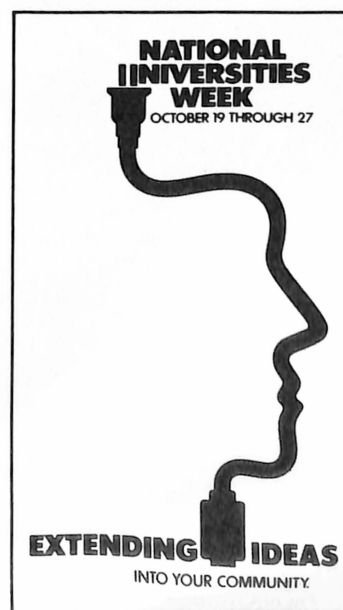
Vi—vat a—cad—e—mi—a,
vi—vant pro—fes—so—res
Vi—vat a—cad—e—mi—a,
vi—vant pro—fes—so—res
Vi—vat mem—brum quod li—bet
Vi—vant mem—bra quae li—bet
Sem—per sint in flo—re,
sem—per sint in flo—re.



(freely translated)

Let us live then and be glad
While young life is before us
Let us live then and be glad
While young life is before us
After youthful pastime had
After old age hard and sad
Earth will slumber o'er us
Earth will slumber o'er us

Long live academy
Long live professors
Long live academy
Long live professors
Long live members who are free
Long live members who are happy
They are always in bloom
They are always in bloom.



Opinion — Approaches to Excellence

by Alexander Matejko, Department of Sociology, University of Alberta

There are various approaches towards excellence in university education. These approaches are largely influenced by the goals and vested interests which lie behind them. From an *administrative* perspective, the elimination of nuisances, such as efforts by innovators, is often the primary factor. From a *student* perspective, the amount of difficulty in achieving good grades, a preference for easily digestible course material, and the degree to which an instructor is a good "buddy" are important. From a *teacher* perspective, the merit rating system is an important factor: if research, publication and consulting count more than teaching, there is a greater chance that teachers will develop an opportunistic approach to student training.

In choosing a strategy to overcome difficulties and implement quality education, all the factors mentioned above must be taken into consideration. In this respect, it is necessary to first formulate a set of conditions on which *quality* education should be based. The following are proposed:

—Understanding vs. Memorization—

It is a noble tradition of university education to offer *insight* instead of a ready-made formula. This is particularly valid in societies faced with rapid change, since instrumental knowledge focused on practical skills changes all the time and a narrow education would lead to obsolescence. A broad-profile education is a long-lasting educational investment, and therefore, it is a waste of public

money to primarily subsidize the training of skills that have only short-term value. A certain amount of memorization is always needed, but should not be the focal point of university education. From this perspective examinations, such as "multiple choice" and "short answer", are of doubtful value. Instead, essay and oral exams should be applied more widely. Tutorials are also badly needed. These allow students to engage in discussion as they learn to defend their intellectual positions, formulate their arguments clearly, and join with the instructor in a collective effort to search out the truth.

—Spiral vs. Linear—

Quality learning means the gradual upgrading of knowledge and understanding and not merely a nonselective accumulation of as much data as possible. The process of professional maturation necessitates the constant re-evaluation of what has been learned and not just superficial and chaotic jumping from one set of data to another. There is a need for reinforcement of *core* knowledge and to make sure that students return, from time to time, to the basics in order to grasp the distinction between the *general* and the *particular*. There is a need for the guidance of students in the selection of their courses in order to promote systematic learning rather than a distorted collection of unrelated data and insights.

One of the most important skills is *critical reading*, especially at the level of concept and theory. It is advisable for instructors and students to read difficult texts together to interpret each sentence, or even each word, in order to grasp the depth of the

particular text (this has been practised for centuries in theological colleges). Education is a matter of *quality* not of quantity. In general, it is better to cover less material in depth, than to go superficially through a large amount of material. Unfortunately, textbooks are often overloaded with data and do not adequately address the validity of these data. Quoting large numbers of research projects is not enough to make a university course truly scientific and academic.

Quantity of knowledge does not automatically transform into quality knowledge. It is the *academic* task to achieve this transformation in the process of education. This requires the mutual trust and joint effort of the instructor and students. Continuous movement between the *specific* and the *general* is the essence of the learning process, and preoccupation with only the specific is obviously harmful to quality education.

—Dialectical vs. Doctrinaire—

The university is a forum for learning and not for propaganda. People who are soliciting clients or believers should exercise their skills outside of academia. The main task of instructors is to expose students to the analytical handling of subjects, thereby helping them to grasp mutual relationships between subjects and to trace the dynamics of phenomena underlying the objects of investigation. The doctrinaire approach may be equated to advertising and is based on the assumption that a particular approach is unquestionably superior. An instructor has academic freedom to his or her personal views on issues and this should be clearly communicated to students, allowing them to consider counter-arguments. The classroom is *not* a forum in which to indoctrinate students by emphasizing one view at the neglect of others. Students should be clearly warned if a given course is oriented primarily, or exclusively, toward a particular view.

Dialectics involves learning and grasping the dynamic nature of phenomena by focusing on contradictions. Students who are used to a simplified version of reality may find this multi-sided approach uncomfortable and difficult. In the social world, the *yes-no* approach often does not help to understand the complicated nature of phenomena and many would prefer a simplified explanation. However, this does not mean that universities should conform to the dubious practices of non-professional salesmanship.

—In-depth vs. Superficial—

University education is something totally different than just ego reinforcement and advertising. Without overcoming these difficulties

there is no lasting value in taking university courses. The actual purpose of academic training should be the transformation of students by developing their *diagnostic* skills; increasing their awareness of the complicated nature of the matters they study; developing their ability to independently promote their own investigations; acquiring a *professional* orientation toward the subject of their work; helping them toward long-term planning of their efforts; and to approach critical absorption of professional knowledge.

The university should not be an arena in which the instructor attempts to make good impressions and keep his/her clients happy. Especially in universities heavily subsidized by public funds, the instructor represents broader social interests which may conflict with the interests of students. It is a good instructor's duty to make students aware of their inadequacies and direct them toward better performance based on self-awareness and the recognition of the ability to change oneself. Of course, it is not the role of the instructor to engage in an "ego trip" and use students as a captive audience for self-aggrandizement. It is not proper for an instructor to patronize students; simplify difficult issues; claim he/she knows more than his/her limits; entertain instead of educate; take an opportunistic stand; use mediocre teaching resources; or practice cheap politics.

—Mature vs. Immature—

University students are potentially the future professional colleagues of the instructor and should be treated accordingly. Therefore, a high level of expectation is valid for both the instructor and the student. In this respect, the professional standards of a given discipline setting the guidelines and bending them, making everything easy and covering weaknesses, will cause a great deal of harm.

The principle of *apprenticeship* is especially valid at the graduate level. Students at this advanced level have much to learn from *experienced* professors. In the long run, easy grades and easy diplomas will result in the depreciation of learning. University departments are centres of apprenticeship, and the effectiveness of the department depends on the contribution of both students and instructors. The *collegial* approach between the instructor and graduate students should primarily be directed by the demands of apprenticeship and not by other concerns: such as which professor is most lenient in graduate supervision (diploma acquired by private arrangement between consenting individuals); or who is the most popular person; or who is open to "buddy" relationships; and so forth.

THE PEACE BEAT

by Pat Copeland

Thanks to a donation from the Sisters of Charity, the film "Be Not Afraid" was recently bought by the local branch of Project Ploughshares and is available to groups interested in seeing it.

Produced by the Sojourners, an interdenominational organization in Washington, D.C., the film tells the story of a group of Christians who marched to the Capitol a couple of years ago, to pray for peace.

To me it was an oddly moving documentary, not so much because of its obvious message that churches must become involved in the pursuit of peace, but because of the ironies it uncovered.

Here were peace-loving citizens, making their peaceful (and joyful) way to the Capitol to do just one thing - pray for peace.

However, police told them that it was "against the law" to hold a "demonstration" in the Capitol and asked them to leave.

The group continued to pray and nearly 250 of them were not only arrested but had their hands bound behind their backs like terrorists before being marched out to the waiting vans which took them to jail.

Apparently religious practices are permissible in the United States as long as they take place inside churches - but are considered criminal offences in public places!

Exactly the same situation prevails in the USSR - making one realize that the more people, or nations, are obsessed with each other, the more alike they become.

There were some nuggets of wisdom scattered throughout the film, among them such remarks as, "We pray for peace while we pay for war," and "Our silence is a way of saying 'yes' to evil." There were also some very strong statements about the responsibility of the churches to face up to the contradiction of "what God has asked us to do and what the State asks us to do."

When the film was over I wondered why every Christian on earth hasn't already refused to take part in any warlike act, or to subscribe in any way whatsoever to the arms race.

Maybe, one day.....



MORE THAN JUST TODAY - Commemorating the Mount's 60th birthday as a degree-granting institution, a poster depicting key development stages in the university's life went on sale recently for \$1.95 in the campus bookstore. It is also being sold by The Clear Seal Poster Store, Brunswick Street near Spring Garden Road, where it can be mounted and "sealed" for a reduced price. The poster is being sent and presented to various friends of the university across the country and the United States. Those within the university community who would like copies sent to colleagues, please notify the Public Relations Office. Mary Moore Uhl, Assistant to the President, Finance and Planning (left) and President E. Margaret Fulton already have their copies!

Letter To The Editor

I would like to thank the university community for its support on the passing of my mother in September. We all greatly appreciated the donation to the Mount Saint Vincent Memorial Fund as well as the flowers and cards. Thank you for your thoughtfulness.

Alice, for the MacKichan family.

Weekly Bulletin

Organizing a seminar? Scheduling a faculty or administrative meeting? Or maybe you're inviting a guest speaker to lecture at a special event or class.

Why not remind people about it through the Mount's weekly bulletin? "At the Mount it is the Week Of ..." is produced by the Public Relations Office every Thursday for the following week.

Distributed throughout campus, it is read primarily by Mount faculty and administrators, and also by students.

If you'd like an announcement published in the bulletin, please send it in writing to the editor, Susan Smith, at the Public Relations Office, Evaristus 215, by Thursday noon of the previous week.

To assist you, forms for posting announcements are available throughout campus: in faculty lounges, at the information desk in Rosaria and front desk of Seton, in offices of the deans' secretaries and Public Relations.

DUET (from page 5)

culminated in a slate of candidates being elected to the ICFE executive, making it 50 percent female. "This was quite an achievement," Carl said, "as the year before there had only been one woman on the executive."

Feminism in Australia is still in its infancy, Carl said, "The men are very macho and the women are much more timid than they are here. In fact my North American sass took some people by surprise!"

She could find only a few books on feminism and wasn't able to find anyone who could tell her about any major female figures in Australian history.

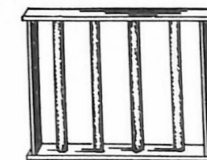
Senate Meetings

Senate meetings for 1985-86 academic year will be as follows:

Agenda items must be submitted by noon on Nov. 8, Nov. 22, Jan. 10, 1986, Feb. 14, Mar. 14, Apr. 11, Apr. 18.

Senate Executive meets 12:05 p.m. on Oct. 18, Nov. 15, Nov. 2, Jan. 17, 1986, Feb. 21, Mar. 21, Apr. 18, Apr. 25.

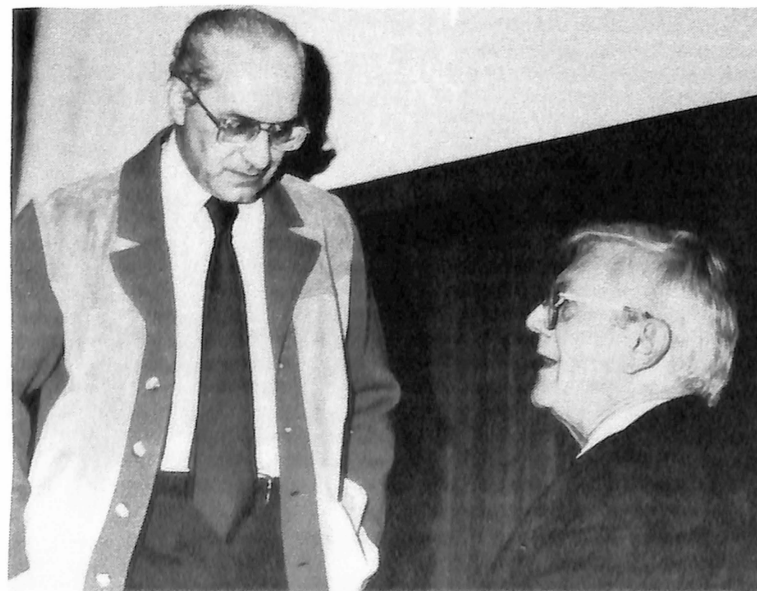
Senate meets at 7:30 p.m. in the Rosaria Board Room on Oct. 28, Nov. 25, Dec. 9, Jan. 27, 1986, Mar. 3, Mar. 31, Apr. 28, May 2.



Claire Culhane, outspoken prison rights activist and author of the books **Barred from Prison** and **Still Barred: Social Injustice in Canada**, will speak about her views on Canadian prisons --

1:30 p.m. Tuesday, October 15
Seton Academic Centre, Auditorium D

All Welcome



Dr. Barry Wheaton, chair of the Religious Studies Department (left), discusses with guest lecturer Dr. William Shannon, the work of the theologian Thomas Merton, the subject of the recent Seton Lectures.



Clients and career counsellors got together recently at an Open House in the Life Planning and Learning Centre on campus. L to R: Fay Daye (client); Barbara Abbott (client); and career counsellors, Joyce Hamilton and Bonnie Kirby, who have just joined the Centre.

Lecture On Sign Language

A lecture on "Sign Language in North America -- Implications for the Canadian Campus" will be held at 7:30 p.m. Tuesday, October 15 in the O'Donnell-Hennessey Student Centre, 3rd floor Student Conference Centre, Saint Mary's University.

Sponsored by the Atlantic Centre of Support for Disabled Students at Saint Mary's, the lecture is an effort to increase awareness of university faculty and administrators that hearing impaired students can and do succeed at the post-secondary level.

Guest lecturer is Kenneth Rust, chairman of the Sign Language Studies/Interpreting Department at Madonna College, Michigan and one of the leading experts in American sign language.

The Atlantic Centre is one of three in Canada, the other two being at the University of Western Ontario and the University of Alberta.

The third annual FOR THE RUN OF IT five or ten kilometer run/jog/walk 10:00 a.m. Saturday, October 19 in front of Seton Academic Centre \$5 registration or minimum of \$5 sponsorship -- forms available in the Athletics/Recreation Office, Seton front desk, Rosaria information desk, or outside the Public Relations Office, Evaristus.

FOR THE RUN OF IT proceeds go to AdSum House, an emergency shelter for women; and the Mount's athletics programs.



FOR THE RUN OF IT
-- make it a family affair.

60 Years (from page 3)

be lowered." Apparently, some had different ideas.

"As chairman of this committee, I felt it my responsibility to examine both schools of thought. I therefore instructed those who wished a change to let their imaginations run wild as to what they might like to see and then we would put a cost on it."

The normal attendance at various services was estimated and taken into consideration in instructions to the architect for revamping layout plans. All aspects were carefully examined, and student council and the Sisters of Charity specially asked for their input. In the end, drastic renovations were made to the chapel but the Board of Governors had set a limited budget, and Oland made it clear it was a big challenge to stay within the \$20,000 allotted.

The university community helped. Professor Barry Wheaton, a member of the chapel committee, volunteered to personally carve the crucifix which now hangs in the chapel and the university maintenance staff volunteered to build two altar tables ... and, in the end, the chapel became something very close to what it is today.

On The Move

Dr. Janina Koneczacki, History Department, has had two articles accepted for publication. They are: "English Landscape Garden in 18th Century Poland: An Aspect of Cultural Influence," in the Spring 1985 issue of *The Journal of the Comparative Study of Civilizations*; and "Stanislaw August Poniatowski's Thursday Dinners and Their Impact on the Cultural Change in the Late 18th Century Poland", which will appear in the December issue of *The Canadian Journal of History*.

She also presented a paper entitled "The Policy of Prussia Towards the Port of Gdansk and its Impact on the Anglo-Polish Commercial Relations" at the Fourth International Conference of the Northern Seas at Dartington, England, last month. Her paper was included in the proceedings of the conference, which will be published in the Spring of 1986.

Professor Renate Usmiani was once again artistic director of the 1985 summer season of the Mount Playhouse--another highly successful six weeks of dinner/theatre.

She also presented a paper at the 11th Congress of the International Comparative Literature Association at the Sorbonne in Paris in August on "New Approaches in Postmodern Dramatic Writing". Usmiani also made contributions to two volumes--"The Alternate Theatre Movement" in *Contemporary Canadian Theatre: New World Visions* and "Theory and Practice of Collective Creation in the Two Canadas" in *General Problems of Literary History*.

Support Should Go Directly To Students

The federal government should channel its support for postsecondary education directly to students rather than through provincial governments, says the recently released report of the Royal Commission on the Economic Union and Development Prospects for Canada (MacDonald Commission).

The current system of cash and tax-point transfers to the provinces should be replaced by a tax credit or partial grant or tuition fee voucher scheme, thereby directing federal support to university programs demanded by students, states the commission's 32-page section on "Education and Training" in the second of its three-volume report.

A portion of federal transfer payments should also be reallocated by the government to federal granting councils to pay overhead research costs, the report says.

The commission further recommends that provincial governments be encouraged to deregulate tuition fees. If its recommendations are accepted and student numbers remain constant, the commission points out, Ontario, Québec and Nova Scotia would receive somewhat more money while British Columbia, Newfoundland, Prince Edward Island and Saskatchewan would be the losers.

In its report the commission reproached postsecondary representatives for their lack of "innovative" ideas about education, adding that a combination of faculty unions, the tendency to draw administrators from within institutions and an aging and tenured faculty had given postsecondary officials a "somewhat defensive attitude toward the status quo". Copies of the report are available in English or French for \$45 per set from the Canadian Government Publishing Centre, Ottawa, Ont. K1A 0S9 (Catalogue No. Z1-1983/IE).

(From notes from A.U.C.C.)

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connection

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