

# Insight



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Mount Saint Vincent University  
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# Table of Contents

## At the Gallery 1

**Biting the Bullet: A Lesson in University Finance** 2

**Spilt Ink** 7

Compiled by Peter Glenister

**Convocation 1976** 9

**Our Brothers' and Sisters' Keepers** 16

by Dr. Sylva Gelber

**Current Issues in Teaching Canadian Literature** 22

by Dr. Paul McIsaac

**Mount Personality: Diane Tinkham** 24

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# At the Gallery



*Images of Lunenburg County, an exhibition with photographs and text by Peter Barss, was organized with and first exhibited by the Art Gallery, Mount Saint Vincent University. Now the exhibit is being circulated across Canada by the Nova Scotia Museum as part of the National Museum Policy.*

## Summer Exhibit Schedule

### July 8-August 1

**Alice Hagen:** Artist potter from Mahone Bay organized by Marie Elwood and Walter Ostrom

**Steel Angles:** Metal Sculpture by Darrel McClure (Outside)

### August 5-August 29

**Atlantic Coast: An Illustrated Journal**

An exhibit of the works of artists from the Atlantic Provinces organized by Bruce Parkins

### September 3-September 26

**Saskatchewan Photography** — courtesy of the Norman McKenzie Gallery, Regina (Downstairs)

**Costumes** — Mount Saint Vincent University Collection organized by Norma Coleman (Upstairs)

### October 1-October 12

**International Quilt Competition**

**October 1-October 31**

**Romanesque Capitals** — from the National Gallery

**October 15-November 7**

**Graphics Atlantic**



# Biting the Bullet: A Lesson in University Finance

It's certainly no secret to the university community, and probably not to the public at large, that universities are in for a period of financial restraint. Grants to universities are no longer keeping up with inflation; so that while the actual dollar grant may not lessen each year, the buying power of the grants continues to shrink.

How is the Mount coping with the situation? What does it mean to a small liberal arts, women-oriented university with practically no endowment?

Both Dr. Susan Clark, president of the faculty association, and Dr. Walter Shelton, academic dean, are concerned with the effect of the financial constraints on the faculty. To help balance the budget, the university has hired a larger proportion of part-time faculty members. The educational standards do not suffer with the use of part-time faculty; it's not that. It is the additional strain put on the university's full-time faculty members. Part-time instructional staff do not assume the administrative, committee and counselling responsibilities that full-time members carry, and when there are more part-time faculty added, it just increases the load for the full-time people, who consequently have less time for their own students.

Not everyone sees the increase in part-time faculty members as a problem. Some professionals in higher education point to demographic studies that warn of a drop in university enrolment in the late 1970's and 1980's as the college-age population decreases. In that case, one member of the Maritime Provinces Higher Education Commission suggests that the Mount might be in the enviable position of being able to eliminate part-time untenured

faculty members without the bitterness and difficulty faced by universities with large numbers of full-time tenured faculty.

But for the present, Dr. Clark feels that the financial restraints place the university in a tenuous position for recruiting and maintaining a qualified faculty. The Mount, in common with all Maritime universities, cannot give salaries that are competitive with those in central Canada, and she feels that the problem is going to get worse. "We have a young faculty; about seventy percent are under 40 years old, and as they become more experienced and move up in the academic structure, they're going to expect higher salaries," she explains. "Universities are going to get more expensive throughout the Atlantic Region because this situation exists in most Maritime universities."

Some academic departments will be affected by the restraints more than others, Dr. Shelton believes. When salaries don't rise as fast as they should for professors in departments like home economics, education and economics, the university can't persuade people who earn \$3,000 to \$4,000 more in other employment to accept jobs at the Mount. One of our programs that has already been affected is the B.B.A. program. Dr. Shelton points out that that department has only four full-time faculty members; the remainder are part-time.

Dr. Clark foresees more competition for research funds, and she believes that as a small liberal arts university, the Mount is not in as good a position to compete for these funds as are the larger universities. "The newer faculty members are more research-oriented, and this is going to matter to them."



Dr. Clark

"Universities are going into a down period for a while, and faculty is aware of this downswing. I guess you'd just say that we're all apprehensive as to what it means."

There has been considerable pruning of academic budgets at the Mount, according to Dr. Shelton. "One area which continues to be substantially affected is staffing," he says, referring to the hiring of part-time rather than full-time faculty, "but there also has been a drastic reduction in travel. This was never a luxury item. Remember that travel is necessary for the professional development of the faculty. It also helps to represent the university at academic conferences and before learned societies," he adds.

Speaking as president of the university's faculty association, Dr. Clark believes that the faculty is satisfied that the administration deals fairly in distributing the university funds. However, many of them would have preferred more of a salary

increase and wonder if money could have come from other areas of the university budgets. She suggests that it would help if residences could become self-supporting. And she noted that faculty members do support the conservation measures that the administration initiated during the past year.

Dr. Shelton suggests that the university must be more careful in beginning new programs without first phasing out old programs. While the Maritime Provinces Higher Education Commission (MPHEC) may approve new programs, Dr. Shelton points out that they don't necessarily support them financially. Therefore, universities must have some indication of the market potential for programs before they are instituted. The dean recalls that when the academic vice-presidents of Maritime universities meet to discuss new programs, one of the first questions asked is "what evidence of need exists for this program."

Some programs are also more expensive than others, and universities must determine if they can afford a given curriculum. One of the major reasons that the Mount dropped the nursing program was financial, the dean says.

Asked whether or not reduced funding will effect the academic quality at the university, Dr. Shelton replies that it will suffer but not yet disastrously. The average student will not be affected by the loss of the remedial programs, but in some courses the faculty-student ratio may have to grow. Currently the Mount enjoys one of the best ratios in the metropolitan area, and we are reluctant to surrender our reputation for having small classes.

Because of budgetary restraints, the university has had to abandon plans for an experimental foods laboratory, needed by students training in nutritional and dietary studies. "It also looks as if we're going to have to drop most of our proposed courses





Dr. Shelton

in remedial English and mathematics," the dean says, explaining that remedial English and mathematics were taught on a voluntary basis by the existing faculty last year. He says we can't afford to continue in this manner because the faculty will be overburdened this year. There had been hopes that a part-time faculty member could be hired to teach these classes. But, during their visit to campus in the spring of this year, representatives of the MPHEC made it clear that they considered this a job for high schools and that university funds should not go into remedial courses.

Another obvious effect on students will be increased costs, particularly in the matter of fees. We now have to charge students a lab fee; however, students are charged only one fee no matter how many labs are taken.

Dr. Shelton describes the university's audio-visual services as being in a defensive position, "We're hoping to maintain the current level of service, but

we're not expanding."

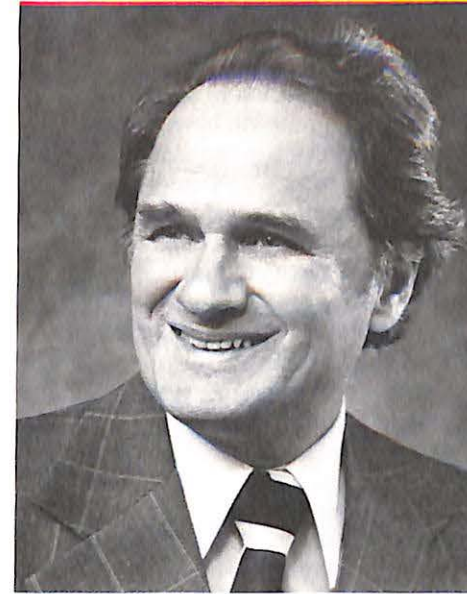
"However, in some ways our grants the last two years have not been bad," Dr. Shelton says, "when you compare them to the per-capita grants given other universities. The problem arises because the university has practically nothing in the way of endowments. If the trend continues, the Mount will have little to cushion the blow because there has been so little fat in past budgets."

The administration of the university is looking at cost areas of its operation and is making savings and reassessments in every area possible. Most of the cost-savings programs have come about under the direction of Michael Merrigan, executive assistant to the president.

During the past two years considerable savings have been realized through the conservation of resources, particularly in electrical expenditures. The savings in these programs permit the university to hire one full-time associate professor, according to Mr. Merrigan. He attributes these savings — achieved through removing unnecessary lighting fixtures, turning off unused lights and electrical appliances — to the cooperation of the entire university community.

Another area which has resulted in university savings is the cafeteria. Six years ago the cafeteria was operating with a \$70,000 deficit. This year it broke even and now pays for itself.

The next assignment Mr. Merrigan is going to tackle is the operation of university residences. These are currently operated at a deficit, and the goal is to come close to a break-even position. Since one-third of the deficit is debt-servicing and retirement for mortgages, it is acknowledged that the deficit will not disappear entirely, but Mr. Merrigan feels that it can be greatly reduced. He hopes to accomplish this by reducing the extent of the service to residences without, in any



Mr. Merrigan

way, endangering standards. With good management, he believes the goal could be achieved in three years. Again, he expects that the university community will be cooperative. "Since our tuition costs are already as high as anywhere in Canada, we're certain that students will opt for fewer services rather than higher fees," he says.

Other savings have been achieved by cutting the costs of institutional supplies, saving on service contracts for university facilities (\$697.00 was saved on an annual service contract for just one elevator), and using university maintenance staff instead of outside labor whenever possible.

Future plans call for evaluating the services of security personnel during holidays and summer sessions, increasing the efficiency of rooms in residences, and installing steam and electrical meters which will allow a more accurate allocation of physical plant charges to specific buildings so the more realistic cost analysis can take

place. This last measure will permit the university to pinpoint the problem areas that are costing the university.

Beginning in July, parking fees will be instituted for the first time in the university's history. The charges will be minimal (\$15.00 for a year), but they will pay for the cost of the parking facilities and allow the university one more break-even facility.

As university comptroller, Mrs. Maureen Lyle, is charged with balancing the university budget, eliminating deficits, and chairing the finance committee where budgetary allocations are determined. With the new restraints, it might be expected that she would feel overwhelmed and distressed. Instead, she appears challenged by the situation and philosophical about the condition of universities. She remarks that the university expansion of the 1960's is over and that we are embarking on a new era in university financing. "Certainly in terms of what we're hearing from the MPHEC and the federal government, the era is going to be a period of leanness", Mrs. Lyle says.

The challenge that Mrs. Lyle faces is making decreasing operating grants finance a university with a growing enrolment. Although the Mount is receiving a smaller percentage increase in its grant, departments within the university have been requesting budgets with the same percentage increase as in previous years. She believes that the university community must become more realistic in budgeting, and that the administration is charged with bringing reality to the situation.

Far from seeing the picture as gloomy, Mrs. Lyle sees this new era as giving universities the chance to reassess themselves. She believes that the Mount has been growing so fast that it hasn't had the opportunity to really look at itself, to assess what it has and what can be done with it. . . . Ontario universities went





Mrs. Lyle

through the process several years ago, and they are still adjusting themselves. And, as the Mount goes through the same process, Mrs. Lyle believes it will make the university stronger, better planned and better managed.

According to her, for several years university financial officers in the Atlantic region have been aware that this period was coming. Seven years ago, they began to research a system of financial reporting that would be meaningful to universities as well as to government bodies (such as the MPHEC and Statistics Canada). Five years ago, a uniform system of accounting was implemented. When all three phases of the system are in operation (phase three is beginning this year), universities will be able to accurately determine the cost of each program and course within the institution and will know with certainty which are self-supporting and which are losing money. This knowledge will make academic senates and other committees

more responsible and better able to make decisions based on a full awareness of the financial implications of their decisions.

In the meantime, every vacancy and every new program will have to be justified. Mrs. Lyle acknowledges that the academic area of the university has to be supported. In making budget cuts this year, the finance committee looked everywhere else in the university before they even touched the academic area. In terms of the academic area, Mrs. Lyle feels that the cutbacks were minimal.

She states that it was essential to encourage the growth areas of the university, and these were the areas where new faculty were added. These areas were the child development program and the professional schools in business, education and home economics. The university is not adding faculty in the liberal arts because, with the exception of psychology, it is not a growth area. Mrs. Lyle acknowledges that academic travel and speaker budgets were cut, but these areas weren't considered as essential as adding new faculty members when enrolment is increasing.

Where will it all end? According to Mrs. Lyle, the problem is that we can't forever be trimming money from every area of the university except the academic, because eventually there is no more to take away. The university is going to have to create long term plans with continued input from the entire academic community. As she points out, universities are already required to submit projected five year plans to MPHEC, so the information that would be needed for a long term budgeting plan has already been generated. This is the first step in the new era that she foresees.

And it is somewhat comforting when the comptroller feels challenged rather than alarmed or threatened.

M.G.R.

## Spilt Ink

Compiled by Peter Glenister, Catalogue Librarian

Upon the red crag of my heart  
his gorgeous pinions came to rest  
where year by year with curious art  
he piles the faggots of his nest

...  
and steeper yet he stacks the pyre  
to tempt the forked, cremating fire  
to strike, to kindle, and consume:  
till answering beacons shall attest  
that fire is in the Raven's nest  
and resurrection in the tomb.

Roy Campbell, 1936

'Give away your lands if you want to, but  
don't expect to gain happiness by doing so.  
Probably you won't gain happiness. If you  
live for others, you must live *for others*,  
and not as a roundabout way of getting an  
advantage for yourself.'

George Orwell, 1947

Satire laughs *at*, humour laughs *with* . . . if  
satire becomes red with indignation,  
humour blushes with humility.

Bernard Lonergan, 1957

THOMAS. . . When a man takes an oath,  
Meg, he's holding his own self in his own  
hands. Like water. And if he opens his  
fingers *then* — he needn't hope to find  
himself again.

Robert Bolt, 1960

The moment man stops and resigns  
himself, he becomes subject to  
determinism. He is most enslaved when he  
thinks he is comfortably settled in freedom.

Jacques Ellul, 1964

Crossing the Border

Senescence begins  
And middle age ends  
The day your descendants  
Outnumber your friends.

Ogden Nash, 1957

Where there is no vision, the people perish.  
Proverbs, 1611

These sonatas (Beethoven's op. 109-111)  
are a brief but an idyllic stopover in the  
itinerary of an intrepid voyageur. Perhaps  
they do not yield the apocalyptic  
disclosures that have been so graphically  
ascribed to them. Music is a malleable art,  
acquiescent and philosophically flexible,  
and it is no great task to mold it to one's  
want — but when . . . it transports us to a  
realm of such beatific felicity, it is the  
happier diversion not to try.

Glenn Gould, 1956

The last book of *The Dunciad* proclaims  
the metamorphic power of mechanically  
applied knowledge as a stupendous parody  
of the Eucharist.

Marshall McLuhan, 1962

Dear Mrs., Mr., Miss, or Mr. and Mrs  
Daneeka: Words cannot express the deep  
personal grief I experienced when your  
husband, son, father or brother was killed,  
wounded or reported missing in action.

Joseph Heller, 1961



. . . Alwey the nye slye  
Maketh the ferre leewe to be looth.  
Geoffrey Chaucer

Where there is carrion lying, meat-eating  
birds circle and descend . . . Where there is  
a lot of fuss about "spirituality,"  
"enlightenment" or just "turning on," it  
is often because there are buzzards  
hovering around a corpse.

Zen enriches no one. There is no body to be  
found. The birds may come and circle for a  
while in the place where it is thought to be.  
But they soon go elsewhere. When they are  
gone, the "nothing," the "no-body" that  
was there, suddenly appears. That is Zen.  
It was there all the time but the scavengers  
missed it, because it was not their kind of  
prey.

Thomas Merton, 1968

UNIDENTIFIED GUEST. Ah, but we die  
to each other daily.  
What we know of other people  
Is only our memory of the moments  
During which we knew them. And they  
have changed since then.  
To pretend that they and we are the same  
Is a useful and convenient social  
convention  
Which must sometimes be broken. We  
must also remember  
That at every meeting we are meeting a  
stranger.

T. S. Eliot, 1949

. . . it remains true that those things which  
make us human are, curiously enough,  
always close at hand. Resolve, then, that  
on this very ground, with small flags  
waving and tinny blasts on tiny trumpets,  
we may meet the enemy, and not only may  
he be ours, he may be us.

Walt Kelly, 1959

## Convocation 1976

Convocation 1976 was held May 7 for  
secretarial diploma graduates and May 9  
for all degree graduates. Both ceremonies  
took place at 2 p.m. in the Seton Academic  
Centre auditorium.

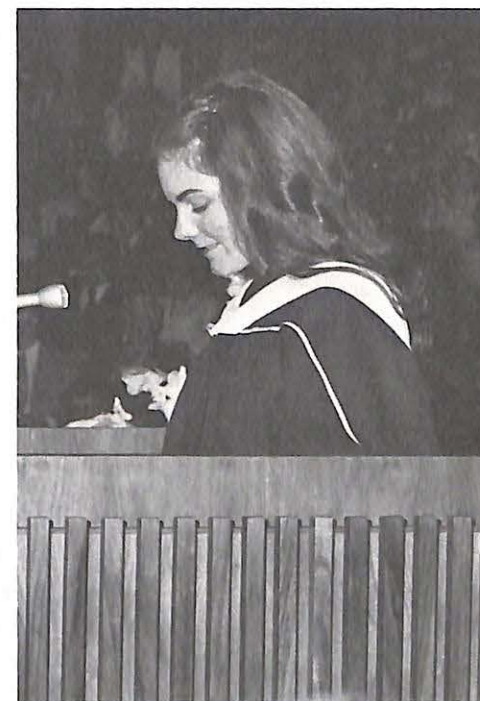
The valedictory for the May 7 exercises  
was given by Mary Mavor, and Colleen  
Clarke delivered the valedictory address for  
the degree commencement.

The Governor-General's Medal, donated  
by His Excellency, the Governor-General  
of Canada, and given for the highest  
aggregate in the senior year, was awarded  
to Linda Merie Samson. Miss Samson of  
Louisdale, N.S., was awarded a Bachelor  
of Home Economics, Magna Cum Laude,  
with distinction in Family Studies.

Alyce Beals was awarded the President's  
Prize which is given to the member of the  
graduating class who has best fulfilled the  
university ideals of self-sacrifice and  
all-round cooperation and who gives  
promise of continued loyalty to the Alma  
Mater. Miss Beals, of Dartmouth, N.S.,  
earned a Bachelor of Science in Home  
Economics.

Membership in Kappa Gamma Pi, the  
honour society of Catholic universities for  
women, is given to the graduate who, in  
addition to high scholastic standing and a  
good record in extra-curricular activities,  
gives promise of academic leadership in the  
future. Sister Cynthia Bartholomew Locke  
of Trinidad, West Indies, received this  
award along with a Bachelor of Science,  
Magna Cum Laude, with distinction in  
Biology, and a Bachelor of Education.

The degree of Doctor of Humane  
Letters, honoris causa, was bestowed on  
Ms. Sylva Gelber in recognition of her  
contributions to Canadian society and her  
lifelong dedication to improving the social  
and economic conditions of women and



*Valedictorian Colleen Clarke defends the  
value of the arts degree.*

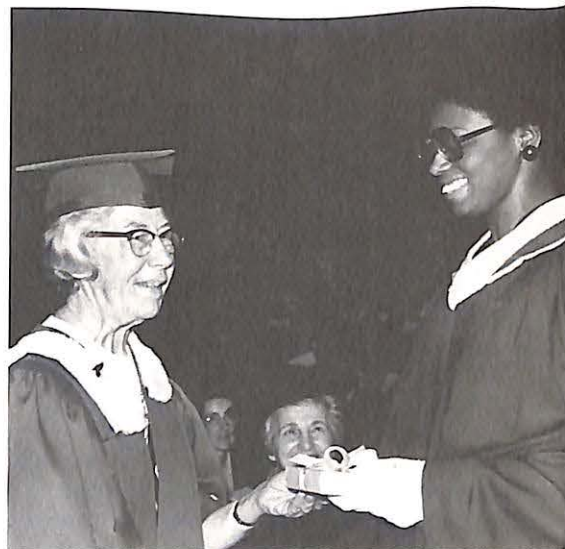
men, both here and in other parts of the  
world.

To all 1976 graduates, the university  
extends wishes for success and happiness,  
and congratulations for earning a degree or  
diploma which recognizes scholastic  
accomplishment.





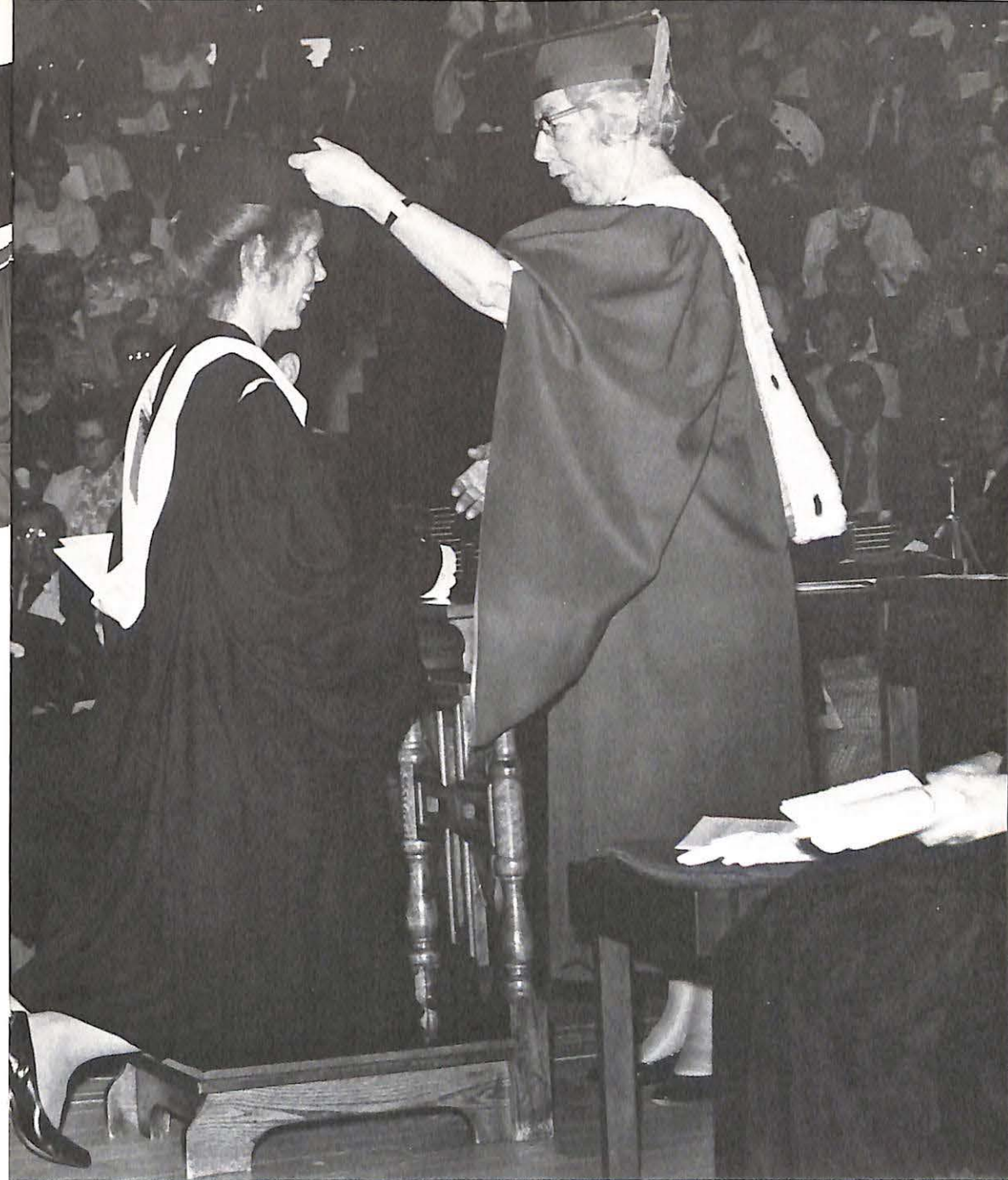
*Sister Albertus admits Sister Bartholomew Rocke to Kappa Gamma Pi.*



*Alyce Beals receives the President's Prize.*

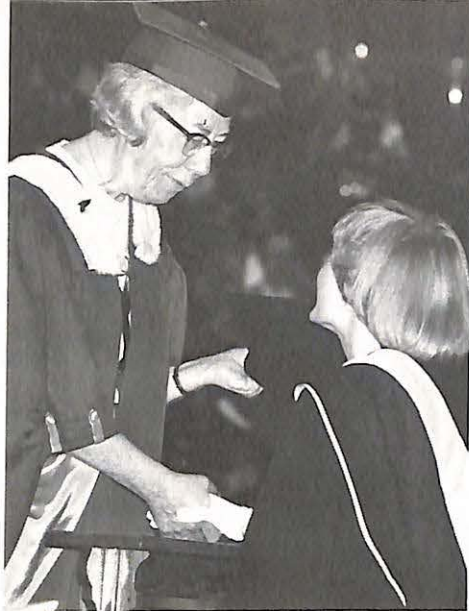


*Dean Walter Shelton presents the candidates for degrees.*



*Capping the graduates is a new part of the ceremony this year.*

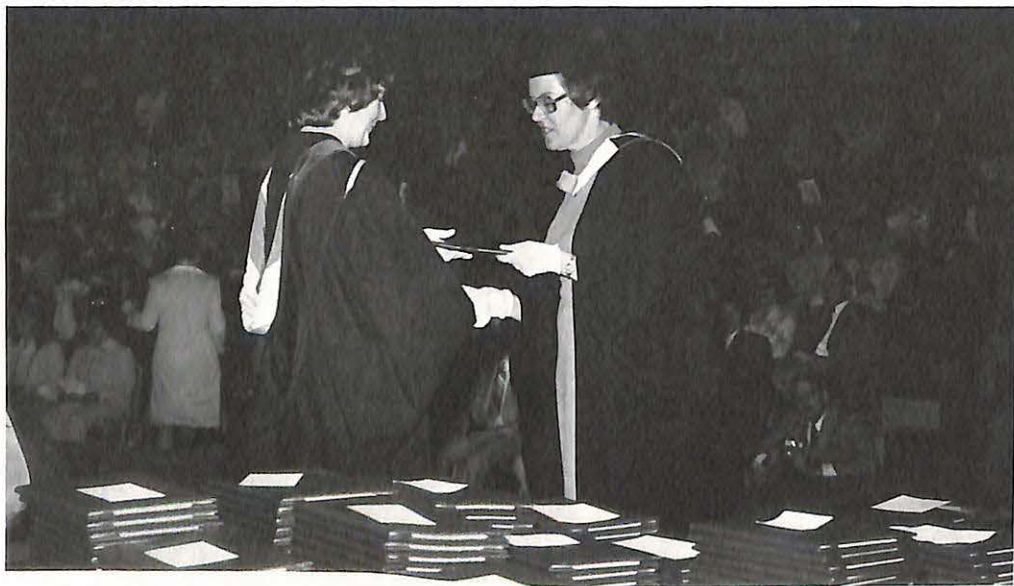




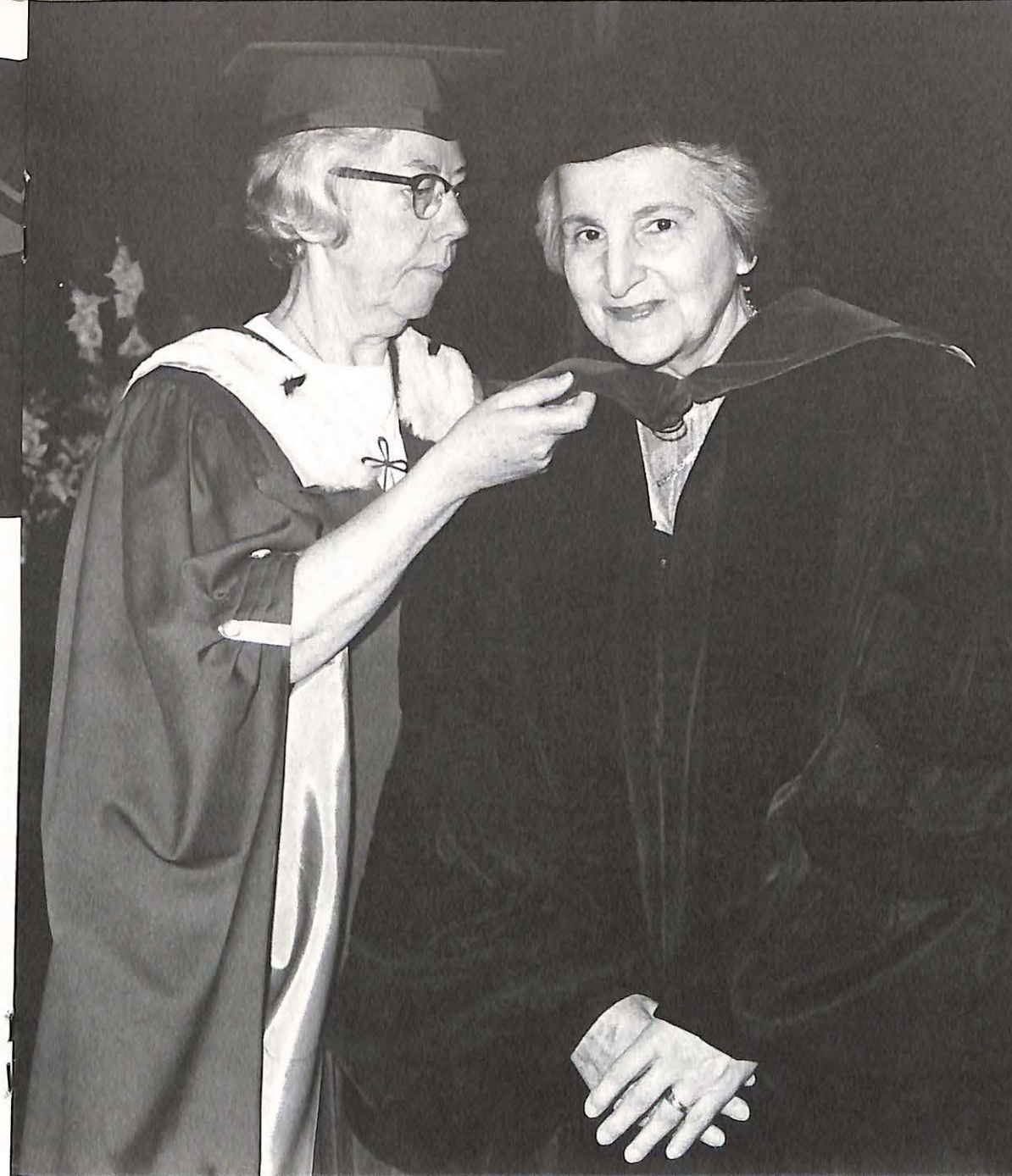
*Degrees are conferred individually by the university president and vice-chancellor, Sister Albertus.*



*Dr. Susan Clark of the sociology department reads the citation for the candidate for the honorary degree.*

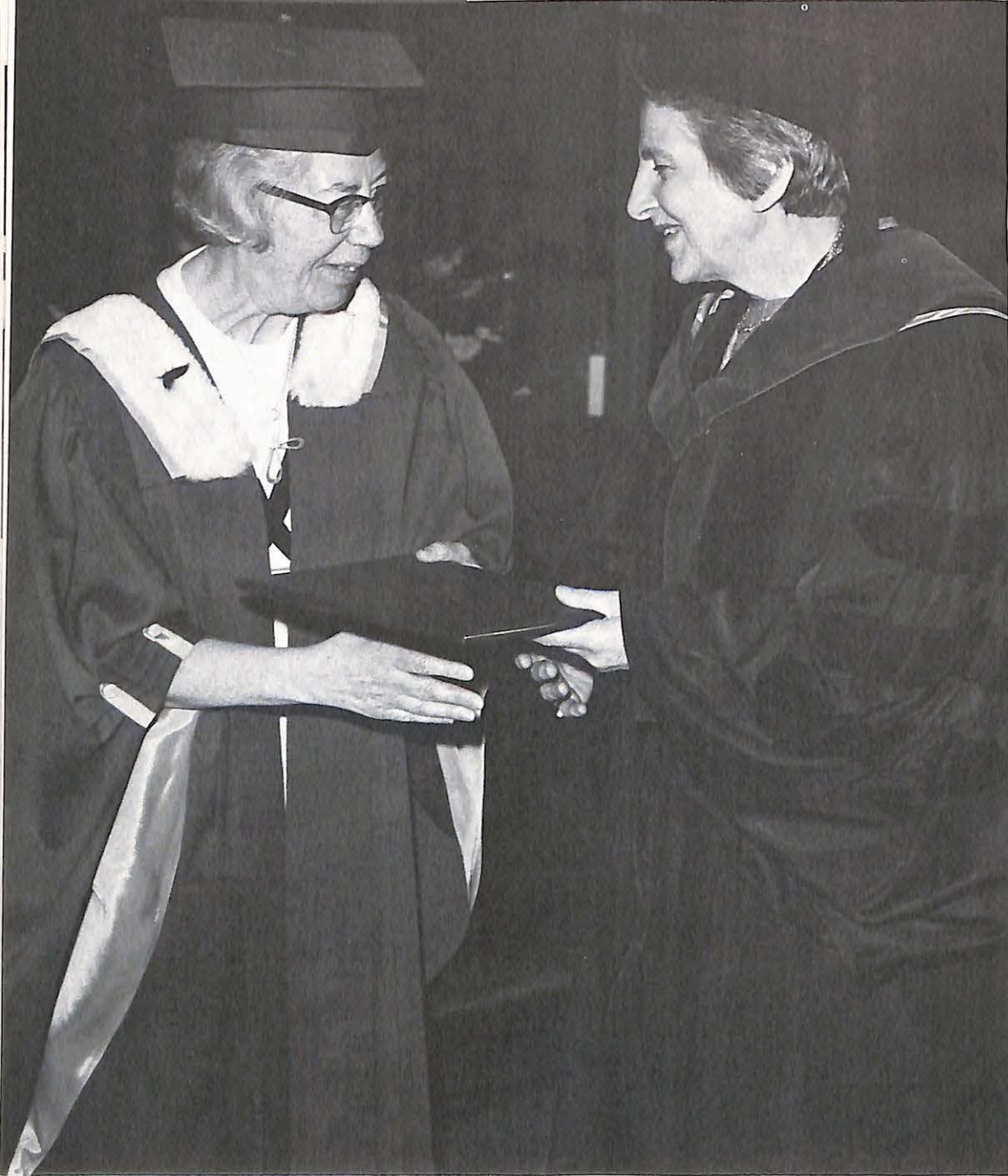


*Registrar Jean Hartley presents the diploma which testifies that the graduate has been admitted to the degree.*



*Sister Albertus adjusts the doctoral hood for Dr. Gelber.*

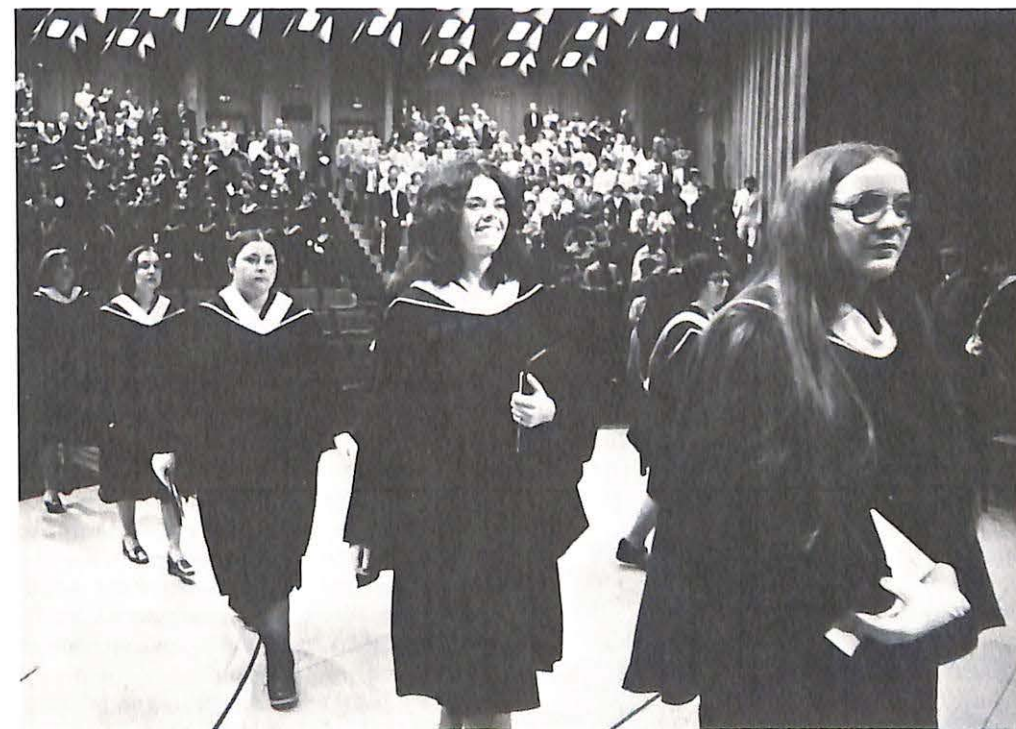




*The Mount president presents the diploma which states that Sylva M. Gelber has been awarded a Doctor of Humane Letters, honoris causa.*



*Dr. Gelber addresses the graduates.*



*It's all over and it's just beginning.*



# Our Brothers' and Sisters' Keepers

Sylva M. Gelber

*Address to the graduating class of Mount Saint Vincent University*

I have been deeply moved by the generosity of Mount Saint Vincent University in awarding to me the distinction of an honorary degree, a form of recognition which is particularly meaningful to me. This university inevitably must have a special significance for any person who, like myself, has had as a major concern the status of women in this land and abroad. Almost as soon as I was appointed director of the Women's Bureau of the Canada Department of Labour some seven and one-half years ago, when the focus of my professional career was directed to the changing role of women in a changing society, I became acquainted with and developed a great respect for the Mount which from its inception has had as its major goal, the education of women. For improvement in the status of women is best calculated to occur as a result of education.

Of particular significance to me also is the fact that the honour you do me comes from an institution like Mount Saint Vincent in which traditions and well-tried verities still flourish in this day of changing ethical values. Such traditions are equally rooted deeply in the soil and in the people of this Province of Nova Scotia, to which Canada's history owes so much. In speaking to you today, therefore, I shall endeavour to discuss a subject whose implications are also embedded in tradition, in the very foundations of the Judaeo-Christian ethic to which we all subscribe. It is the thesis that I am my brother's keeper. And, indeed, I am also my sister's.

Four decades ago the youth of my



generation stood, as you now stand, at a turning point in their lives. Like you they were about to make their entry into what seemed to them a less than welcoming environment, leaving behind the warmth and companionship which had nurtured them through their years of learning within the confines of the university. They were pondering the means by which they would reshape and redesign the immediate world they were about to inherit. For redesign it they would and reshape it they must, as all around lay the social and economic chaos which marked the deep Depression years of the thirties.

They dared to dream dreams and they dared to envisage visions, visions of a country in which the poor and the sick, the old and the frail would, as a matter of right,

be entitled to at least a minimum of financial protection. The injustices and inhumanity flowing from an ailing social and economic system could not be tolerated, they were convinced. There must be a better way!

There must be a better way, they said, than to accept the all-too-common sight which assaulted the view, the sight of anxious but able-bodied, idle workers endeavouring to eke out some minimal means of subsistence through the sale to some passer-by of an apple or a pencil! Gone was the wage-pocket and gone was the job. Gone too was the hope upon whose sustenance the spirit must be able to depend.

Beyond the view of the city dweller, camps had been set up for the relief of unemployed transients, hidden away lest the sight of the conditions engendered by unemployment, should lead to active social upheaval. The young had seen, on film if not in fact, the unemployed who "rode the rods" on the vast railways which stretched from coast to coast, in search of that elusive bluebird which might perchance be perched in some more distant part. More visible within the cities were the soup kitchens which dotted the scene, the single bulwark between the would-be worker and starvation. For relief programs administered by municipalities, hardly scratched the surface. There must, said the youth, be a better way.

Canada was not alone in a state of economic collapse; it was a condition common to most of the industrial world at that time. Solutions were being sought to national problems by our friends and neighbours as well as by ourselves; paths were being explored and inspiration was



sorely needed. From across our southern frontier we heard for the first time a call to our own generation, a voice exhorting the young to accept the challenge of the times. Youth, we heard tell, had a rendezvous with destiny! We in the north were much impressed by that challenge, for it appeared to apply equally to ourselves.

It was in the mid-thirties that the initial steps were taken by our elected representatives in an effort to establish the first of many public programs designed to provide some financial support for embattled Canadians. The social security programs which ultimately were established — unemployment and health insurance, programs for the aged and the young, welfare assistance — and which are



today taken for granted to a degree which is regretful, owe their beginnings to the sense of moral responsibility and missionary zeal exhibited by that generation of the graduating class of four decades ago.

Unfortunately, our search for a better life was a limited one, our goals being designed solely for the well-being of those of us living within the borders of our own land. Our concerns did not extend to a situation which was then developing abroad, a situation which was to prove at least as devastating to human dignity as were the conditions of poverty at home.

We were not unaware of, although we were not immediately affected by, the unprecedented designs of a few political leaders who had obtained power particularly in Western Europe at that time, virtually to annihilate certain minority groups who were citizens of their own country. The word 'genocide' had not yet entered the vocabulary and it is questionable whether we would have been conscious of its connotations even if it had been current. Because we were preoccupied with the problems affecting each of us personally in our own land, we disregarded the withdrawal of human rights from our fellow men and women abroad. It was far away; it was of no concern to us.

For those of us who lived through the subsequent terrible years, years during which we learned of the depths to which humankind is capable of descending, years when we learned of the wholesale slaughter of innocent persons in ovens and gas-chambers whose millions of lives were extinguished merely for the reason that their religious or racial background was not that of a "Master Race" as defined by a dictator of questionable sanity, a terrible

lesson was learned. We learned, having paid the price in a war of world-wide dimensions, that this our single earth is too small and too interrelated for us complacently to disregard evil wherever it exists.

While the world you are about to enter has rid itself of the particular evil I have just described, there are other equally virulent evils even now stalking great areas of this world far away from ourselves, which we can only disregard at our own peril. There is the evil of poverty, of hunger and of disease suffered by millions of our fellow men and women in what we call today the Third World. Most of these over-populated areas are totally lacking in natural resources. Their lands are poor and incapable of producing sufficient food to sustain the ever-growing numbers of persons crying out for sustenance. Survival itself is a struggle and where survival is achieved it is generally in a state of gross malnutrition.

While the condition of all peoples in these areas is lowly, the condition of women is even more precarious. For frequently they are not only living in conditions of virtual starvation, but also in conditions of virtual serfdom and slavery. In some societies the women are little more than beasts of burden; they are viewed as being mere instruments for the fulfilment of man's destiny through reproduction.

Although women in some developing countries make up a very considerable portion of the labour force particularly in agriculture, motherhood is still considered to be women's sole mission in life. In the absence of even the most elementary forms of education, they are unlikely to envisage for themselves any additional role.



Although illiteracy is still wide-spread, almost two-thirds of the world's illiterate

population are women. Where ignorance prevails along with its handmaiden



poverty, the problems flowing from unrestricted population growth will continue.

Before the advent of the health revolution, which has now virtually eliminated plagues, epidemics and other wide-spread diseases, millions of lives were periodically wiped out. Population growth was kept in balance by natural extermination. Medical science has removed that harsh regulator. Millions who once would have perished, now live. They, in turn, give life to many millions more. Pollution and starvation are the by-products of this population imbalance.

How, you may ask, does this affect us in Canada? Canadian population growth is reasonably modest. The problems we experience with regard to pollution and environment are relatively uncomplicated. Our women are educated and enjoy a status that is comparatively high. We are aware of the fact that wherever the status of women is high, population problems are negligible. In what way should we be involved with conditions of people who live thousands of miles away from our shores?

Let us not delude ourselves; we are involved for reasons of practical self-interest, if not for reasons of conscience. No part of our contemporary world can isolate itself from another. The voices of crying millions cannot be stilled as they float across the unobstructed airwaves of the world. A polluted atmosphere does not stop at the Canadian border. If the lot of women is lowly in one part of the world; if women in vast areas of the world are illiterate and unlearned; if the women in some parts of the world through their ignorance view their sole destiny to be

that of limitless reproduction without knowledge of the consequences, then all of us in this land are thereby affected.

The relative luxury of the life we lead, the fact of our affluence, cannot be hidden from the wretched poverty-plagued millions in these days of immediate and visible communication. The threat which flows from poverty and the threat which flows from injustice in one corner of this earth is, as never before, a threat to us all.

The natural abundance which is ours in this land is not ours because of any special effort which we have made; we have not created our fertile soil nor have we deposited the abundance of our mineral wealth in this part of the world which we inhabit. There is inequality in nature's distribution of its bounty and, in consequence, there is inequality in its possession.

But all persons require for the purpose of maintaining life itself, a certain minimum share of the natural resources of this earth. If it is not willingly shared, then it will be forcibly taken. Either we share with grace or we will pay the price of our insensitivity.

So much for reasons of practical self-interest.

But surely there must be more formidable grounds for civilized peoples to be concerned with their fellow human beings. We pride ourselves on being a society based on a moral and ethical foundation which, above all else, requires of us that we be concerned with the well-being of one and another. All of our traditions and beliefs are founded on the ethic which requires that we love our neighbour as ourselves. We teach our children that we should do unto others that which we would have them do unto us.



Surely a society such as ours based on such ethical teachings and living by such a moral code, cannot turn away from a world in which millions are so hard-pressed.

If you were to ask me to be more precise in the message I am endeavouring to bring to you today, then let me say this: learn the lesson of that generation of which I was a part some four decades ago. While we were zealous in our search for the solution of the problems directly affecting us, we turned our backs on the less visible problems of our fellow human beings in more distant parts. We failed to perceive that the world as a whole is indivisible. We paid a heavy

price for that failure. For what affects our fellow human beings in distant parts, does in fact affect us and our well-being.

Men and women in our land must shoulder a particularly heavy share of the burden in the coming years. The fact that women heretofore have not fully participated in Canadian life will no longer exonerate women from responsibility for the destiny of mankind. Women must assume, and must be permitted to assume, their share of the burden; as women there is an added challenge, for poverty both at home and abroad is all too frequently synonymous with women.

We claim to believe in justice. We must ensure that justice is done. The kind of world which you in your time must achieve is a world in which justice is not only claimed to prevail but is seen to prevail. Many hundreds of years ago the prophet Amos exhorted his people to:

“Let justice well up as waters,  
And righteousness as a mighty stream!”

As you go forth from this place it is my hope that you will be guided by just such a precept. Not for yourselves alone nor even for those you see around you. But for those great unseen masses of people whose cries for justice must not go unheeded.

Cast your gaze well beyond the horizon.

For

“... a horizon is nothing save the limit  
of our sight.”



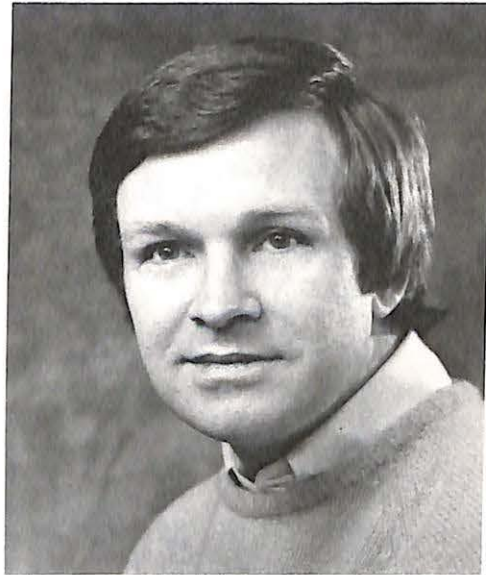
# Current Issues in Teaching Canadian Literature

Dr. Paul McIsaac, Chairman of the Division of English, Fine Arts, Modern Languages and Drama

The enduring problem in teaching Canadian literature is finding the proper perspective in which to place the poetry, prose and drama that have been written in this country. On one level, the problem has to do with choice: in what way should the works chosen be representative?

Should one opt for a chronological, historical survey of the literature? The advantage of this approach is that students will gain some sense of what literary activity has been taking place as long as Canada has existed. But how does one determine the degree of existence? Does one go back as far as the eighteenth century and work up through the journals of explorers and pioneers, the rather turgid narrative verse, and the often zestful (but just as often tiresome) Nova Scotian satirists until one reaches Confederation and an increasingly familiar world? Or does one accept Confederation as the starting place and dispose of what was written before 1867 in a few background lectures? Or should one concentrate on 'modern' literature (i.e. what has been written since World War II)?

There is no certain answer to these questions: each approach has the merit of enabling an instructor to touch upon the close relationship Canadian literature has had with the prevailing sense of itself Canada has explored at any given time in its development. Historical surveys, when they concentrate upon this relationship, can help an instructor deal with the problem of strictly literary criteria of judgement and the 'value' of our literature during much of



its tradition: one can argue the importance of, say, McLachlan's *The Emigrant* as a poem that presents certain ideas of the significance of the new land without having to embark on a laborious analysis of its scant literary merits. There must, of course, be a caution built into this approach; when something of genuine literary merit is encountered, one does it (and the student) a disservice by discussing only its historical importance as a cultural document.

'Modern Canadian literature' means, for most students, whatever Margaret Atwood enthuses over in *Survival* — probably the most important work of criticism we have had in Canadian literature, in spite of the

limitations the author herself notes. Atwood's book provides a focus on Canadian literature — that it deals with stratagems of survival against human and natural forces distinctively Canadian — which seems compatible with the tradition and attractive to students. Almost equally successful is John Moss' *Patterns of Isolation*. But while the thematic approaches can *organise* Canadian literature for students, they can also impose upon it expectations that can be impertinent: a book about madness and disordered lives, no matter how much it may conform to the discovered thematic patterns in our literature, is not necessarily any better (or any more 'Canadian' whatever that may mean) than one that attempts the more difficult task of exploring relatively normal states of existence. As Leo Simpson recently wrote, one can get very tired of people staring across a wheat field into the abyss.

All of this is not so much an account of issues as a summary of the vital range of approaches and responses which are possible in teaching Canadian literature. Our literature perhaps has not yet 'settled' sufficiently for us to know exactly how we ought to be understanding it. But in its present vitality it commands the enthusiasm of students and that enthusiasm can accomplish very much to which set categories of response could contribute little.



# Mount Personality



Diane Tinkham's young appearance belies her rich and broad background. She is primarily a Maritimer who was born in New Brunswick, and who has spent most of her adult life in Nova Scotia. However, she attended high school in Ottawa and took her nurse's training at St. Mary's Hospital in Montreal where she graduated with the Gold Medal for Proficiency ("We were so glad someone from the Maritimes won it!"). In between high school and nurse's training, Ms. Tinkham joined the Congregation of the Sisters of Charity in Halifax. While she credits that experience with great meaning, she says she realized that she wanted to do something else with her life.

And what she has done with her life so far has been to give it in service to others. She earned a Diploma in Public Health from Dalhousie University before she went

to work for the Victorian Order of Nurses for two and a half years.

In 1970 Ms. Tinkham came to the Mount as the university nurse and also became a part-time student working toward a bachelor's degree. When she had one year to go toward the degree, she took a leave of absence from the job and finished her academic requirements. For several years now, she has been back at her job, a job that she says she absolutely loves!

"When I get up in the morning, it doesn't seem like I'm coming to work . . . ever! The thing I like most is the contact with students. They are ever-changing and marvelous to work with, and I know them at a crucial time in their lives. They really want help and encouragement. It's just a matter of making myself receptive enough, and then if I can help them and make their lives a little better, it's so very gratifying."

Ms. Tinkham approaches the rest of her life with the same enthusiasm. "I have so much to do with my life, and I'm often still going at midnight." She and her husband Bruce, who works in the business part of CJCH radio, entertain a great deal, once a week at least. With organization Diane Tinkham also manages to give some time to her other varied interests. As a member of a family in which everyone else is involved in business, she has developed a fascination with real estate. She reads autobiographies, novels, and books that stress self-analysis and self-improvement. She sews, has an interest in oil painting, and since she and her husband recently purchased a new home in Prince's Lodge, is fast becoming a gardener and is learning about landscaping.

Both Tinkham's are avid travellers. This summer they are going to the Olympics in Montreal. Several summers ago they travelled through England, Greece, Rome, and took the Orient Express through Yugoslavia. They travelled by train almost the entire trip and were in Athens at the time of the war between Greece and Turkey. They left Athens by airplane, the last jet to leave before the airport was closed. There were only ten people on the plane, and the Tinkhams felt that they were fortunate to get out at all. Next summer's plans call for a return trip to Europe to visit Switzerland, Italy, Austria, and for another try in Greece.

It's hard to pin Ms. Tinkham down regarding her future plans. But, for someone who lives so completely and with such satisfaction in the present, it's probably understandable.

M.G.R.



# Somebody is Listening

As a result of the cards returned by people who want to continue receiving *Insight*, we now have some indication of which of our features are favorites with our readers. The feature most often checked as a preference was Mount Personality. That tells us that you like stories about people; so we'll try to use more in future issues. Another favorite is the Current Issues series which shows that you want to be kept up-to-date on what's happening in different fields. And that is reinforced by the third preference for articles on continuing education.

*Insight* goes to our alumnae, and there was strong support for articles on campus happenings and Remember When. Some of you also asked us to use more articles about our alumnae and their careers.

There was support for the events at the art gallery and for Spilt Ink. Many of you indicated that you liked everything and read the entire magazine. The areas in which you asked for more articles in future issues were student activities, information about our faculty, the Mount's future, women's roles, course information, and the

graduates of the university. That gives us a good guide for planning next year's magazines. Thank you for listening and for communicating your ideas about *Insight*.

This issue contains the regular features. Our Mount Personality is Diane Tinkham, the university's nurse. Catalogue librarian Peter Glenister contributes Spilt Ink, and Dr. Paul McIsaac discusses the current issues in teaching Canadian literature.

One of the biggest problems facing universities today is financial restraint. We discuss how the Mount is dealing with this problem.

And this is the Convocation issue. Featured are the 1976 degree graduates and the talk which they received from Dr. Sylva Gelber, the outstanding Canadian who was honored at this year's ceremony. Read the talk. It contains a message for us all.

Have a good summer.

Margaret G. Root

Editor

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