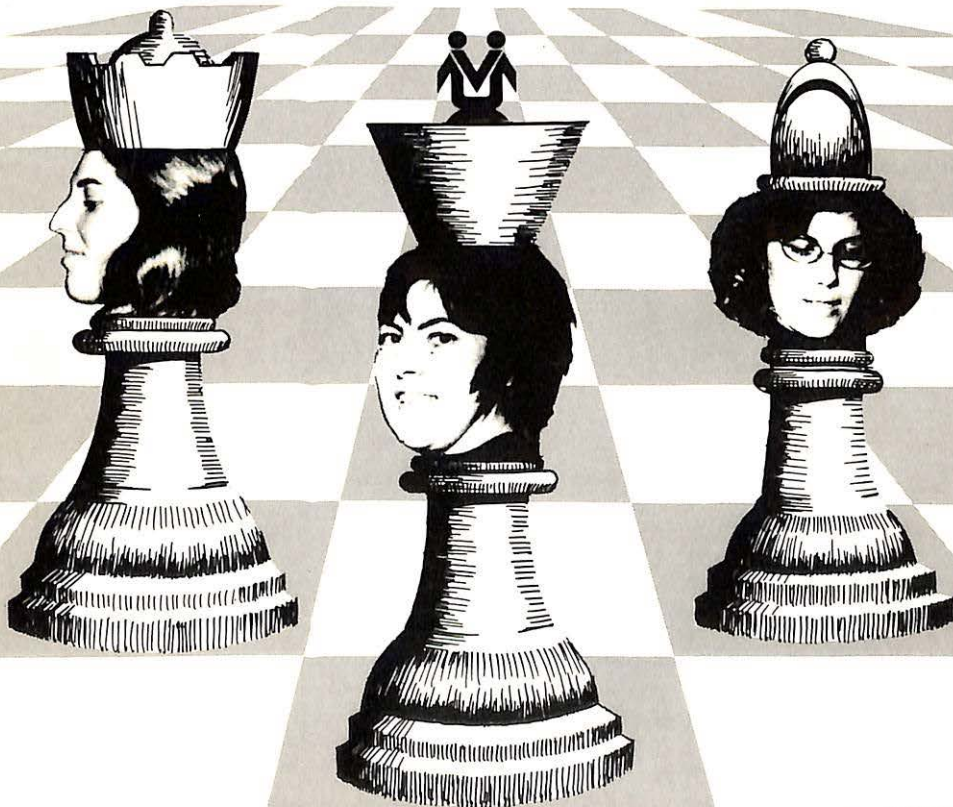


Insight

it's OUR TURN



See page 2

Calendar of Events



- March**
- 1 Department Chairmen Meeting — 1 p.m. Seton Board Room
 - 5 Lectures resume
 - Student Affairs meeting — 4 p.m. Evaristus Board Room
 - Committee for Academic Affairs — 3 p.m. Seton Board Room
 - 7 CARPT — 3 p.m. Seton 301
 - 8 Business Faculty Meeting — 6 p.m. Seton Boardroom
 - 12 Committee for Academic Affairs — 3 p.m. Seton Board Room
 - 14 CARPT — 3 p.m. Seton 301
 - 15 MSVU Drama Society Production — 8:30 p.m. Seton Auditorium
 - 19 Student Affairs Meeting — 4 p.m. Evaristus Board Room
 - Pre-registration (Mar. 19-23)
 - Committee for Academic Affairs — 3 p.m. Seton Board Room
 - MSVU Association of University Teachers — 7:30 p.m. Seton Faculty Lounge
 - 21 CARPT — 3 p.m. Seton 301
 - 26 Committee for Academic Affairs — 3 p.m. Seton Board Room
 - 28 CARPT — 3 p.m. Seton 301
- April**
- 2 Committee for Academic Affairs — 3 p.m. Seton Board Rm.
 - 4 CARPT — 3 p.m. Seton 301
 - 5 Department Chairmen Mtg. — 1 p.m. Seton Board Rm.
 - 9 Student Affairs Meeting — 4 p.m. Evaristus Board Rm.
 - Committee for Academic Affairs — 3 p.m. Seton Board Rm.
 - 11 CARPT — 3 p.m. Seton 301
 - 12 Business Faculty Meeting — 6 p.m. Seton Boardroom
 - 13 Last day of classes
 - 16 Committee for Academic Affairs — 3 p.m. Seton Board Room
 - MSVU Association of University Teachers — 7:30 p.m. Seton Faculty Lounge
 - 17 Examinations begin
 - 18 CARPT — 3 p.m. Seton 301
 - 20 Easter vacation begins
 - Library closed
 - 22 Library closed
 - 24 Examinations resume
- May**
- 10 Business Faculty Meeting — 6 p.m. — Seton Board Room
 - 15 Convocation
 - 22 First Summer Session

ART GALLERY

Feb. 17 — Mar. 11 — Indian Week
 Mar. 15 — Apr. 8 — Charles Gagnon
 Apr. 12 — Apr. 29 — Tony Tascona
 May 3 — May 24 — Leslie Poole
 May 30 — Aug. 30 — Homer Lord

Insight

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Sister Catherine Wallace and Garry N. Kennedy, President of Nova Scotia College of Art & Design signed January 5 a five-year co-operative agreement between the two institutions.

Designed to reduce duplication of services and establish a framework for closer co-operation in the future, the agreement calls for mutual exchange of library privileges, establishes the mechanism for sharing faculty members and provides for the possible appointment of representatives from each institution to the Governing Body of the other.

Both the Mount and NSCAD, however, will continue as separate and independent institutions appointing their own faculty and granting their own degrees.

it's OUR TURN



Mount Saint Vincent University has replied to the federal government report on youth, *It's Your Turn*. Reverend J. Barry Wheaton, chairman of the theology department, has written, *It's Our Turn*, a report of his meetings with many groups in the University during the past year. Forty recommendations are also included.

Both hidden and obvious issues – belonging, education, student aid and education – were considered. Father Wheaton will spend the coming year, investigating the practical implementation of the recommendations.

It's Our Turn points to social changes within the scope of Mount Saint Vincent University. Some of its recommendations are now being implemented.

The following is an outline of the University's recommendations, beginning with the most important issue: **Belonging** – Accessibility to information is extremely important to the

problem of alienation. Father Wheaton recommends that: "An active information center be established for students at Mount Saint Vincent University, involving information about such items as the university itself, government and non-government agencies and programs for young people." (There are more than 80 federal programs affecting youth).

Day care is also important in the context of belonging, says Father Wheaton. He recommends the establishment of a centre for day care training, as well as to enable some continuous education students with small children to attend university.

In view of growing religious alienation, he suggested that an ecumenical chapel service be appointed. (this has been done) Further, the chaplains were advised to do their utmost, while respecting basic traditions, to break down barriers of religious alienation so that all students may feel "at home."

Education – Recommendations regarding education were less easily defined, compared with the first issue of "belonging." However, expression of feelings took particular lines at the Mount and they are best summarized by the following description from *It's Our Turn*:

"Although no definite lines of orientation emerged, the following items give some indication of the feelings of those who are consciously concerned about the question of their higher education. A good number of students believe that many valuable things are not part of university thinking but should be: e.g., travel as a learning-experience, challenge for credit, out-reach programs incorporated into action-reflection courses, study of value-systems. Students stated that their professors are not generally aware of social action programs for youth. Some faculty members believe that "we do not know what the students want", that they (students) "do not express themselves about what they want". It was suggested that some kind of consciousness-raising situation and atmosphere was needed, in order to "radicalize" students to the point of becoming consciously involved in their university experience. Some people felt that the faculty generally have a very theoretical approach to what they are doing. A few faculty members stated that, when students are offered freedom in an educational context, they run away from it. Some faculty and students feel that the academic world is a "rat race": too much material work (tests, term-papers, etc.), lack of coordination among the faculty in imposing work, practically no leisurely reflection ("Can't find time to do anything else!"). A small number of students do not know why they are in university at all. Some suggested that a committee be established to clarify what education is; others thought establishing a committee would be a "tragedy". There is a considerable amount of boredom present in the students, expressed occasionally in heavy drinking (alcohol is more of a problem than other drugs). There is no "forum" for discussing these educational questions at MSVU, although many expressed the desire to do so. Moreover, many faculty members appear to be too "course-content-minded" to permit such discussion in class.

"A further indication might also be found in the many suggestions for new course-content and projects, such as the following: family life education (many expressed pleasure about the summer Family Life Institute); drugs and drug

problems (particularly for future teachers); use of leisure time; mental health; human relations; training in leadership, in youth work, in community development and social action; important federal and provincial reports; values and value-systems; community-centered programs related to the fields of the various departments; work-study programs between youth organizations and the university on such subjects as pollution, drugs, community problems; avocational development for students by the Art Gallery; Education department kindergarten project for low income families; help from Home Economics department for underprivileged people in the community and in poor areas; Home Economics department series of public lectures in family planning and human relations; Sociology department tour of Nova Scotia to study real problems, e.g., Indians, poverty, industrialization."

Student Loans – This subject is aired more fully elsewhere in this issue. The University report recommends: "the Administrative Committee and Student Council representatives arrange a meeting with the provincial government's committee on student aid, to see if anything at all can be done on the provincial level to correct the defects of the present plan and to abolish or modify provincial restrictions where they are defective; that Dalhousie-MSVU summer school information and brochures be published and distributed before February 15, the present deadline for appealing the amount of student loans and bursaries; that the President try to make the injustices of the present student loans plan an issue for the Association of Universities and Colleges of Canada and for the Atlantic Association of Universities; and that a satisfactory system for loan information, applications and contacts be established at MSVU.

Employment – Nine recommendations were made regarding the problem of full and part-time employment. It includes: that a summary of student employment and bursaries be published annually; the administrative committee try to employ more students, especially in the business and registrar offices; mini-workshops help students to learn techniques of finding employment and approaching employers; the Student Council aid in establishing a mechanism to facilitate Opportunities For Youth grants, and that university departments examine the possibility of research projects funded by Opportunities for Youth grants. ■

Contributions Flow In

Mount Saint Vincent graduates from the Bachelor of Arts program are well ahead in the number of contributions to the Mount Alumnae Fund Raising program, according to figures released by the Fund office.

Latest statistics show that Arts graduates are first, followed by Education graduates; then come Home Economics, Business, Science and Nursing graduates in that order.

Most generous of the Academy graduates are the classes of the 1920's, followed by the classes of the 1910's.

The fund drive is still a long way from its objective, however, and all members of the Mount Alumnae are urged to make their first year's contributions early and offer pledges of support for the next two years.

Meanwhile, the fund campaign organization that has been set up throughout Canada and the United States is getting into high gear.

A meeting was held January 28 of all group chairmen in the Halifax-Dartmouth area to discuss progress reports and to exchange ideas on how to make the fund campaign more successful. Sister Catherine Wallace and Miss Florence Wall, Chairman of the Board, were the principal speakers.

Marlene (Chisholm) Stenton of Calgary, will hold a wine and cheese party for alumnae Tuesday, March 6, at 8 p.m. and she expects to have good representation of former students who reside in Calgary. The last function organized there by Diane (Bignell) Zorn and Marlene - a wine and cheese reception in Diane's home - was quite successful.

In the United States, Mrs. Margaret (Penny) Lake was hostess at a business session-cum-reception at her home in Gloucester, Mass. More than 80 Mount Alumnae who live in Massachusetts and Connecticut were invited, but the weatherman did not co-operate, and as a result, attendance was somewhat below expectations. Nonetheless, Mrs. Sheila (Dunphy) Huck reports that the gathering was successful.

Mrs. Huck writes the group realize the futility "of trying to bring together people who live in widely scattered geographic areas." Instead, she says, the group has planned its

campaign strategy around this point. "Rather than fragment our energies in get-togethers, we plan to go directly to our alumnae by letter and the letter is now drafted."

The group in the U.S. has adapted the MSVU Alumnae Fund Drive brochure to the United States corporation, with the pledge card and temporary receipt attached.

Miss Ann Shea, group chairman in New York, has encountered some difficulties reaching fellow alumnae by telephone and letter in her area. She says, however, "it was fun chatting with the girls that I reached by telephone. The variety of careers that these girls are engaged in is fascinating. Nearly everyone with whom I talked was planning to give to the Alumnae Fund campaign."

Members of the alumnae resident in the United States should send their donations to the fund drive to Mount Saint Vincent Associates Ltd., 701 Washington Street, Newtonville, Mass., 02160.

And from the other end of the map, the fund office has heard from Helen (Murphy) Weir who is a resident of Inuvik, Northwest Territories.

The fund office has received another letter from a former student which warrants quotation in this report of fund activities. The Halifax correspondent writes: "I sincerely wish you all the best of luck in your endeavours. I have such pleasant memories of my days at the Mount Academy and my daughter is now in her second year . . . and loves it too."

* * *

Miss Mary Elizabeth Beazley, who has been executive secretary of the Alumnae Fund Council for the past six months, has reluctantly announced her resignation in order to take advantage of a business opportunity in Halifax.

All of those who have been associated with the Fund drive will be sorry to see Mary Elizabeth leave and will want to wish her every success in her new function in the business world.



*Wine and Cheese Party
Alumnae shown at Rosaria Hall are left to right: Miss Donna Breen, president of the Alumnae;
Miss Mary Elizabeth Beazley, executive secretary of the Fund Council; Mrs. James Shea,
Miss Patricia Martin and Mrs. John Godwin.*



A LOOK AT TOWNHOUSE LIVING

(The Birches, new student residences, are one of the projects to which some Alumnae fund drive contributions are to be allocated.)

by Anne Marie Gardner and Georgina Chambers

Having been in a Townhouse for four months, it is possible to make some general statements about such living, with the understanding that time will qualify our initial experiences.

Living in a house with 20 people as compared to being in a residence with 100 or more students, is more conducive to a sense of togetherness and belonging. Sharing kitchen and living areas, provides us with the opportunity to experience basic day-to-day living. This situation should correspond more realistically with the life we will be leading when we have taken up residence outside the university.

In the Townhouse we have a greater freedom to live in a more personally responsible way, because we are not restricted by imposed regulations concerning curfews, visitors and other usual residence rules.

Also, having single rooms, allows each of us a more private area to do things which involve our individual needs, whether it be studying, entertaining friends, or just spending time alone.

Another advantage to this type of living situation is being able to prepare our own meals, which includes shopping, budgeting and cooking. Though this can be rather time-consuming, it is certainly a most valuable experience especially for those of us who are novices in this field. Hopefully it will awaken us to the many deceptive aspects, consumerism, and also to increase our knowledge of nutrition and the culinary arts.

Considering these positive attributes of Townhouse living, we feel that it is the best type of residence life, but only for those who are mature enough to handle the particular difficulties which arise when 20 people live under one roof, especially when those 20 have not decided to live together of their own volition.

Problems are realized more acutely when living with such a small number in a more confined area, as compared with most residences. There must be some sense of community which enables people to discuss difficulties with one another in an adult way.

Townhouse living can provide the best of both worlds – full participation in campus life and the freedom of being on your own.

Having written of Townhouse living in general, we would like to mention a few specific things concerning these houses and some suggestions for further reference.

To our way of thinking the houses were far too hurriedly constructed, which probably accounts for the rough-edged woodwork, sagging floors, sticking doors and poor sound-proofing. They seem to fall into the modern trend of building for the present without much thought of permanence. Perhaps it would have been wiser to delay occupation of the houses until second term, to provide more time for better planning and construction. Students who wished to apply for residence in a Townhouse, could have been advised last spring that they would have to wait until the new year.

If better construction entailed greater expense, then perhaps the houses could have done without such elaborate furnishings.

This brings up another instance where common sense seems to have been lacking. It is impossible for one refrigerator to serve the needs of 20 girls. And yet a considerable amount of money was invested in a hair-dryer, when many girls have their own.

There seems to have been a lack of insight into the basic needs of a household of twenty people.

There is no question in our minds about the value of Townhouse living, and we hope that our experience and ideas may be beneficial for decisions involving further development in this area.



Faculty Discuss...

The Best Way to Educate

As the twentieth century goes into its final decades, educators face the challenge: What have we learnt about better ways of educating? What have been the lessons of this century, and where do we go from here?

Reaching out for answers, or steps to them, members of Mount Saint Vincent University's faculty hold regular, informal noontime sessions. Outcome of their search includes: Faculty Day, student evaluation of professors (for their use only), an investigation into economic benefits, and plans for a one-day workshop on improvement of present methods and search for new ideas in teaching.

Speaking about this year's Faculty Day, Sister Brenda Halton, president of the Mount Saint Vincent University Association of Teachers and chairman of the education committee, said: "We held a full day of discussion on topics facing the educator: philosophy, methods, standards, and criteria. It was the second time we have held it. Provocative material was presented by four educators and further investigation continued in small group discussions."

What were some of the areas examined?

The controversial subject of *professor-student communication* was presented, first of all, by Dr. Jacques Goulet of the Theology department. He emphasized the need for such communication both inside and outside the classroom. Within the classroom, he said that students should actively participate in the decision-making process concerning the purpose of the class, the standards to be attained, the

procedures to be followed to achieve these standards, and the factors used to assess the students. Dr. Goulet stressed the fact that it is mainly outside the classroom where real communication takes place between professor and student. The professor must make himself available. Apathy and alienation threaten both teacher and student. To communicate, to relate, the professor must show himself as he really is and stop "imaging", "projecting" or "assuming a role."

Examinations received scrutiny from Dr. Olga Broomfield of the English department, who stated that if the philosophy of education includes the tenet that learning can be measured and that it is valuable for a learner to recognize some degree of his growth in knowledge, then one aim of all educators must be to provide for this measurement. Dr. Broomfield recognized the formal examination as one of the methods taken to assess the student's growth. She also suggested a use of a various forms of measurement but she questioned how a concerned faculty could assess the results of testing in the light of the growth of such industries as Coles Notes and Term Papers Inc. In conclusion Dr. Broomfield offered the following suggestions: firstly, that professors attempt to overcome rather than to encourage student fears of any form of measurement; secondly, that professors use varieties of each of the recognized forms of testing within an individual course, and thirdly, that professors attempt to be as honest as is humanly possible in their approach to student measurement.

Should *long-term papers* be assigned? Analyzing the term paper, Dr. David Monaghan of the English department said that he considered the practice of assigning research papers is too sophisticated for the average undergraduate student. He said that the term paper is totally inadequate as a learning device and, in introductory and sophomore courses unfair because it encourages plagiarism, the reading of secondary rather than primary sources, the purchasing of completed term papers, and neglect in use of the critical processes.

Dr. Monaghan suggested that in place of the term paper, the students be required to write short critical essays on specific topics that can only be answered adequately by reading the primary text. In conclusion, he said: "Basically, until we eliminate the term paper, we are going to turn out ignorant students. By stressing the kind of processes that they will experience in a graduate program, we are equipping them only superficially to do graduate work because we have ignored our responsibility to teach them how to think for themselves."

Speaking on *grading*, Mr. Joseph Foy, of the philosophy department, differentiated evaluation of the student from grading the student. The real evaluation of student achievement through standards and criteria applied evenly and consistently was the main theme of Mr. Foy's discussion. He believes in a written descriptive evaluation of the student, after consultation with other professors, rather than giving a letter or numerical grade. He said: "I am increasingly convinced that converting evaluations to grades does more harm than good . . . We translate evaluations into numbers — most difficult to do reasonably . . . We average number grades to get a numbers profile of students. We then use that numbers profile to determine competitive ranking . . . to co-operate in the general manipulation of youth by business and bureaucracy." He concluded that relying exclusively on grading to express evaluations is a disaster.

(based on a Faculty Day report by Sister Geraldine Anthony)

Arts are people

by Una Way

When news releases referring to a mysterious "Direction Atlantic" appeared in early October bearing the slogan "Let's Put Direction Into Government Arts Spending", it sounded like an optimistic exercise in futility. The little purple and orange folder which followed sounded much less futile and more optimistic and made it very clear that anyone actively interested in any of the Arts could help by attending the conference. Everyone likes to feel they can help and who is there who couldn't use a healthy dose of optimism in November?

I decided to "help"! That was when I discovered that I had already been chosen to be an "animateur" (whatever that might be!) An intimidating title — I began to feel pessimistic!

My pessimism soon evaporated at the briefing on November 1. "The Government of Canada" we were told has expressed a desire to hear from the Arts Community. Concrete recommendations concerning the development of an Art policy in Canada have been called for. The Arts community can and will respond to this challenge." Direction Atlantic was to be

the first of a series of four regional conferences to seek this response, for, as John Hobday put it "If the Arts Community cannot provide this direction SOMEBODY ELSE WILL". The briefing committee were bubbling over with optimism. They had expected a turnout of about 100 delegates and 300 had registered. This implied that the Atlantic Region was responding.

The format of the conference was simple and to the point. All delegates were to be divided into workshop groups of about ten people — multidisciplinary and continually changing — with an animateur — or group reporter — for each group. The job of the animateur was to keep the discussion going and at the end of each two hour session to report to the plenary session with no more than five positive statements or recommendations from the group.

There were to be three sessions and from the plenary sessions, Paul Shaffer was to summarize the statements of the animateurs and to take them back to the Government. The

fourth session would see the artists divided into their own disciplines to discuss all that had gone before in the light of their own interest and again to make recommendations.

Each animateur was given three titles "Democratization", "Decentralization" and "Development" and questions to stimulate discussion and with a cheery "nine o'clock tomorrow morning" the briefing was over.

As I left the Rebecca Cohn Auditorium, I seemed to have been handed a teacher's nightmare. A class to face and no permissible preparation or planning. What if no one felt like talking? What if there weren't any ideas? What if . . . ? I need not have worried! At nine o'clock next morning I was able to do exactly as I had been told — sit back, take notes and let it happen.

The subtitle to Democratization was "People and the Arts" — that was all the participants needed. A really lively discussion ranging from Education, through Quality of Art and Quantity of Art went on without pause until it was time for the plenary session. My problem was to decide which were the five most important statements. All the other groups had the same experience.

There was heartening unity in the reports; a statement would recur again and again, each time carrying new weight.

So, into the afternoon sessions with a new group and a new sub-title — "Where the Arts Happen": from this came the strong view that the Arts are people — not buildings or places and that while big arts centres have their uses, much more important is the less perfect space in the smaller communities where potters can pot, and weavers can weave and all may obtain help and advice in their art form.

The third session — sub-titled "Getting things done" was pre-occupied with the need for money. However, from this discussion came the feeling that a type of permanent council for the Arts should be formed to reach from the smallest local district through the provinces, regions and up to Ottawa. Composed of working artists and arts orientated administrators such a council could lobby for the arts, and make its voice heard in the House and from regionally prepared budgets apply for grants and dispense them.

The disciplinary workshop reiterated many of the points that had emerged previously; the need for the recognition of artists as citizens (not as some kind of welfare case); the need for basic education to change its attitude towards the arts as "frills"; for Canada Manpower to

actively pursue creation of jobs for artists; and the suggestion that with the increased leisure time many of these jobs could be part of the recreation drive; arts teaching for amateurs as legitimate employment for professional artists; and the use of artists in the schools rather than forcing non-artistic teachers to try to handle what are, after all, very special skills.

Another point raised frequently was the fear that an upsurge in popularity of the arts might bring about a lowering of artistic standard but it was felt that in the long run there were two fields — arts as recreation and arts as professions; and that the two ideologies could co-exist just as easily as they do in sports. Indeed the hope was expressed that the media could be persuaded to give equal time to the arts and sports; considerable resentment was felt at the conference over the media attitude that Art needs only criticism while sports deserves reporting, information and criticism too.

The conference ended with a dinner at which organizer Paul Shaffer gave a summary of the conference and he seemed cheerful as he moved on to face three more regional conferences in the next couple of months — strong in the knowledge that in the Maritimes, at least, there is a real response and a burgeoning growth of all forms of art, professional and recreational. Contrary to previous ideas, various art forms can not only co-exist but can actively co-operate while seeking an arts direction.

Of course, there were criticisms of the conference ranging from lack of coffee at sessions to the much more important complaints. Some of the younger delegates felt that the generation gap was perpetuated by the format.

I find this hard to accept. The age range was very broad and both young and old benefitted greatly by each other's presence. Another group felt that there should have been definite government monies available immediately to 'divvy up' at the end of the conference. Perhaps the slogan "Let's Put Direction Into Government Arts Spending" gave them a whiff of instant money. Another criticism was that the conference was all "talk and no do". I would be opposed to a talk fest such as this on a regular basis, but I do feel that much was said that needed to be said and that now there will be a greater sense of direction. I came away feeling that slowly, but surely, improvements will come and, perhaps, a little less slowly because of Direction Atlantic.

Upon Deeply Reflecting

by Catherine (Patterson) Barton, B.A., 1959.

Remember the biblical sayings: "Judge not, lest you also be judged" and "Let him who is without sin cast the first stone." Do we really accept them and live by them or do we maybe just pay lip service to them and go on being our catty, critical, small selves?

Let's reflect for a moment! Whether we be either Mount Alumnae or Mount Alumni, we could still be innocent or guilty. Negative judgment is not an exclusive prerogative of the female; of that, I am sure!

I received some beautiful insights from my hospital bed in last October and November where I was recovering from a disease diagnosed as acute leukemia. A brush with death can change one's life as it has mine and infinitely for the better. No matter how long I live, each day will be more precious and meaningful. People, and especially little things, will mean so much more to me. I am out of the rush-rush world in which many live by necessity of choice. I have had time for meditation and time for listening. It never ceases to amaze me what I hear from which sublime and humble sources. Yet always the message seems to blend – the transience of human life to which we should all cling less tenaciously and the inevitability of death, sooner or later. Such serenity and peace I have never known! Thank you, Lord, for touching my life and striking me down so low because, only by doing that, could you have exalted me and have disposed me to accept your will for me. It is this very service and acceptance which to me are the identifying marks of love of God and fellow man. This is the temporal living that really counts and time is not of the essence.

Having thus digressed along the stream-of-consciousness technique, or the style of the familiar essayist, or the pattern of a long-winded woman, I return to my theme – Judge



Not. Recall the Indian proverb, "Don't judge a man until you've walked twelve moons in his moccasins." It would be presumptuous on my part to judge the morality of another person's conduct. The very fact of judgment implies that the judge is on a higher plane than one being judged. To judge in the negative sense is an intransitive verb meaning "to pass judgment on a line of conduct or to estimate the value of anything". However, I can usually only judge one facet of a situation whereas it may have many different aspects. Consequently, if I knew all aspects, a judgment would likely be more accurate and positive. A negative judgment creates animosity and distrust, leading toward calumny and detraction. Such a judgment is subjective, not objective.

How am I to know, let alone judge, why a person is an alcoholic who seemingly neglects his wife and brutally treats his whole family? Maybe this very man's childhood experiences were so traumatic, he developed as he did. Can I judge him?

To offer yet another example – a girl is pregnant and not married. Can I judge whether this is right or wrong, or whether I would or wouldn't be in her situation, given the same circumstances. This would be utterly impossible for me – thus Christ's admonition, "Let him who is without sin cast the first stone." All things being equal I have no right to judge the morality of another person's actions. But this was one of my many weaknesses before my hospital enlightenment period. It may or may not be one of yours.

Remember
when?

Class of 1905-06
(photo loaned by
Mrs. Louise Leverman).
If you recognize anyone,
please notify the editor of
Insight.





CHRISTMAS PARTY

AT THE MOUNT



How are public funds passed on to Nova Scotian students? To help Insight readers understand the student loan program (which will put nearly \$12 million into student hands) we publish three points of view: the first, an articulate taxpayer; secondly, that of the Minister of Education, and thirdly, a student.



... A CAN OF SPAGHETTI
By BERTON ROBINSON

One of the least understood of the scores of ways in which money from public funds is passed on to individuals is the student aid plan in Nova Scotia. That circumstance is really not to be wondered at, because the plan is about as complicated as such a plan can be made. It is an administrative nightmare.

As the plan stands, it is no wonder, either, that nobody is satisfied with it — neither students, parents, student aid officials, responsible committees, nor the general public.

But in Nova Scotia for the current year, the student aid program put nearly \$12 million into the hands of students, and we ought to understand if and why it is so unsatisfactory to

everybody.

It is a compromise between conflicting viewpoints. One view is that the student or his parents or both are entirely responsible for the student's education. The other is that since, according to economists, society benefits from the education of the individual, society is at least in part responsible for the education of a young person.

We recognize the latter principle to the end of 13 years of schooling, and sometimes beyond; where universities and colleges are concerned, the division of opinion is very sharp.

But like all compromises, our system of financing student aid pleases nobody.

In Nova Scotia, student aid is on a three-tier system. It starts with a federal plan based on the premise that the student or his family or both are responsible for his education. This plan provides federally-guaranteed loans from chartered banks to students who qualify under the regulations.

The difficulties begin right here, with the first level.

Although the plan is federal, and is called the Canada Student Loan Plan, it is administered through a provincially-appointed committee known as the Nova Scotia Student Aid Committee. Within certain federal guidelines, this committee makes its own regulations, at least supposedly particularly adapted to Nova Scotia.

When a student applies for a loan, the first thing the committee determines is whether the student is independent or dependent upon his parents. There are definitions to cover this matter, but there are always people who do not fit into definitive slots. The committee and its executive officers are sometimes hard put to decide whether a student is independent.

If a student is regarded as independent, the committee considers only his situation. The supervisor of student aid, a provincial official, works out what are the student's approved needs for the coming year.

The plan here is quite generous in considering needs. For example, if a student is married with a family, baby-sitting costs are considered among needs. An allowance is made for medical expenses.

One of the thornier decisions is whether the student, married or single, needs a car. In this automobile-oriented age, the committee and its officials are likely to be generous in their decision.

Then, under committee regulations, the student aid officer considers the student's resources — summer earnings, income of his wife, if she is working, scholarships he may have earned (less \$150 exemption), and any other income.

Subtracting these resources from the established need gives the net need on which student aid funds will be awarded.

If the student is dependent, the financial situation of parents becomes a consideration. The committee has a rather elastic formula by which officials work out what the parents may be expected to contribute to the student's education. This amount is added to whatever other resources the student may have —

earnings, scholarship funds (less \$150), and so forth.

This amount is deducted from the student's needs, worked out by committee definitions and regulations. The remainder is the basis for student aid.

This process is almost as complicated as working on one's income tax, and, like the tax procedure, it presents a temptation to the application to fudge a little — maybe a lot — in giving information to the committee.

A good many students believe that this procedure is morally wrong, that education should be a free good, and that therefore they are under no moral obligation to tell the committee anything, true or false, if they can help it. Everything they can get, no matter how they get it, they will take.

Too, there is a small, but very visible group that are looking for something as close to a free ride as they can possibly get.

But the most they can borrow under the federal plan is \$1,400 in any single year, to a total of \$9,800 over seven years.

Whatever the amount of the loan may be, it is made by a chartered bank, and payment is guaranteed by the federal government. Repayment and interest begin when the student has ceased to be a student.

For this academic year, more than 8,500 such loans for a total of about \$9.75 million were made in Nova Scotia.

If a loan does not meet the net need of the student as established by the student aid office, he moves to the next level, the Nova Scotia bursary program, provincially funded, and under the control of the Nova Scotia Student Aid Committee.

Here the student must meet certain academic standards and other conditions determined by the committee and approved by the government. The student may receive a non-repayable bursary up to a maximum of \$600. This bursary may be renewed in following years upon demonstration of need and maintenance of a specified standard of scholarship.

In the present year, about 4,275 bursaries, to a total of about \$1.5 million, were awarded. These bursaries are a direct charge on provincial funds.

Then if the student is still short of money for his demonstrated need, he moves to the third level of support, also a provincial plan and also administered by the Nova Scotia Student Aid Committee.

This level is the Nova Scotia Student Loan

Plan, under which he may borrow from a bank, with provincial government endorsement, up to \$400.

A student eligible for a Canada student loan, but not eligible for any reason for a Nova Scotia bursary, may also borrow up to \$400 under the Nova Scotia loan plan on demonstration of need above the \$1,400 federal loan.

This year about 1,100 such loans, for a total of \$352,000, were made.

There is the end.

The maximum aid consists of \$1,400 loan through the federal plan, \$600 gift for eligible students through the provincial bursary plan, and \$400 through the provincial loan plan — a total of \$2,400, of which \$1,800 is in the form of repayable loans.

The total aid available to a student ineligible for a bursary is \$1,800, all of which is repayable.

Now if any readers are still with me, there is no need to point out that this plan is most complicated. Also, among the applicants for aid, besides the great majority of honest students, there will be a minority bent on taking advantage of the complications to beat the system.

STUDENT LOANS

... LIKE IT IS

by Hon. Allan E. Sullivan, Minister of Education

The Canada Student Loan program was established by the federal government in July, 1964 to make financial help available to students needing assistance to undertake full-time studies in post-secondary education. Every province in Canada, except Quebec, shares in it. Quebec has a student assistance program of its own.

Assistance under the program is ... granted only where the financial resources available to students from parents, summer work or other sources are insufficient to meet their estimated educational costs.

The program is administered by a provincial authority. In this province it is the Nova Scotia Student Aid Committee which is made up of representatives from the Departments of Education and Finance, University Grants Committee, university administration and students. The Chairman is Donald Hemming, a chartered accountant who is retained by the Department of Education on a part-time basis.

Indeed, the strictly honest student may very well come off worse than his fellow-student who stretches the truth here and there.

At its best, so complicated a system is bound to bring to many hopeful applicants less than they believe to be their due, and there will be disagreements, disappointments, and delays.

Then there is the matter of repayment of the student loans. There are no available figures on the rate of repayment of federal loans in Nova Scotia, but student aid officials are confident that 80 to 90 per cent of the \$352,000 lent under guarantee by the province will be repaid.

This figure looks high until one stops to think that a business with a bad debt ratio, of from 10 to 20 per cent will have very hard going, indeed.

The whole point, however, is that the system under which student aid in Nova Scotia operates is cumbersome, complicated, open to abuse, and looks like bureaucracy run wild.

Probably worst of all, nobody likes it.

Surely a better system than this one could be worked out among those who know, even though it may have to be a compromise between two irreconcilable viewpoints. ■

(by permission of Halifax Chronicle-Herald)

There is also a Student Aid office, with a full-time staff of eight consisting of a Director, a supervisor and six supporting staff. In the summer and fall months this staff is augmented by twelve additional workers. With this staff, the student aid office is able to process applications for loans in under three weeks, providing that the student has supplied all the necessary information. Delays result when the application must be returned to secure the missing information. I will explain the procedure later on in the briefing.

There are three sources of funds available to Nova Scotian students, which are administered by one authority. These are:

- (1) the Canada Student Loan Fund
- (2) the Nova Scotia Bursary Program
- (3) and the Nova Scotia Guaranteed Loan Fund.

Let us examine the case of a student who is eligible for the maximum amount of \$2,400 for a full academic year.

The student would come from a family who was financially unable to help him with university or other post-secondary education and who had limited savings from summer employment. To determine whether or not his family could help him, certain criteria are applied. One is obviously Income. Let us suppose that our hypothetical student is the oldest of four dependent children and the family income is \$6,500. This student is eligible for maximum aid, which he would receive on the following formulae:

1.	First	\$1,400 of need	— Canada Student Loan
2.	Next	600 of need	— Nova Scotia Government Bursary
3.	Balance	400 of need	— Nova Scotia Guaranteed Loan
		Maximum \$2,400	\$2,400

Contrary to widely publicized statements, the student from the lower income family is the most eligible for assistance and the application is simple to process quickly. Problems arise with middle and upper income families and extenuating personal circumstances and we will discuss some of those problems in a few minutes.

Procedures

When an application is received it is checked to see if it contains all the necessary information and documentation. This year 74% of the applications were not completed properly the first time they were received.

Incomplete applications are returned to the student with an accompanying letter advising what further information is required.

Those that are properly filled out and contained all the required documentation receive a number and are filed numerically. This means they are processed in the order in which they are received.

The application then goes to a Needs Assessor who on the basis of the information supplied on the form and supported by documentation determines the amount of funds the student is eligible to receive. It should be clearly understood that this decision is based on a formula and administrative criteria established by the federal government. The same criteria applies to every province in Canada.

Problem Areas

We have already identified delays caused by incomplete application forms. Students complain that the form itself is unduly complicated and difficult to fill out. I have requested the Student Aid office, in consultation with experienced people in the field of design, to produce a simpler form.

Growth of Program

Despite the tremendous growth in the program, the Student Aid office is able to process the applications much more quickly than they were in the first years of the program — in less than three weeks where full information is provided.

Middle Income Families

Under the criteria established by the federal agreement regulating loans, students from higher income bracket families are usually not eligible for funds. There are borderline cases or those influenced by personal extenuating circumstances.

Consider, for example, this situation. A student makes application for a loan and states that his family's income last year was outside the allowable limit. However, his father is a commissioned salesman and last year's business was good and he made a lot of money. Since filing his income tax, however, he became ill and was unable to work for several months and will be able to work only part-time for awhile yet. The family income will be greatly reduced this year and he is unable to help with college expenses for his son. This is obviously a case for review. The problem may be compounded by the unwillingness of the family to supply substantiating evidence of this situation.

Third Person Documentation and Verification

Despite the somewhat ponderous title, these are essential supporting documents. It includes such things as record of marks, proof of registration at the post-secondary institution, marriage certificate, and income tax forms.

This year, for the first time, students are required to supply copies of T1 income tax forms. In the case of a dependent student he must supply copies of parent's income tax statements. There is no question that this has caused some public resentment. Many people see this as an invasion of privacy but I would point out that this information was always required on the form. Copies of the form

merely substantiate the information. Requiring income tax forms was initiated by the Canada Student Loan authorities to assure equitable distribution of funds to deserving students. It is an effort to tighten up the procedures and to eliminate abuse of the money available. We have all heard stories about students buying cars or going to Spain or playing the stock market with student loans. These stories are rarely substantiated, but like every progressive social assistance program, there is opportunity to abuse. Taxpayers across Canada demanded protection of their money.

The biggest single major problem and the one that has caused student consternation is the result of adopting a new formula to determine the amount each candidate is eligible to receive.

Because student loans were designed to augment parents contribution and not replace it, a family with an income of \$10,500 and 3 dependent children is expected to contribute \$992 per year to a son or daughter's education. This amount is automatically deducted from the total amount required. Further, a standard summer savings table, designed in Ottawa, for each region of Canada is also applied. For example, a male student in this area entering his third year at university is expected to have saved \$625 and a female student is expected to have saved \$425. This amount is automatically deducted from the total required, regardless of whether or not they did save that much or three times that amount. This is the first year this formula has applied and is the reason some students did not receive as much money as they had previously.

STUDENT LOANS

WE DISCUSS ... THEN WHAT?

by Margaret During
(President, Student Union)

Saint Francis Xavier hosted a conference on student loans in October. This conference was important for several reasons. First of all, the Nova Scotia Association of Student Unions was formed. This associations is authorized to represent the students of Nova Scotia at Federal and Provincial Conferences and to put forth recommendations of member Unions. Mount Saint Vincent University is one of the

Review of Appeals

Anyone not satisfied, or unable to continue his education on the amount received may request a review of his application or he may appeal the decision to the Appeals Board.

Inevitably an appeal is time-consuming and results in frustrating delays for the student. We are in the process of studying the procedure in order to speed up the process.

Solutions

First of all, any organization or individual who has suggestions or criticisms or changes they would like to see introduced is invited to write to the Nova Scotia Student Aid Committee, P.O. Box 2001, Halifax or directly to myself as Minister of Education. These will be considered by the Committee and where possible suitable action initiated.

We have already given attention to designing a new form. In addition to that, I plan to initiate a program in Grades 11 and 12 to instruct students in all matters regarding student loans. This is being devised by the curriculum advisors in consultation with the inspectors.

We will study the entire review and appeal system to add to its efficiency.

And finally, we will be giving top priority to developing better communications and a better understanding of our procedures. To this end we will examine all the forms, brochures, and procure new or additional ones where advisable. We will look into an improved telephone system and indeed every aspect of the public information system.

founding members of the Association and intends to utilize the association in presenting the views of Mount students.

The second interesting aspect of the conference was, of course, the meeting between the Minister of Education, the Honorable Allan Sullivan, and Student Union officials. We were pleasantly surprised by Mr. Sullivan's willingness to hear the grievances concerning student

loans. It was evident that no one was satisfied with the performance of student loan officials, except perhaps Mr. Knickle and his assistant, Mr. Rutherford. It seemed to most students present that these two people were oblivious to many of the problems encountered by students as a result of the new student loan procedure.

Many problems arising from student loans were discussed. The representatives from Mount Saint Vincent had some minor difficulties getting the chairman to recognize them, but we did get an opportunity to state some of our main grievances.

Mount reps. discussed the age requirements for independence. One must be 21 to declare independence. This we felt, was directly contrary to the Province's ruling that 19 was the age of majority. The minister endeavored to explain this issue. However, we were still not convinced that the present age requirement is fair. It seems that the provincial government is entitled to more federal assistance if the province accepts the criteria of the federal body. However, we feel that provincial

authorities do have some say in the establishing of those criteria and, therefore, should not put themselves in the position of being bound by regulations that hinder, rather than help, students in Nova Scotia.

We spoke also about the obvious lack of communication which exists between students and those responsible for administering loans. Mr. Knickle denied that there was any lack of communication. However, we requested, that the minister look into this and see what could be done about making these officials more accessible to students.

Many matters discussed at this conference were obvious shortcomings in the entire concept of student aid ... and although the attitude of the minister was encouraging, we feel that we must continue to push for change in this area. Since we met with Mr. Sullivan, the president of the association has gone to Ottawa to discuss loans and was so unhappy with the proposed method of representation that he left the conference. So we are a long way from achieving our aims ... aims for *you*, the students of tomorrow.

FOR TODAY'S WORLD

by Fran Maclean



Canada's unemployment situation is having far-reaching effects. Today's students want to prepare themselves effectively to enter the working world after graduation. A special incentive, on the distaff side, stems from the changing image of women in society.

These facts tend to explain why enrolment in Mount Saint Vincent's business department has increased. When the four-year Bachelor of Business Administration program was announced last September, to replace the degree of Bachelor of Arts in business, enrolment rose. Indications are that it will continue to do so, with expansion of the program.

This fresh breeze in the business department of the Mount is being stirred by a bilingual business women-turned-educator, Sister Brenda Halton, chairman of the business department. She worked with a Montreal insurance firm for a number of years before



resigning, as office supervisor, to join the Congregation of the Sisters of Charity of Halifax. A graduate of Mount Saint Vincent University, she received a Master of Education degree from Boston University, and studied at Georgetown University and at the Universities of Laval and Bathurst.

As chairman of the business department for the past six years, Sister Brenda has been working systematically towards the evolution of the arts degree in business to the present broader B.B.A. degree.

Sister Brenda described this and other changes in her department, in the following terms:

Insight:

How do you see Canada's unemployment situation and the changing image of women affecting the courses now being chosen by women?

Sister Brenda Halton:

Enrolment in our department continues to rise, because of increasing awareness on the part of many professionals that they need knowledge of business administration. We have 300 full and part-time students this year. A few are professionals who realize that they need education in management. Most of our students are young people who have enrolled because they want courses that will lead them to positions in the business world, in management or assisting management.

Insight:

Are qualified women actually finding jobs?

Sister Brenda:

Yes, and without much difficulty. I would further add that there is still a good deal of room left for women, especially for instance, as accountants. And there are still essentially unexplored areas.

Insight:

What innovations would you single out as those which better prepare students to work effectively in the business world?

Sister Brenda:

This year, students taking the course in business policy are having live part-time experience, working along with business administrators. The number is small at the moment, but we are hoping to introduce a larger internship program which will take the students into the situations that they are studying. Women in management are still few, but this kind of education is bound to increase their numbers.

Insight:

What is the scope of the B.B.A. program?

Sister Brenda:

It includes personnel, organizational behaviour, business policy, marketing, law, accounting, mathematics, statistics.

Insight:

Have your faculty members had like yourself previous experience in the business world?

Sister Brenda:

Yes, in varying degrees. Some have spent a good deal of their working lives in the business world and others have had at least part-time experience.

Insight:

What is unique about your department?

Sister Brenda:

Our students answered that question last year in a survey. Above all, they singled out the friendliness and closeness between students and faculty here. We have a real advantage in that our offices and classrooms are close together in the Seton Academic Centre. There is frequent and good communication.

Furthermore, each professor has been assigned students to keep in touch with, so that immediate problems are dealt with before they become too big. Each student receives a welcoming letter to the department. Students have also replied in the survey to which I referred, that they find the professors are willing to help, and members of the faculty work well together.

Insight:

Are further changes in the offing?

Sister Brenda:

We are constantly keeping in touch with community needs. We plan to offer a legal secretarial diploma course. At the present time, we have a two-year medical secretarial diploma course as a specialization. It is very popular. It includes such courses as anatomy, clinical procedure, and medical terminology, which are taught by a medical practitioner or hospital administrator. Similarly, the legal course will draw lawyers and legal secretaries from the community to teach our students.

Insight:

Canada is a bilingual nation. How can your graduates function in a two-language country?

Sister Brenda:

This is an important matter and we have made provisions. A senior student with a sufficiently good French background or aptitude for the language, may select a French translation course, intended to provide the bilingualism necessary in Canadian and international business. This course creates an ability to translate memos and develops the administrator's practical ability to understand French.

There are various levels of ability in French. Some of our students are able to follow only one year of practical French, with which we would hope that they would be able to understand a French-speaking person. Those

who can fit in two years of French, should be able to speak French adequately. The third level of practical French brings them to acceptable writing ability, while a fourth year course should be prepared to translate reports, letters, etc.

Insight:

Where do the skills of typing and shorthand fit into the B.B.A.?

Sister Brenda:

They do not fit in as credits. Non-credit electives in these skills are available for students in the B.B.A. program, as they are for students in the Arts and Science programs.

We must first reserve space for our secretarial students, since our facilities are limited and there is such a demand for secretarial courses.

Insight:

What kind of positions do you see opening, on an increasing basis, for women in business?

Sister Brenda:

Women have, from the beginning secured good positions as administrators, accountants, actuaries, executive secretaries and educators, provided they have the knowledge and skills needed in the broad area known as business. To answer specifically, I would say — in any position, where you now find well qualified men.

Insight:

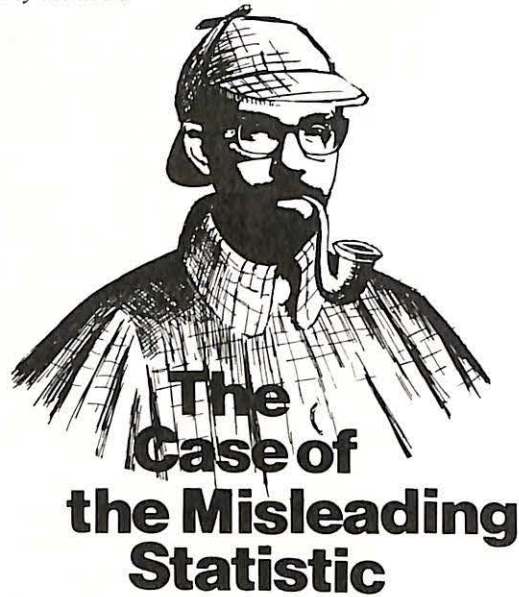
What are entrance requirements?

Sister Brenda:

They are the same as for other programs. Students may enter with either grade eleven or twelve, with a minimum average of 60% and with no mark below 50% in given academic subjects. For the B.B.A. program, they should enter with mathematics as stated in the calendar. ■



Each year, every Canadian university publishes a myriad of statistics illustrating the efficiency of its year of operations. One of these is the "student/teacher ratio" – an equation of the number of students on course, vis-a-vis the number of professors or lecturers on faculty. Mr. Joseph Foy, a lecturer of philosophy at Mount Saint Vincent University, scrutinizes one particular statistic from the viewpoint of a faculty member.



Mark Twain once wrote, "There are liars, damn liars, and statistics." Well said, Mark! But ... is it not true that statistics themselves never lie, but only the people who use them? Agreed; but with the proviso that statistics, while they do not lie, can easily mislead.

With that quick stab at statistics, I want to switch attention to the problem that they sometimes seem to complicate: just how hard do university teachers actually work? (Because, as you well know, many suspect that they really do not *work* all that hard at all – especially considering what they are paid!)

No matter what you think that a teacher should be doing when she or he is 'teaching' (and there is a lot of controversy here on *that* score, you can bet!), most will agree that it will be harder to do it the more people you have to work with at once. That is, in short, whatever good teaching involves, the more students you have to teach the more work you will have to do. (Assuming a desire to be fair and equitable to all one's students – an assumption which fits many, many faculty.) I'm not suggesting that principle as an absolute, but I do think that it

holds up fairly well as a general assumption: the more students, the more work.

Now I can tie things together: misleading statistics and how hard teachers work. Although there is much controversy as to just how one can figure out how hard university teachers work, it is sometimes suggested that a creature known as the 'student-teacher ratio' can help in that line. And it can. The problem is, however, that the statistics used to express that 'student-teacher ratio' can *easily* mislead. For example: the student-teacher ratio in the philosophy department at the Mount (the department I'm working in) is about 15 to 1. Now that might suggest to some that each teacher in the philosophy department is working with 15 students. Far from it. What it actually means is that each teacher in the department is working with 75 students. Which is, by any standards, a mighty big difference.

The main reason student-teacher ratios can be misleading is that they are basically *economic* rather than *teaching* statistics. They are used to find out how many full-time students there are per teacher. But since most students

take five courses, a teacher has to teach five students in order to get credit for one. (Because, as you can figure out, when you have a student in class, you only have them one/fifth of their time and you only get credit for one/fifth of a student!) Now that may sound a bit like *Alice in Wonderland* talk, but then the ways of economics are not always the ways of ordinary men.

However, once you find out what the 'student-teacher ratio' is for any teacher or department, you can easily work out some figures which are often much more informative and much less misleading. *First*, you can work out how many students each teacher actually teaches by multiplying by *five*. Thus, if I have a student-teacher ratio of 15:1, that means that I am teaching 75 students. That could be called the 'teaching load' – 75:1. *Second*, once you have figured out the teaching load, you can find out how many students are in the teacher's classes (on the average) by dividing by *three*. Thus, if I have a student-teacher ratio of 15:1 and so a teaching load of 75:1, that means I have an average of 25 students in each class. That could be called the 'class-teacher' ratio – 25:1.

Now I think most would recognize that if one has a student-teacher ratio of 15:1 (and so a teaching load of 75:1 and a class-teacher ratio of 25:1), one is going to have to work pretty hard indeed in order to keep up with one's job. And all the more so as the university teacher usually teaches three *different* courses (and not, as is often the case in high schools, three versions of the same course.) And so, while the student-teacher statistics *can* mislead, they can also lead to an understanding of just how hard university teachers are working. Which is, contrary to some public opinion, pretty hard.

In closing, I would like to point out that the teachers at the Mount show up fairly well on this score: the average student-teacher ratio is over 16:1 – which means that, on the average, we are working with 80 students each. Moreover, in some areas, the student-teacher ratio goes as high as 30:1 (for a total of 150 students each), and as the ad goes '*That's* performance'. So make no mistake about it – there *is* a lot of work being done by the faculty of the Mount, and parents and students are I think (and I say this in all honesty) pretty well getting their monies worth. ■

EDUCATION

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George S. C. Cheong

Our purpose is to take a critical look at some of the important issues in education, through comparison and contrast to *some* ideas more than 2,000 years old (used descriptively) in the Chinese culture. It should be made explicit at the outset that attempts made here are quite superficial and limited on account of the vast wealth of information. We hope also to stimulate thinking among educators and/or

educationists, in order that a more adequate model (by delving into other cultures of the world, thus broadening our vision and enlarging our conception) can emerge. We realize that our awareness of existing problems surpasses immeasurably our ability to solve them. Perhaps through cross-cultural approaches, we can discover a more defensible framework.

Like everyone else, I too am biased in the

sense that I lean heavily, by virtue of my past schooling and experience, towards Confucianism, one of the four major schools of thought in the Chinese culture. It is obvious to me that to present Confucianism to a reasonable degree of comprehensiveness necessitates the writing of an encyclopedia of considerable magnitude. Therefore, I shall present a few thoughts that are meaningful to me as an educator. These thoughts are by no means the *only* important ones in Confucianism, nor should they be regarded as representative.

Confucius (551-479 B.C.) stressed ethics to the utmost, the focal concept being "Jen" or "humanity". In fact, the very Chinese character "Jen" itself depicts humanity very succinctly. What it means concisely is this: When a person is completely solitary in an environment, very little or no restraint in any form is necessary. However, when there are two or more persons involved in any situation, humanity, above all, ought to prevail between or among them in their conduct of affairs. (If interested, please read my article appearing in *Elementary English*, March 1972, a section of which deals with the viability of the Chinese language.) But the truth of the matter is that human beings are interdependent. Hence, to me the ultimate goal of education should be the pursuit of humanity in the sense of promoting human brotherhood, rationality, mutual respect, and the development of human potential. Is this *not* the goal that we are trying or have been trying to promote in the educational enterprise today? It is fair to say that the promotion of this goal has become more appropriate and more urgent today by virtue of population explosion and electro-mechanical automation, than any other periods in human history. If we do not try now, we may have to face catastrophic consequences in the years to come.

To Confucius, all obligations in society should be reciprocal. His famous saying runs like this: "What you do not want done to you, do not do to others." To me, this is at least analogous to, if not more than, what is called "reflective thinking", which should be one of our educational goals. To what extent do we attempt, consciously or otherwise, to promote this goal in education at all levels? Do we really *listen* to others when they speak? Or do we listen to others in order to find fault with them? Or do we listen to others in order to understand why they are saying what they are saying? Are our eyes supposed to look at *others only*? Do we ever stop and take a look at

ourselves? Do we put ourselves in others' shoes?

Confucius was also concerned with the attainment of world peace, which should be, more so today than any other periods in history, the *sine qua non* for the survival of human race. He felt that this goal can be and should be accomplished by the ever-widening process of interpersonal relationships. This process begins with personal or self-cultivation, then a good example of personal virtue is emulated by each member of the family, and this same spirit in turn permeates the state and ultimately spreads to the entire population, thus assuring peace. In the light of the current world affairs, where have we gone wrong? Why? Have we given any thought to self-cultivation and the ever-widening process of interpersonal relationships? Where are we as a race heading, even though we appear to be on the move all the time?

With regard to personal cultivation, Confucius also proposed four steps: an understanding of the nature of things, the extension of the boundaries of knowledge, sincerity in purpose, and regulation of the mind. To what extent have we addressed ourselves to these aspects in our conduct of affairs as well as in our cognitive inquiry?

As a teacher himself, Confucius had this advice for educators. He contended: "After having taught others, one can detect one's inadequacies." How true is this statement? How close to heart is it? Those of us who are engaged in educating others certainly appreciate its value.

Individualized instruction is one of the ideals that we today seek earnestly to realize in the educational enterprise. Confucius had this to offer: "Teach the child in accord with its potentiality."

Before I conclude, I would like to share with you one last, not the least, thought. In accord with Chinese traditions, teachers are regarded as being second to parents. What this means, quite bluntly, is this. Teachers are *basically* unselfish; their primary goal is to benefit those under their care and guidance. Their main concern is that students will learn and grow. Their satisfaction lies in that students are learning what they should be learning. It is true that like everyone else, teachers have to earn a living. Nevertheless, to earn a living is not and should not be a man's primary mission in the world.

In brief, can we make the world a better place in which to live? Where should we begin? Are humanity, empathy, and personal cultivation in our mind as guideposts? ■



Dr. Devendra P. Varma of Dalhousie University, presents Sister Catherine Wallace with an autographed copy of his newly-published book *The Evergreen Tree of Diabolical Knowledge*. Dr. Varma has been described as "the world's leading Gothicismist," and "the most faithful tender of the Gothic flame since Montague Summers."

Sister Patricia Mullins, assistant professor of chemistry, is working on a research project. She describes it: "The aim of this research project is to synthesize organotin complexes of coordination number 4, 5, 6 and to study the structure of such complexes. Once the complex has been prepared and analyzed, infrared and Mössbauer spectral data are used to study the structure of solid samples and electric dipole moment studies are used to correlate this information with the structure of the complexes in benzene solution. A few instances of bridging in the solid form of four-coordinate compounds has been found, but in general, studies to date, indicate the same structure is present in both solid and solution form of the complexes."



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