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At the Gallery



Director Mary Sparling, Mount Saint Vincent University Art Gallery, and Mrs. Jane Archibald, university board of governors member, presented awards to winners of the various categories in the second annual University Community Show. The awards were presented on January 29, opening day of the exhibit. Other pictures are located elsewhere in this issue of *Insight*.

April - June Schedule of Exhibits

April 14 - May 9

Images of Lunenburg County

Photographs by Peter Barss

(Downstairs)

Lou Collins: A Nova Scotian's Illustrated Genealogy (Upstairs)

May 14 - June 6

Garden Ceramics by Walter Ostrom

(Downstairs)

Leather Work by Rex Lingwood

(Upstairs)

June 11 - July 4

A Photo Heritage of Nova Scotia Women

Organized by Cheryl Lee and Joy McLean

(Downstairs)

Woodimensions by Felicity Redgrave

(Upstairs)

Freshman Writing Skills and the Demise of Grammar

Dr. Laurence Walker, Assistant Professor of Education

"Thou has Most Traitorously corrupted the youth of the realm in creating a grammar school . . . It will be proved to thy face that thou hast men about thee that usually talk of a noun and a verb, and such abominable words as no Christian ear can endure to hear."
(Henry VI, Part II, iv, vii)

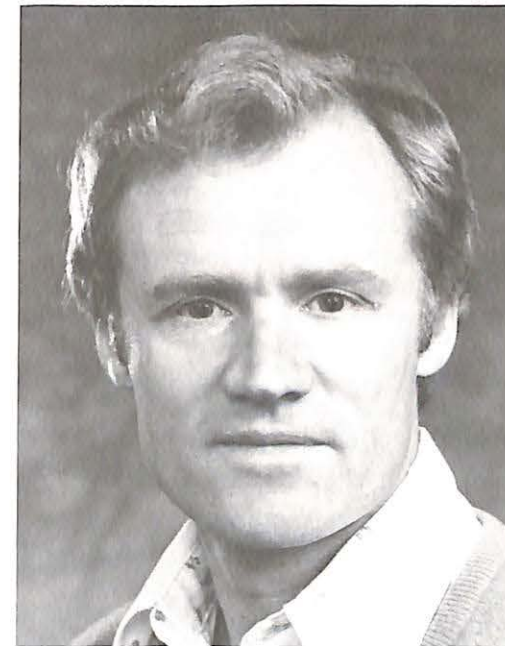
In 1975 the Canadian Chamber of Commerce issued a report called *Basic Educational Skills*. This report contained the findings of a survey of Canadian universities and community colleges in which these post-secondary institutions were asked to indicate their views of the status of fundamental skills in their freshman students. Seventy-nine percent of the universities replied to the open-ended survey letter (sent in February, 1975). Of these fifty institutions, thirty-three agreed that "high school graduates are lacking in 'basic skills'". Seven out of twelve Atlantic area respondents agreed that a problem existed. Nineteen Canadian universities (five in the Atlantic area) reported that they had instituted remedial programs.

The report includes quotations from the replies received from university officials: "The English grammar, composition, punctuation, spelling and penmanship of the majority of students is atrocious (p.8)"; "on many occasions the number and combination of errors are such as to make their writing unintelligible (p.8)." The impression given by the report is that the majority of university officials who wrote the replies to the survey letter felt very strongly that a literacy problem existed.

Although the letter from the Chamber of Commerce did not attempt to define what was meant by "basic skills", the report appears to use the term to refer to communication skills, reading and writing, and the computational skills; in other words, the three Rs.

The report and the replies from university officials sought to account for this low level of literacy skills. What emerges in an indictment of the child-centred school system which is accused of failing to emphasize the teaching of basic skills in order to avoid drills, practice, repetition and other forms of dull learning and in order to find room in the curriculum for a wide range of alternative courses.

The purpose of this paper is to examine two propositions that are either explicit or implicit in this report and in many other pronouncements which are made in the press: first that the low status of literacy skills in university freshmen is a relatively new and recent phenomenon and, second, that one major cause of this problem is the failure of the school system to place enough emphasis upon the teaching of basic skills. The paper will focus mainly upon the problem of writing skills as demonstrated in written composition, and teaching basic skills in this context will refer to instruction in grammar. Thus two questions will be addressed: has there been a decline in the ability of freshman university students to write correct English? and has the de-emphasis upon formal grammar teaching in the schools contributed to any such decline?



The Question of a Decline in Standards

Retrospection is not the most reliable source of data, and the notion that at some time in the past there existed a golden age of freshman literacy may be as mythical as other historical paragons. On June 16, 1958, the *Hamilton Spectator* reported the strongly-worded comments of the vice-president of an oil company to a meeting of the University Counselling and Placement Association. This business leader said that "recent university graduates were inadequately prepared to do the work expected of them; among other failings, they were unable to write and speak English properly." Braddock (1969) reported that in the United States there was a resurgence of the controversy over freshman standards in the 1950's with the relaxed admission policies followed by universities after the Second World War. Thus, the recent complaints about literacy standards, such as the statement by the Association of Universities and Colleges of

Canada reported in the *Halifax Mail-Star* (October 30, 1975) that high schools are not teaching the three Rs as they should be, are echoes of a familiar complaint.

Of course the third cry of "wolf" does not mean that the sheep are safe, and the fact that the complaints are not new does not mean that the problem has remained stable. The question arises, therefore, whether there is any objective data that indicate whether a decline in writing ability has taken place. The results of two surveys in the United States are peripherally relevant on the untested assumption that educational trends in that country are strongly reflected in Canada.

The College Entrance Examination Board has administered the *Scholastic Aptitude Test* to college-bound high school seniors every year since 1926. This test is designed to predict college achievement and measures aptitude in two areas, verbal ability and mathematical ability. The verbal section consists of test items involving sentence completion, antonyms, analogies and reading comprehension. Data from this test, therefore, refer to verbal ability generally rather than to writing skills per se. Table 1 shows the average scores obtained by high school seniors over the past decade.

Table 1

SAT Verbal Score Averages*

	Male	Female
1966-67	463	468
1967-68	464	466
1968-69	459	466
1969-70	459	461
1970-71	454	457
1971-72	454	452
1972-73	446	443
1973-74	447	442
1974-75	437	431

*From *College Board News*, September 1975.

The figures in Table 1 show a gradual decline from 1967-68, and a sharp decline in the year 1974-75 for the one million students who wrote the test. The ten-point drop in the average for 1974-75 was the result of fewer students scoring at the top of the range and more students falling into the lower end of the range. These figures represent reliable evidence that the verbal aptitude of American high school students who intend to go on to college has undergone a decline. One might infer that, insofar as writing ability is related to verbal ability, these data may be used tentatively to support the contention that a weakening of writing skills has occurred.

The contention finds more direct support from a recent survey, also in the United States, conducted by the National Assessment of Educational Progress (Neill, 1976). This organization, under the governance of the Education Commission of the States, conducts annual assessments of the skills, understandings, and attitudes of Americans in four age groups: nine-year olds, twelve-year olds, seventeen-year olds, and young adults between the ages of 26 and 35. Ten academic areas are covered in a five-year cycle. Writing, assessed by short answer questions, multiple choice questions, and original composition, was included in the survey in 1969-70 and again in 1974-75. Comparisons between these two assessments were referred to by Neill (1976) in a brief synopsis. It appeared that the 1974-75 students at the twelve and seventeen age levels used a simpler vocabulary and wrote more incoherently than their 1969-70 counterparts. The seventeen year olds in 1974-75 showed an increase in awkwardness in writing and showed a greater tendency to write as they spoke. The 1974-75 group contained a larger number of poor writers and the poor writers were worse than these in 1969-70. The NAEP sample included subjects from the general school age population and was

not confined to students intending to go on to college. The sample was large (88,000 in 1969-70) and representative of the United States population at these age levels.

The NAEP assessment of writing ability has been criticized (Maxwell, 1973) as measuring rough draft writing since subjects are not required to revise their compositions. However, this factor was constant across the two surveys referred to above and therefore does not affect the comparison. Also one might suspect that rough drafts are what teachers and college instructors often read so that the NAEP survey results may be meaningful from that point of view.

The objective evidence, therefore, of a decline in freshman writing skills applies to the United States. To say that the verbal ability of college candidates in the United States has shown a recent decline and that writing ability in two age groups within the general school population underwent a deterioration over a five-year period is not to offer strong support for the contentions of the Canadian Chamber of Commerce and the Association of Universities and Colleges of Canada. Nevertheless the United States evidence is very reliable and it would require a very strong scholarly conscience not to feel that its extrapolation to Canadian university freshman is quite justified.

The Question of the Cause of the Apparent Decline

The popular conception of the cause of this apparent decline in writing ability is that the public school system is neglecting instruction in basic skills, notably grammar. Students cannot write proper English it is claimed, because they do not know the basic grammar of their language. This belief begs a number of questions: What is meant by grammar? In what way has the status of grammar teaching changed

in the school English curriculum? Is there any logical or empirical evidence to support the asserted relationship between knowledge of grammar and writing ability? Are there other variables which have undergone a change in recent years, thereby confounding the apparent relationship between grammar instruction and writing achievement?

A Definition of Grammar

In the middle ages grammar referred to the study of the Latin language and Latin literature. The term *grammar school* originated as the name for schools which provided this instruction. Today the word has various meanings. "In its broadest sense grammar encompasses any statement that relates to language as language (Thomas, 1974)." Linguistics, as the source of scientific statements about language, is a subset of grammar in this sense since statements about language can be both scientific and nonscientific. Thomas (1974) listed seven types of grammar: intuitive grammar, generative grammar, structural grammar, comparative grammar, historical grammar, philosophical grammar, and traditional grammar (p.64). He then took the last of these, amended the term to "traditional school grammar" and then defined it as: "Generally a compilation of conjugations, definitions, declensions, and prescriptive statements concerning language use, based-in part-on similar grammars written in Greece and Rome and chiefly concerned with the written form of language (p.64)." While proponents and opponents rarely offer definitions for their target, it is likely that traditional school grammar as defined above is approximately what critics of education have in mind when they engage in the debate over the role of grammar in the teaching of English. Henceforth in this

paper the term "traditional school grammar" will be used with the meaning defined above.

The Changing Status of Grammar in the School English Curriculum

Traditional school grammar became established in the latter part of the eighteenth century. Lindley Murray, an exiled American responding to a request from a York girls' school, produced his *English Grammar Adapted to the Different Classes of Learners* in 1795. It went on to be a best seller in America, going through, together with two companion volumes, two hundred editions before 1850. H. L. Mencken wryly commented that the "linguistic lag visible in the Mother Country to this day" was attributable to Murray. His grammar was typical of the many which sought the educational market of the nineteenth century: it was prescriptive, its aim being the preservation of the language through the definition of a set of rules and standards for correct usage that were modelled on the Greek and Latin languages. Its Methodology was rote memorization of terminology and definitions, and mechanical drill in parsing exercises with little or no application to actual language use in either speech or writing.

The classification of the parts of speech, ranging in number from seven to ten, by traditional school grammar was not completely systematic. A noun was defined in terms of meaning as a word that named a person, place, or thing. An adjective was defined by its function as a word that modified a noun. The interjection existed under a variety of definitions, one of which, as noted by Postman and Weingartner (1966), was, "a word thrown into speech to express emotion (p. 52)." A subjective, meaning-based definition was given to the sentence. It was claimed to consist of "a group of words expressing a

complete thought", which does not make clear why a phrase like "no taxation without representation" is not a sentence.

In spite of its shortcomings as a set of scientific statements about language, traditional school grammar lasted well into the twentieth century in North American schools. It survived the introduction of functional grammar teaching, which emphasized the application of grammatical principles to actual usage. It held out against the Progressive Movement, a philosophy to which rote memorization and mechanical drill, not contributing to the development of the whole child and to life adjustment, were incompatible. It was not ousted by the rise of descriptive or structural linguistics which sought to describe language as it is used rather than to prescribe language as it ought to be used. In spite of the work of Bloomfield and Fries — whose grammars were, however, never completed (Gleason, 1965) — Pooley (1957) could still report, from a United States survey, that "one is impressed . . . by the extent to which this formal learning and formal drill (in traditional school grammar) still dominate the classroom activity and still supplant the true exercise of self-expression to which they are supposed to contribute (p. 52)." One might conclude that up to at least the time when the first Sputnik was launched the majority of pupils passing through the North American school system had been exposed to the principles of traditional school grammar.

Since 1957 two changes have taken place in the English curriculum that have had the effect of removing traditional school grammar, officially at least, from the school curriculum. The first was the development of the "New English", a discipline-centred approach to curriculum, following the "New Mathematics", the "New Science" and the "New Social Studies." One of the three strands of this

type of curriculum, of which several were published in the United States during the 1960's, was the study of language. Literature and composition were the other two. This language study was broader than traditional school grammar and it included, typically, the study of language structure — frequently along transformational-generative lines — semantics, rhetoric, and the history of language. Language was to be studied scientifically as a human phenomenon worthy of investigation for its own sake, not as a necessary prerequisite to proper speaking and writing.

The second change was the development of the so-called humanitarian English curriculum which received its impetus from the 1966 Anglo-American Conference on the Teaching and Learning of English. This view of the English curriculum took the development of the imagination as its ultimate objective. It acknowledged the primacy of oral language, emphasizing speaking and listening, and it maintained that people use language in many different forms and at many different levels, a theory which denies a single prescriptive standard. The view advocated that the focus of the language curriculum should not be upon the discipline of English but upon the child as a developing language user. It urged that language is learned by its use in realistic situations rather than by its formal study.

These two developments, the New English and the humanitarian view of English, appear to have had a strong influence on Canadian provincial departments of education, all ten provinces having redesigned their English curricula between 1970 and 1974 (Meeson, 1975, p. 71). Traditional school grammar appears to enjoy little approved status in any of nine recently-published provincial statements on English teaching (English Quarterly, 1975). In Ontario, for example, the teaching of formal grammar is discouraged

(Cavanagh & Styles, 1975, p. 106), while in Newfoundland, it has apparently been replaced by "informal and spontaneous study of language (Jones, 1975, p. 80)."

Nova Scotia, for example, appears to be part of the same official trend. Traditional school grammar was emphasized in curriculum guides published by the Department of Education as late as 1957 and 1961. In junior high school, the 1957 guide stated, "the rules of grammar, pleasant or not, must be learned (Department of Education, 1957, p. 43)." In the 1961 guide for high school English there was an apparent trend towards functional teaching of grammar away from the learning of terminology and definitions. A 1966 guide for the general English program in Nova Scotia high schools omitted any mention of grammar, the emphasis being upon functional English and composition. Then in 1969 a Department publication, *Notes and Suggestions for Teachers of High School English* included a lengthy quotation from a report of the Anglo-American Conference three years earlier. The quotation ended with the assertion that ". . . the teaching of grammar has been chiefly a waste of time (p. 5)." The publication also referred to the phasing out of provincial textbooks which dealt primarily with the exercise of rules for grammar and composition. However, the guide for junior high school language study published by the department in 1972, represented an apparent reaction. The question of grammar was discussed at great length, a discussion which perhaps suggested the expressed concerns of many teachers at the disappearance of grammar from the curriculum. The suggestions — not prescriptions or even recommendations — were that grammar should be set in a framework of wider language study, a program which should include semantics, dialect and usage, and language history.

Within this program the grammar that was outlined for teachers was an amalgam of structural and transformational-generative grammar with the purpose of bringing pupils to an understanding of how the English language works.

Although traditional school grammar has no official status in Nova Scotia, that is not to say that secondary pupils are no longer exposed to it. As in other provinces, the Department of Education has allowed schools and teachers greater independence in curriculum matters. Undoubtedly this decentralization has allowed some teachers to continue teaching grammar in the traditional manner. Tangible grammar drills and exercises may provide security amid the curriculum ferment which has preoccupied the English teaching profession in recent years.

This brief survey has indicated that traditional school grammar has been eclipsed, officially at least, in Canadian secondary schools. Most educators, if not all English teachers, would question the utility and validity of the eighteenth century prescriptions about language and would emphasize the direct teaching of speaking and writing, although acknowledging the importance of language study in its own right provided this study was broad in scope and able to acknowledge recent linguistic insights into the structure of language. Most pupils graduating from high school in the 1970s probably received much less instruction in traditional school grammar than those who graduated in the 1950s and early 1960s. The question of whether this curriculum change can be held accountable for charges of a decline in writing achievement can now be examined.

The Relationship Between Knowledge of Grammar and Writing Ability.

Stephen Judy (1975) quoted the following statements, both made in 1898,

about the teaching of English:

The province of the preparatory schools is to train the scholar, boy or girl, and train him thoroughly in what can only be described as the elements and rudiments of written expression — they should teach facile, clear penmanship, correct spelling, simple grammatical construction, and neat, workmanlike mechanical execution. And this is no slight or simple task . . . It demands steady, daily drill, and drudgery of a kind most wearisome. Its purpose and aim are not ambitious, — its work is not inspiring.

The Committee on Composition and Rhetoric of the Harvard College Board of Overseers, 1898.

Language is acquired only by absorption from contact with an environment in which language is in perpetual use. Utterly futile is the attempt to give a child or youth language by making him learn something about language. No language is learned except as it performs the function of all speech — to convey thought — and this thought must be welcome, interesting, and clear. There is no time in the high school course when language will be learned in any other way.

Samuel Thurber

Girls' Latin School, Boston, 1898.

These quotations represent the two sides of a controversy in the teaching of English which has continued until the present day. The question is whether language is learned as the result of instruction or whether it is learned through opportunities to use it for meaningful communication. Currently the latter position finds considerable favour.

The natural development of language ability in young children, who learn to

speak without formal instruction, is held up as demonstration. It is claimed that all children are biologically preprogrammed to learn language (Lenneberg, 1964), and that that they require only a rich language environment to be able to master the complexities of speech by the time they are ready to start formal education. A widely held view of the process of learning to read is that it is, in many respects, an extension of oral language ability, and that, just as speaking and listening skills develop naturally through their use and practice, reading skills develop intuitively through engaging in reading (Smith, 1971). In other words, it is possible to overemphasize the importance of informal teaching of reading skills. If a child learns to speak by speaking and to read by reading, there would seem to be grounds for believing that he learns to write, in part at least, by writing.

According to this view one can write without a conscious knowledge of the formal rules of language; it would question whether drills, rules, and definitions are useful in promoting writing ability.

As far as traditional school grammar is concerned, educational research has demonstrated, with uncharacteristic unanimity, that formal instruction in grammar does not result in writing that is clearer, more correct, and more coherent. Sherwyn (1969) concluded from a lengthy survey of research since 1906 into the relationship between formal grammar instruction and writing ability by saying, "rarely does one find research studies pointing so consistently in one direction. The research is of sufficient quality to warrant the conclusion that instruction in formal grammar is an ineffective and inefficient way to help students achieve proficiency in writing." Braddock, Lloyd-Jones and Schoer (1963) reported a thorough and scholarly review of research into teaching composition. Their conclusion about the effects of teaching

formal grammar was that it did not help promote writing ability and, indeed, that it might well inhibit it by taking time away from more useful activities.

An exemplary study was carried out by Harris (1962) in England. Using ten classes from five London secondary schools, he compared the effects of a two-year program of traditional school grammar with the effects of a direct composition program. From a variety of measures at the end of the treatment period, he found that the only superiority that the grammar group demonstrated over the composition group was in knowledge of grammatical terms, and even then the level of achievement by the grammar group was very low. All other comparisons on measures of writing achievement such as sentence length, punctuation use, writing errors, sentence variety, use of subordination, and use of complex sentences, produced either no significant differences or differences that favoured the composition group. Harris concluded that, "It seems safe to infer that the study of English grammatical terminology had a negligible or even a relatively harmful effect upon the correctness of children's writing in the early part of the five secondary schools (that participated in the study)."

While the conclusions about the effects of traditional school grammar are unequivocal, the results of research into the effects of structural and transformational-generative grammar on writing ability are mixed. There is evidence that instruction in structural grammar produces more improvement in writing than similar instruction in traditional school grammar (Braddock, 1969, p. 452). Bateman Zidonis (1965) found that a transformational-generative grammar program for ninth and tenth grade pupils resulted in an improved ability to write varied and well-formed sentences compared with a control group.

Clearly, the empirical evidence does not support the contention that any decline in writing standards among high school graduates is attributable to the reduction in traditional school grammar teaching. Equally clearly, the solution to the problem, assuming that it exists, is not a return to the "basics" in English teaching, at least if this means a revival of drills on the parts of speech and sentence analysis. While no one would deny that English should be taught better than it is, a return to traditional instruction would appear not to be the solution.

Alternative Causal Factors

If students in the past could write better than today's high school graduates, several factors other than the grammar curriculum may have changed and may have contributed to the problem. One factor may be society's expectations of its youth. More occupations demand high school graduation than in the past. The increase in the proportion of jobs in service industries may make high demands on the literacy abilities of young employees. In other words, changing patterns of employment and growing literacy demands of jobs may have revealed deficiencies which have existed all along. Probably the schools have never been able to guarantee basic literacy in all their students; only in the past these shortcomings did not show up in many kinds of jobs that were available. Changing patterns of university enrolment may be a case in point. Fleming (1974) reported an eighteen-fold increase in the number of university students from 1952 to 1972. Part of this increase he attributed to an increase in the university-age population, but another factor was the increased proportion of this age group which went on to university study. In 1952-53 the percentage of the age group 20-24 in Canada which was enrolled in university was 5.4; in 1962-63 it was 11.6;

and in 1971-72 it was 18.1. While these figures do not prove that lower ability students are reaching university lecture halls (Pike, 1970), they do suggest that, together with changing university admission requirements, a wider range of students is writing term papers for university professors in 1976 than was the case twenty-five years ago. It seems likely that this is a more important factor in complaints about writing standards than is the demise of traditional grammar in the schools.

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Colleen and Paula: How Typical?

Colleen O'Malley is a third-year Bachelor of Home Economics student who lives with her family in Halifax and who commutes to Mount Saint Vincent three days a week for classes.

In some ways she's typical of the majority of the university's students: she's a commuting day student (almost two-thirds of our full-time students are), she's female (only six percent are not), her father is employed in a trade and her mother is a housewife, she is not an only child, she enjoys the good atmosphere and the size of the university the most, she values getting to know her professors, and her generation is the first in her family to get a university education. According to the student survey conducted by the university administration, these characteristics are typical of the majority of Mount students.

Paula Lafaivre is in her last year at the Mount and will receive a Bachelor of Arts at convocation on May 9. She has known both worlds as a student. When she began university she lived with her parents in Clayton Park near the university, but her father was transferred back to Edmonton last June, and Paula became a resident student this year.

Although, given her choice, she'd rather stay at home and attend classes, Paula does believe that the whole residence situation is a maturing one. She says that she's learned more about people by watching the way that other people handle situations. "It also has made me appreciate my parents more," she admits.

Both girls are serious students who feel that they are receiving a good quality of education at the Mount. Paula says that her friends in other universities don't seem to have to work as hard as she does.

For Colleen the pursuit of an education has had a circuitous history. She first entered the Mount from the eleventh grade at Saint Patrick's High School in Halifax. She thinks this was a mistake. "It would have been better if I had completed the twelfth grade," she says. "I needed that extra year. I didn't know what I was getting into when I entered university."

So after one year, she left the Mount and enrolled at the Nova Scotia College of Art and Design. Here she found a completely different atmosphere. Attitudes and approaches were different. "The art college tackles issues that are different from those of the Mount. The issues may be further ahead. There you create your own job when you graduate, and I think that this fact fosters a completely different attitude about life," Colleen says. She feels that she gained in personal growth during her time at NSCAD, but again, it wasn't quite the thing for her. "I didn't have the talent it required nor was the program very well organized at that time."

From there she went to work as a clerk-typist with Office Overload, but she spent most of that time working at the Nova Scotia Department of Highways, a job she enjoyed.

"I don't regret either experience. I learned so much from both," Colleen says, "but I decided that the time had come to settle on one thing. I was so naive when I came to the Mount the first time; so I decided to come back and complete something. I'm glad I did, because this time I really enjoy studying and learning."

However, as a day student Colleen feels some isolation this year. Last year



The second time around, Colleen now finds that she enjoys her classes and assignments.



When she has lunch at the Mount, Colleen usually joins her friends in the vending-machine cafeteria in Seton.



While resident students may not have to go far for their meals, they do often have to wait in line for them, as Paula illustrates.



Paula takes a few minutes before class to talk to Assistant Professor Vaison for whom she works as a research assistant.



As a resident student, Paula can easily go back to her room between classes to work on her assignments.

her schedule included labs, and there was a closeness and a degree of socializing that followed each lab. She misses that this year. To some extent she finds it harder to form friendships in the lecture-type classes. "If you aren't involved in extra-curricular activities, it becomes harder to know the other students. I'm also older than many of the others who have entered the Mount with a group of their friends," she says.

Attending university for Colleen is pretty much a matter of coming in to classes and going home when they are finished. Her transportation may be by bus, catching a ride with a friend or hitch-hiking. If she has to stay all day, she eats lunch in the vending-machine lunch room in the Seton Academic Centre — a room she considers inadequate to meet the students' needs.

She doesn't attend the evening functions at the university. The beer bashes and rock concerts don't appeal to her, and after being here all day, she doesn't feel like coming back in the

evenings. If she returns in the family automobile, she says that becomes too expensive. A return trip bus would involve a transfer and on dark, cold nights, that's not an attractive idea.

"I'm not looking for anything but a degree from the Mount," Colleen admits. Because she has a good memory, she doesn't find that studying is a problem. She does most of her studying at home. During the day, between classes, she works on her class projects either in the library or in an empty classroom on the fourth floor of Seton. She frequently uses Dalhousie University's library too.

Just because she isn't active in the university doesn't mean that Colleen doesn't participate in other activities. In her spare time she enjoys sewing, needlework and spectator sports. She also serves as secretary for the Halifax chapter of the Committee for an Independent Canada. The chapter is currently planning for a national conference on regionalism which will be held in Halifax in September. Since the executive committee is small, Colleen has plenty in the way of assignments for the conference.

Our resident student, Paula Lafaire, uses the university facilities far more than Colleen. As expected she makes full use of the facilities in Assisi Hall where she lives and in the dining facilities for students. She's close to the library where she has a part-time job. She also finds that she can get help easily. "There are so many girls around, and someone will always lend you something or give you a hand. The professors are great. You can knock on most of their doors, and they'll be there, willing to help," she comments.

Paula takes advantage of the evening lecture series and attends the drama club presentations. However, like Colleen, she doesn't go the the student union activities. Attending a beer and chips isn't



Colleen spends most of her time between classes studying in the library.

her idea of the way to spend an evening, and she isn't interested in the dances that the union sponsors.

Asked what she does in her spare time, Paula says she doesn't have any. In addition to working in the library, she also works part-time as a research assistant for one of the political studies professors. She says that she stays in most of the time studying.

Paula entered Mount Saint Vincent after finishing the twelfth grade at Saint Joseph's Composite High School in Edmonton. The Mount was recommended by her high school counsellors because it was small and offered the course she wanted.

Paula's father is in regional management for the Royal Bank of Canada and her mother is a housewife. She will be the first member of her family to receive a university degree. Her future plans include getting a Master in Library Science degree from the University of Alberta and marrying the young man who has given her the engagement ring she wears (in that order).



Paula holds a part-time job in the Mount's library.

There are differences, certainly, in the university lives of Paula and Colleen, primarily because one commutes and one lives on campus. But there are also differences in attitudes and opinions that may stem from the same circumstance.

Colleen believes that the Mount's student union doesn't represent her kind of people, that the activities it sponsors don't attract her at all. She suggests that the members of the union are too destructive in their attitudes and that more would be accomplished for the university if they became more intent on trying to improve what is available rather than verbally tearing down existing structures.

Paula disagrees. She knows most of the members on the student union personally and thinks they are doing a good job for the students but not receiving credit for it. She believes that the student union tries to reflect the attitudes of the student body. Are the students apathetic? "Not in so far as the interest is there," says Paula. "Either the means or the drive is lacking."

And we all know that the grass is



Photographs by Earl Conrad

Having finished her classes for the day, Colleen waits for the Mount-Dal bus which will take her home.

always greener on the other side. Paula will be glad to graduate in May and move back to Edmonton where her family is. Colleen is hoping to get a job in Ireland this summer. She's looking forward to getting away from home, because at home you're always tied to the same life, the same role in the family.

M.G.R.

A Stitch in Time

"The girls are great!" With a reaction like that, it's no wonder that Mrs. Jean Stirling has been successful in her job as Mount Saint Vincent's first full-time counsellor. During the first academic term, over two hundred hours of counselling were received by the Mount student body, and that means voluntary counselling; no Mount Student is required to seek or receive Mrs. Stirling's services, although those services may be suggested.

While it is the first year that the university has had a full-time counsellor who works with both resident and day students, it's not the first time there has been counselling at the Mount. Nor is Mrs. Stirling the only one who counsels. Faculty members are expected to give academic counselling to students majoring in their subject. It is an acknowledged role of the academic dean, the assistant deans, the registrar, the admissions officer, the nurse, the doctor, the director of student services, the chaplains and the other university personnel to counsel students on academic or personal matters as the occasion arises. But counselling is only one facet of these positions. For Mrs. Stirling, counselling is a full-time and primary responsibility, and it's a job that she obviously approaches with enthusiasm.

In reviewing her first months on the job, Mrs. Stirling sees patterns forming. During September and into October, the greatest need came from new students who were suffering bouts of homesickness. For many, it was their first separation from their families, and they found the experience traumatic. The majority of the homesick girls were from small towns where everything and everyone was familiar. Suddenly they were confronted with new situations and new people and an

overwhelming strangeness in their lives. Some girls left within the first three days, before classes were started. "They didn't even give university life a chance," Mrs. Stirling comments.

Of those who stayed and took advantage of the counselling service, fifty percent remained in university. "The attitude of the parents is very important in these cases. When parents encourage their daughter to stay and give it a chance, she usually does," Mrs. Stirling says.

"After dealing with homesickness, the next problems that emerged were the cases where students weren't prepared for the differences between high school and university. Most of these students were used to having someone look over their work, remind them of due dates for assignments, and keep track of their progress. These students felt no pressure to do assignments. Then November came. Everything was due, exams were coming up, and the pressure was tremendous. Students began feeling panic and real anxiety. Some couldn't sleep or study; they thought they needed tranquilizers."

In cases like these, Mrs. Stirling tries to teach the students to cope with anxiety. She encourages them to separate the emotion from the task and to deal with the pressure.

"A great part of counselling is teaching problem-solving skills and showing alternatives," according to the Mount's counsellor.

While some students know she's there and just drop in, most of the people Mrs. Stirling sees are referrals. The university health services make most of the referrals, followed by the continuing education office, the registrar, the faculty and other students and personnel. Resident students have been counselled more than

commuting students. (Mrs. Stirling believes that the resident students probably get better nursing, better health care, better counselling and everything else than the day students.) "But no matter who refers the student, the counselling is confidential," Mrs. Stirling stresses. "I don't report back to the faculty member, the doctor, the nurse, or *anyone* other than to simply say that the student is receiving counselling except at the request or with the consent of the students since sometimes the problem solution can be expedited."

Following the mid-term exams in December, Mrs. Stirling found that students who had failed one or more courses were showing up for counselling. One preventative measure that these and other students can take is to attend study skills sessions which Mrs. Stirling conducts in cooperation with the Dalhousie Counselling Centre. The centre is also used in an advisory role throughout the year.

Aside from personal and academic counselling, Jean Stirling has become involved in career planning. Working with the university continuing education department, Mrs. Stirling conducts career planning groups during the year. She also helps students conduct personal career planning through a self-directed search. For this individualized search, she relies on assistance from the campus Manpower office.

Although her first year isn't finished, Mrs. Stirling is already considering additional services and programs for Mount students. One area in which she sees a need is for social skills workshops for beginning students. "Since this is the first time many of them have been away from home, some of these girls will be encountering unfamiliar experiences and they may not be

certain of how to act. We'd like to present some of the situations they may come up against and suggest some appropriate ways to handle themselves."

She also would like to establish an information centre for Mount students, conduct more study skills workshops, and initiate more social and recreational activities. "These girls have a rough row to hoe without a student athletic complex," she says.

Before she became interested in counselling, Mrs. Stirling spent eighteen years working in various aspects of communications related to the media. Then, wanting to change her field, she entered Dalhousie University and earned a B.A. in psychology. Next she studied psychology at the University of Toronto for a year before earning an M.Ed. with specialization in counselling through the Department of Adult Education at the Ontario Institute for Studies in Education.

Since completing her university studies, Jean Stirling has taken several para-legal courses through Dalhousie Legal Aid, has counselled in the community through the volunteer agency (of which she is a board member) known as Matrimonial Counselling Association, and has worked as a leader of cooperative selection workshops co-sponsored by the Nova Scotia Department of Adult Education and Manpower.

With her background in communications, her love of counselling, and her obvious enthusiasm for *them*, the Mount students are lucky indeed to have Jean Stirling as a counsellor.

M.G.R.

President's Annual Report 1974/1975



As one reflects on the events which took place at Mount Saint Vincent University from July 1, 1974 to June 30, 1975, a certain trend or thread uniting all the activities becomes apparent. A new president had assumed her duties on April 1, 1974 and in August of that year, Dr. Walter J. Shelton arrived on the campus to serve as the new academic dean. Throughout the year a great deal of study has been devoted to a search for a definition of identity and purpose, of philosophy and objectives and an earnest effort has been made to do some realistic planning for the future. In the fall of 1974, the board of governors retained the firm of Currie, Coopers and Lybrand to make a study of the university, to assess its present status, strengths and weaknesses and to suggest directions in which it might move for the future. In May, 1975 the consultants presented to the board *A Profile of Mount Saint Vincent University*. Several committees were established to study this report and the results of their deliberations have been submitted to the long-range planning committee of the board for its consideration. The philosophy and objectives of the university originally formulated in 1968 were reviewed by a joint board-senate committee and the revised position paper, approved by senate, is under study by the board of governors.

At the same time, a study of student attitudes was conducted by the public relations director and the results have been considered by the administration. It is very evident that one of our most pressing needs is the social-athletic complex if the social and recreational needs of the students are to be fulfilled.



The five-year projections in enrolment, programs and capital expenditures required by the Maritime Provinces Higher Education Commission necessitated detailed study and disciplined thinking for future planning.

An experiment in the administrative restructuring of departments by combining small departments into divisions to provide for more efficient and viable functioning is to be initiated in the fall of 1975.

The fact that 1975 was the fiftieth anniversary of the granting of a charter to Mount Saint Vincent as well as International Women's Year provided the stimulus for several special programs to be noted later in this report.

Board of Governors

Miss Florence I. Wall, chairman
 Sister Elizabeth Adams
 Sister Mary Albertus
 Mrs. Jane Archibald
 Miss Mary Casey
 Rev. John F. DeLouchry
 Miss Anne Derrick
 Mrs. Ruth Goldbloom
 Mr. John W. Graham
 Mr. Trevor Housser
 Hon. Mr. Justice M. Jones
 Mrs. H. A. MacDonald
 Sister Rita MacDonald
 Mr. G. D. Mader
 Miss Patricia Martin
 Sister Patricia Mullins
 Mrs. Alleyne Murphy
 Mrs. Janet Murray
 Sister Katherine O'Toole
 Mr. C. A. Patterson
 Rev. Lloyd Robertson
 Dr. W. J. Shelton
 Mr. J. D. Simpson
 Mr. R. C. T. Stewart

The university owes a debt of gratitude to the following governors who completed their terms in 1975: Sister Patricia Mullins, Mr. Trevor Housser, Hon. Mr. Justice Jones, and Mr. C. A. Patterson.

The corporation of the university has appointed the following new members for 1975-1976: Mr. John H. Dickey, Mr. Eric Duggan, Mr. J. G. Godsoe, Mr. R. A. McCulloch and Sister Elizabeth Weber.

Miss Wall, a member of the board since 1968 and chairman since 1972, resigned this year. The university is grateful for the dedicated and generous service she has rendered. Miss Wall will pursue higher studies at Boston University next year and the best wishes of the university community accompany her as she takes up her residence in Boston.

Mr. Gordon D. Mader, vice-president and chief engineer of the Nova Scotia Power Corporation, was unanimously elected to succeed Miss Wall as chairman. Mr. Mader joined the board in 1972, became vice-chairman in 1973 and chairman of the finance committee when Mr. D. Cherry resigned in the spring of 1974. Mr. Mader has already served the board well and under his wise guidance the future good of the university is secure.

The nature of the business which occupied the attention of the board may be gleaned from the following summary of its activities:

- an administration-faculty salary committee was established to make recommendations to the president regarding salaries and fringe benefits of faculty
- approval was given to supply interim financing for Gingerbread House — the student operated baby-sitting facility
- the decision was made to establish computer facilities on the campus and approval was given to the appointment of Mr. Siegfried Deleu as director of computer services
- approval in principle was given to the brief prepared by the education department of the university for the select committee established in reference to the Graham report.

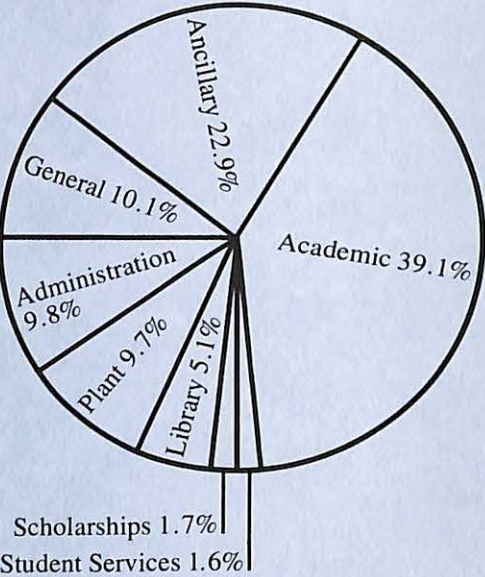
As has been mentioned earlier, the board gave a great deal of attention to the report on the university presented by Currie, Coopers and Lybrand.

Special gratitude and appreciation are due to Mrs. Phyllis Jeffrey, the recording secretary of the board and the senate, whose quiet and intelligent efficiency contribute so much to the smooth functioning of both these bodies.

As financial constraints become more serious each year, careful and realistic budgeting is essential. The following is the relevant information from the financial statement of June 30, 1975:

Income	1973/74	1974/75
Tuition	\$ 899,724	\$ 966,413
Government grants	2,198,893	2,959,553
Ancillary	406,200	708,863
Miscellaneous	176,116	225,776
Expenditure		
Academic	\$1,366,248	\$1,770,843
Library	188,403	238,210
Assisted research	33,276	36,140
Administration	367,179	452,030
General	394,405	466,319
Student services	74,610	75,904
Scholarships	73,030	78,420
Ancillary	625,849	1,061,317
Plant	321,457	446,807
Capital	222,669	336,868

A levelling off in enrolment and increased costs of heating resulted in a deficit for the year ended June 30, 1975. Dietary services, taken over from a food service company, proved to be a financially viable operation under the university's own management. Other expenditures were generally in line with the budget and a percentage diagram of expenditures is shown below:



Senate

- Sister Mary Albertus, chairman
- Mr. Lucian Bianchini
- Miss Shirley Boron
- Dr. Olga Broomfield
- Mrs. Susan Clark
- Miss Anne Derrick
- Mrs. Lorraine Eden
- Mr. Joseph Foy
- Sister Marie Gillen
- Dr. James Gray
- Mrs. Jean Hartley
- Mrs. Carole Hartzman
- Dr. Wayne Ingalls
- Miss Marilyn Kean
- Miss Shelley Lawrence
- Dr. Mairi Macdonald
- Mr. Earl Martin
- Mr. E. T. Marriott
- Dr. Paul McIsaac
- Dr. David Monaghan
- Sister Patricia Mullins
- Mrs. Alleyne Murphy
- Sister Rosemarie Sampson
- Dr. W. J. Shelton
- Mrs. Renate Usmiani
- Mr. Robert Vaison
- Dr. Lillian Wainwright
- Sister Elizabeth Weber
- Miss Dorothy Wiswall

Senate met eleven times during the academic year. Sister Patricia Mullins served as the parliamentarian.

In fulfilling its responsibilities for the academic affairs of the university, senate approved

- a junior year in Germany in cooperation with the University of Waterloo
- a major program in Canadian Studies
- a document setting forth the criteria and procedures to be used in awarding tenure
- a standardized rating scale for student evaluation of teaching
- a program leading to a Bachelor of Child Study
- a program for the Bachelor of Secretarial Arts
- a document on sabbatical leave
- the revised statement of philosophy and objectives.

Faculty

The university faculty consisted of 112 members. Six were in administrative positions with faculty status. Four were librarians. The faculty was enriched by the acquisition of a number of well-qualified, experienced members.

A total of 297 courses were taught and the over-all faculty-student ratio was 1:15.

The committee on research and publications under the chairmanship of Dr. Wayne Ingalls established the groundwork in the area of university research policy. The committee acted as a jury in assessing research projects and making recommendations to the president for the allocation of university research funds.

Canada Council grants have been received by Dr. Ronald Van Houten, Dr. Philip McShane and Mrs. Lorraine Eden.

National Research Grants have been renewed for Dr. Lillian Wainwright and Sister Patricia Mullins.

The resumé of research activities on the part of faculty which was presented to the board of governors in May, 1975, attests to the dedication of faculty to the spirit of research as a vital part of the university's purpose.

Dr. David Monaghan organized a series of faculty colloquia at which faculty members delivered prepared papers and then engaged in valuable discussion.

Upon the recommendations of the committee on appointment, rank, promotion and tenure, the following appointments were made:

Department Chairman

Education — Dr. Majorie Cook

English — Dr. Paul McIsaac

Division Chairman

Political Studies, Philosophy, History, Religious Studies — Dr. Philip McShane

Psychology, Sociology and Anthropology — Sister Rosemarie Sampson

Subject Representative

Mathematics — Mr. Carl Madigan

Co-ordinator

Business (Management) — Mr. Robert Buckley

Business (Secretarial) — Sister Joan Ryan, C.N.D.

The following promotions were made:

Assistant Professor —

Mrs. Susan Clark

Mrs. Carole Hartzman

Dr. John Boudreau, (part-time)

Associate Professor —

Dr. Ronald Van Houten

At the May convocation the title associate professor emeritus was conferred upon Sister Anna Gertrude who has served the university as registrar, admissions officer, teacher of religion, mathematics, and subject representative for mathematics. Sister will retire from teaching this year but will continue to live on the campus.

Tenure was granted to Sister Elizabeth Bellefontaine, Dr. George Cheong, Sister Greta Conrad, Sister Theresa Corcoran, Dr. Paul McIsaac and Dr. David Monaghan.

Father Barry Wheaton and Dr. Janina Konczacki spent the academic year on sabbatical leave while Dr. Alexander Fried and Dr. Pierre Payer were on leave of absence.

Students

Enrolment December 1, 1974

	Women	Men	Total
Full-time	1087	92	1179
Part-time	430	72	502

The full-time enrolment for the first time in a number of years did not show an increase. There was a slight increase in part-time enrolment.

The geographic distribution of full-time students was as follows:

Nova Scotia	984
New Brunswick	85
Prince Edward Island	30
Newfoundland	19
Quebec	12
Ontario	12
Rest of Canada	4
Abroad	33

The student body was eighty-four percent Nova Scotian.

During the 1974-1975 academic year a total of one hundred twelve high schools were visited by a Mount representative in an attempt to create greater awareness of this university and its programs among students. Bermuda is seen as a potential area for recruitment next year. Faculty became involved in the recruiting effort, and this proved helpful to the admissions personnel. High school students were encouraged to visit the Mount campus at their convenience, and during the spring school break the admissions officer planned an "Open Week" for those interested. They were invited to sit in on classes and spend a few days in residence on campus. The admissions office is among the busiest places in the university and does a great deal to make the new student feel welcome and truly a part of the Mount.

During the year 346 degrees and 70 diplomas were awarded. At the convocation in May the degree of Doctor of Humane Letters was awarded to Eva Waddell Mader Macdonald, M.D., chancellor of the University of Toronto, who addressed the graduates.

Scholarships

Because it is aware of the financial needs of its students, the Mount attempts to pursue a policy of generous scholarships and bursaries. For the academic year 1974-1975 the Mount awarded \$72,235 in scholarships and bursaries to full-time students. Awards were made to nineteen part-time students to the value of \$4,380. A special award was made for the first time this year — the Elizabeth Bayley Seton Scholarship of \$2,000 awarded by the Sisters of Charity of the Halifax province in honor of the two-hundredth anniversary of the birth of their foundress. Requirements for this scholarship are acceptance into Mount Saint Vincent University, very high scholastic standing and the principal's recommendation for leadership potential. It was awarded in 1974 to Patricia Mielke, a student at St. Patrick's High School.

In all, 184 students, representing 15.6 percent of the total student body, were assisted with scholarships and bursaries.

Student Services

Under the able direction of Sister Marie Gillen a variety of student services is available to students. Periodic interviews with the director of student services afford opportunities for assistance with personal problems. The appointment of a full-time counselor is a high priority for next year. Health service personnel were regularly available to students and the total number of visits made to the doctor and nurse numbered approximately 3500. Valuable assistance was given to Mount students by the Dalhousie Health Services in the area of counseling and emergency calls.

The awards officer was available to assist students in applying for student loans and in making appeals when loans were not sufficient or had not been properly calculated.

Athletics

In spite of limited facilities the requests of students for volleyball, basketball, field hockey, swimming, badminton, curling and tennis were taken care of through the good organization and dynamic interest of Gail Rice. For the first time in the history of the AUAA, the Mount won the Intercollegiate "B" championship in volleyball.

Chaplaincy

Rev. Alphonse Bates, C.S.C. and Rev. Don Shipton provided services for the student body. Room 448 in Seton Academic Centre became a drop-in centre and many good "rap" sessions and serious dialogues with periods of shared prayer were a source of help and encouragement to many students.



Campus Canada Manpower Centre

The purpose of the Canada Manpower Centre on campus is to assist students in obtaining permanent, summer or part-time employment and to assist employers who wish to recruit at Mount Saint Vincent. That the efforts of the centre to effect a substantial and everdeepening penetration into the student population have been successful is witnessed by the substantial increase in the number of students who registered with the manpower centre in 1974-1975: a total of 637 students, an increase of approximately 100 over the 1973-1974 total. As the concern for employment opportunity increases, it is to be hoped that students will take advantage of the expertise supplied by the centre.

Students' Union

The report from President Anne Derrick reveals that the student council experienced a difficult year. A change in the supervision of the food service was accompanied by organizational difficulties which created hardship for all concerned. As the year progressed these difficulties were gradually ironed out and students on the whole showed an understanding tolerance. Efforts of the council were directed to re-assessing the student union's constitution, developing a viable entertainment program, and maintaining *Picaro*, the student store, and the book depository. A spirit of unity and camaraderie seemed to develop among council members as they attempted to meet their challenges and solve their problems.

Library

The library continues to render valuable service to the university. In spite of the fact that student enrolment did not increase this year, loans or circulation increased by eleven percent. A program of orientation to the library consisting of lectures, guided tours, and demonstrated use of research tools was carried on during the early part of the year in order to familiarize students with its resources. Twelve bibliographies based on these resources were prepared for courses and seminars by the reference department.

Two important events for the library this year were the approval by the senate of a definitive policy regarding acquisitions and cancellations and the renovations in the lower floor which increased the amount of seating space and provided for more efficient operation of the technical services.



The total library acquisitions to-date are the following:

	Titles Volumes	
L. C.	46,073	61,000 (est.)
McDonald		
uncatalogued	3,500	5,000
Periodicals	929	10,088
Government Documents		3,117
Reels of Microfilm		233
Slides		454
Sound Recordings		408
Transparencies		186
Total		80,686

Continuing Education

As has been pointed out in the Graham Royal Commission Report, continuing education will assume greater importance in the total area of education within the next decade. The Mount sees as very important its contribution to that field and the utilization of its resources as an institution of higher learning. In order to provide more helpful guidance to students returning to university study after an absence of several years, Shirley Steele was appointed counselor-coordinator in the continuing education department. Miss Steele did much during the year to promote the interests of the "mature" students. The committee on continuing education worked with the committee on expansion to plan a more viable and integrated schedule of late afternoon, evening and summer school courses for part-time students. Several outreach programs in the "My World Series" were held off-campus, notably in Herring Cove, Sackville and Dartmouth. A very successful career development program was held over a period of eight weeks in the spring of 1975.

The Gingerbread House, a baby-sitting service for the children of part-time students, was established and maintained by the students themselves under the able direction of a very dedicated executive committee. Rev. Michael Toner, C.S.C., pastor of Our Lady of Perpetual Help Church, very generously allowed the university the use of attractive space in the church basement and for this the Mount is very grateful. The university employed Mrs. Deborah Ingram to act as coordinator of the Gingerbread House.

From December to March Dr. Macdonald's efforts were directed towards organizing a catechetics program "Coming Together" for parents of children enrolled in the "Come to the Father" programs in the public schools. A very successful

workshop with twenty-six participants and involving twelve leaders in the field of religious education was conducted in April, 1975. It is hoped that this will be the forerunner of similar programs.

In April, 1975 a Task Force on the Status of Women was established by Attorney General Allan B. Sullivan, and Dr. Mairi Macdonald, assistant dean and director of continuing education and summer school, was appointed chairman. Her experience in organizing programs and in initiating discussion groups and conferences for the study of women's concerns will be of great value to her as she directs the work of the task force.

Art Gallery

The gallery has continued the established policy of making its resources widely available to as broad a public as possible. Numerous shows and exhibits featured Nova Scotia artists and craftsmen, artists from other parts of Canada, and some works of international repute. The media displayed covered a wide variety ranging through paintings, quilts, drawings, photography slides, videotapes, sculpture, tapestries, crafts and prints. Two exhibits, Quilts and Some Nova Scotia Women Artists, received Canada Council support grants.

The university art collection is growing through the acquisition of excellent pieces, and the plan to make these available on a rotating basis to members of the university community for use in their offices will enable many people to enjoy these treasures.

That the gallery is achieving its purpose of reaching the larger community is attested to by the fact that attendance increased from 15,250 in 1973-74 to 18,700 in 1974-75.



Special Programs

The 1974-1975 academic year was highlighted by a number of special programs deserving particular mention. In October a provincial conference, Women in Nova Scotia, which was attended by four hundred women from all walks of life provided a forum for the discussion of women's concerns. This conference was organized under the direction of Mrs. Margaret Colpitts and Dr. Mairi Macdonald.

On January 25, 1975, the installation of the president took place in the morning at a very impressive ceremony planned and executed with marvellous attention to detail. Representatives from numerous institutions across Canada were present to extend their good wishes. In the afternoon a symposium on women in education, with Dr. Jill K. Conway, Miss Sylva Gelber and Dr. Mary Diaz participating, provided stimulating ideas and discussion. It was a joyous occasion for all concerned and in a fitting manner inaugurated the fiftieth anniversary of Mount Saint Vincent University and International Women's Year.

On February 12 the students enjoyed a fiftieth birthday party.

Contemporary Women — Heritage and Hope was the title of a series of lectures presented by Dr. Philip McShane, Sister Elizabeth Bellefontaine, Dr. John Klassen and Miss Norma Coleman.

Miss Marilyn Smith coordinated an exhibit, Some Nova Scotia Women Artists, and further plans have been made to honor women in art by a special exhibit in September on the occasion of the canonization of Elizabeth Bayley Seton.

In April the alumnae association sponsored a very successful lecture series tailored to simplify and clarify difficult aspects of finance — You and Your Money — Managing for Today and Tomorrow.



Alumnae Association

The year 1974-1975 was one of change and progress in the alumnae office and alumnae relations. In August Miss Jeanne Flemming assumed responsibility for alumnae — development at the university.

The three-year alumnae fund drive was terminated in Canada while the American drive continues until December 31, 1975. Receipts totalled \$35,471. A beautiful letter of congratulations and good wishes accompanied by a very generous cheque was received by Sister Albertus on the occasion of her installation from Mrs. Sheila Huck representing the alumnae in the United States.

A very successful telethon was held as part of the fund drive.

Progress has been made in getting alumnae groups of all ages involved in activities and an excellent program of events has been planned for 1975-76.

Miss Jeanne Flemming resigned as alumnae — development officer in June, 1975. The dynamic initiative she brought was deeply appreciated and was visible in the revitalization of alumnae activity. Best wishes go with her in her new endeavours.

Administration

Personnel

The university regards its personnel, the people who in diverse ways, each according to talent and training make possible the operation of the university, as one of its most valuable resources. It is a matter of concern, and serious consideration was given during the year to ensure that terms and conditions of employment were equitable. For the first time, during 1974-75 exit interviews were conducted with those persons who terminated their employment with the Mount. A study of the data thus collected will be of assistance in an effort to reduce the turnover percentage.

In order that the area of personnel might be given greater attention, the university has appointed Mrs. Judith Waugh as personnel officer effective July 1, 1975.

Public Relations

The public relations department has placed its resources and expertise at the services of all sectors of the university. Assistance was given in the preparation of brochures for various departments, workshops and lecture series, the university calendar and admissions booklet.

Working with faculty representatives and the continuing education department, the office of public relations designed, pretested and conducted a student attitude survey. The results provided some enlightening statistics on the Mount's strengths and weaknesses as well as the concerns of students. A good working relationship exists between the public relations office and the local media and the university appreciates the cooperation shown by the local newspaper as well as radio and television personnel.

The university's magazine *Insight* was published four times during the academic year and was distributed free to members of faculty, students, staff, parents alumnae and friends of the university. The feedback coming from recipients indicated that it was appreciated and enjoyed and served to let the university's friends know what was "going on" at the Mount.

Audio-Visual

This department has increasingly become a vital part of the operation of the university. Its services include providing audio-visual equipment, building a library of educational resource material, instructing an increasing number of students in the basic use of audio-visual equipment and related media. Future teachers have been given practical knowledge and expertise in the use of a wide variety of audiovisual media so that they may, with confidence, incorporate technological resources into their future work.

The department and the director of the art gallery have cooperated most advantageously in the preparation of videotapes, audio tapes and slides. The care of the equipment and the numerous demands for a variety of services are handled very efficiently by Mr. Robert Champion with the able assistance of Mr. Paul Zwicker.

Printing Service

The secretarial pool and the print shop both established in Seton Academic Centre rendered invaluable service to the entire university. The statistical report for 1974-1975 indicating the volume of typing, copying and printing done in the course of the year revealed that this was really a year-round operation without any slack period.

Every effort was made through the use of up-to-date machinery and equipment, an efficient staff and realistic planning to render service as efficiently and economically as possible. The secretarial pool and the print shop were ably supervised by Mrs. Peggy Stephens.

Food Services

Far-reaching changes were made in the food service with the intent of providing a better operation and of making more efficient use of the facilities. Mrs. Allison Miner, formerly director of dietetic services at the Halifax Infirmary, was appointed part-time lecturer in the home economics department as well as director of food services for the university. Mrs. Miner holds executive positions in several dietetic associations. Her dual appointment made possible a unique arrangement whereby the food service facilities of the university may be utilized in the internship training of future dietitians. Thus the university is assured of well-planned, nutritious meals. It has been possible to provide a small dining room where faculty members may enjoy quiet conversation during lunch and may, as well, invite visitors to join them.

Physical Plant

More than any other department, the physical plant felt the effects of financial restraint. Due to unforeseen contingencies, the conversion of the gymnasium into science laboratories and faculty offices, as well as increased costs of lighting and heating produced a substantial deficit at the end of the 1974-75 fiscal year. Thus the amount spent for desirable maintenance and renovation elsewhere had to be curtailed. By dint of careful planning, face-lifting of residence space in Evaristus, Marillac, and Marywood became possible. A small psychology laboratory was constructed in Seton Academic Centre, and more adequate office space was provided for the academic dean and his secretarial staff. An extra classroom was set up for the secretarial department, and every nook and cranny was utilized to provide lounge space for students and office space for faculty. The operation of the physical plant is complex and, with the expansion of the university, becomes increasingly difficult.

Summary

With each passing year it becomes increasingly evident that the rapid growth in enrolment and the expansion of programs which have been characteristic of the Mount over the past six years have not been accompanied by corresponding expansion in areas of administrative personnel or support staff, nor in the provision of space. In addition, there is the present necessity for retrenchment in face of stringent financial constraints. Thus, a rigid assessment of priorities and an efficient use of resources and facilities become essential. It will be increasingly difficult to maintain and improve the quality of the education offered at this university, though this will continue to be our goal.

Sister Mary Albertus





Issues in Student Affairs: An Improvement in Student Services

Donna Carter

The question can be raised, "Are students helped by student services, — do they make a difference? The available research in regard to these questions leads us to believe that there are definite positive academic and vocational gains from student services.

Education cannot be confined to classroom walls. Universities are places where people not only come to consume knowledge, but to grow in many more respects than can be recorded on transcripts.

University life for many students is a time of immense emotional, social and intellectual problems. The universities' contribution to these problems cannot be ignored, and the responsibility for attempting to solve these problems cannot be denied.

Student services at Mount Saint Vincent is nothing new, but in recent years, as a result of increasing enrolment with subsequent increasing demands, the role of the service on campus has had to be formalized.

Today these services are performed by a director of student services, an athletic co-ordinator, a counsellor, a chaplaincy team, a health service staff, a placement officer (Manpower), a student aid officer, residence hall assistants, facilitators, and managers.

Sister Marie Gillen, director of student services at Mount Saint Vincent, feels that student services are very much an integral part of the education process and thus, aims

to provide the best possible service to meet students' interests and needs.

It is with the student services team's genuine interest and concern about students that improvements do happen — big or small, immediate or long term and neverending—as can be exhibited in the recent renovations in Rosaria Hall.

Prior to renovations, the space in Rosaria Hall allotted to student services was non-functional. Students had to sit in a cramped corridor exposed to the gaze of the multitudes while they awaited the services of the doctor, nurse, counsellor, or student aid officer. A cot in an unheated, windowless room doubled as a sick bay for non-resident students and a storage closet. The doctor's examining room had no sink, and the nurse's office provided no privacy for the patient.

Plans for the new social-athletic complex include plans for improved student services. However, Sister Marie Gillen feels that in these days of austerity budgets, hopes for this new building in the immediate future seem to be fading further and further into the distance. A hope for better days ahead was not sufficient if student services was sincerely concerned about the primary consumer — students — and service to them.

Prompted by her keen interest in this whole area, Sister Marie Gillen made a pleading presentation to the board of governors in the early fall of this year and her words touched the sympathies and interest of many of the board members.

Mrs. Ruth Goldbloom and Mrs. Janet Murray, board members, both decided that something had to be done and done soon.

Surprisingly, with a space study, a few plans, some carpet, base-board heat, paint and wallpaper, and the practical genius of our physical plant staff, the area overnight turned into a very professional and efficient looking department.

By moving the housekeeping staff into other lounge quarters, the students gained a waiting room. There is now an attractive sick room for non-resident students. The health service area is now completely private. The casual inquirer to the secretary's office, the weight-watcher heading for the scale, or the bulletin board reader now have an uncongested corridor.

The board's interest and approval of this project is in keeping with the Mount's commitment to the total development of the individual.

Woman in the Sanctuary

Dr. Joyce Deveau Kennedy, Assistant Professor of English

Last fall the Roman Catholic Archbishop of Halifax, James Hayes, issued a pastoral letter informing the people of his archdiocese of "the very grave situation that exists with regard to the number of priests available for the parish ministry." He went on to say the problem was "not particular to the church of Halifax" but was shared "by bishops and dioceses . . . in almost every part of the Western world." On the Sunday this letter was read in my church, the parish priest preached a sermon in which he asked his parishioners to pray that more young men would enter the priesthood and that mothers would do their part by fostering in their sons the desire for religious life. The most interesting feature of the sermon was that in a situation Archbishop Hayes has labeled a "crisis", one that has been in the making for a number of years, and one that is worldwide, the only response should have been the predictable one — mothers, pray for your sons' vocations.

Surely, if the church is going to get those much needed priests, she cannot do so with fossil responses. In that same sermon, Father X said two things I could agree with: first, the Lord must still be calling workers into the vineyard; second, today's youth are undoubtedly no less generous in their response than yesterday's. The reason he thinks vocations have dried up is because parents are no longer encouraging their sons to seriously consider the priesthood as a worthy alternative to business or professional life. But one has only to look at the number of young men who would be priests if they could do so as married men, or at the young women, both in and out of religious life, who have expressed the firm desire to be priests, to see not only that the

Lord is calling sufficient numbers into his vineyard but also that they are generously ready to respond. The church's official comment on these vocations, however, is to deny them. To serve as priests, at least in the Western Rite of the Catholic Church, Jesus wants only unmarried men — and certainly not women.

Yet in spite of that anachronistic sermon, times have changed since I was a little girl in the forties. In those days (when I was about ten), my biggest ambition in life had been to be an altar boy, to wear black and white robes, rattle off Latin responses, and help out with book, cruets, and towel. By the time I was twelve, though, I had ordained myself block priest, who made the "real" altar boys in our neighborhood come and serve mass for me, while I solemnly and majestically playacted a role I never hoped to fill. Now a little over two decades later, I have seen altar girls in Winnipeg and Edmonton reciting prayers not in Latin but in English or French; I have seen women lay ministers of the Eucharist in my own Dartmouth parish church; I have talked to women who would like to be priests and who are working with others both within the Catholic church and in other Christian churches, especially the Anglican, to fulfill that dream. When I was a child, I accepted the limitations of being a woman within the church because I believed then that Jesus himself had established such a tradition. But two decades have passed now, and I know better.

Those who argue against women priests either rationally or emotionally do so using arguments based on the sanctity of Scripture and church tradition. The Scripture selections are usually from St.

Paul, especially from his first letter to Timothy, in which he orders women to keep quiet in the churches. As for tradition, they point out that Jesus chose twelve men — no women — as his closest disciples and first priests. An unbroken record of almost two thousand years of a priesthood limited to men is held up as evidence of what Jesus intended for his church. But is it sufficient to argue that because something has been done for a long time one way, it is necessary to continue forever doing it that way?

To look at the argument of tradition — if the church were actually to abide by that, how could she have changed her language, which in the Western rite had been Latin for centuries, to the vernacular. Twenty years ago, most churchmen, forgetting that many Eastern rite churches existed in communion with Rome, were arguing that to remove Latin would be to destroy the church's universality and to annihilate centuries of tradition. Latin went, the vernacular came, and who but lovers of Gregorian chant (I'm one) remember the Latin mass everyone tried to preserve? Or take the custom of women covering their heads in church. One day they just quit; yet neither the bishops, nor the ghost of St. Paul, nor certainly the Lord, has rained punishment on them. On the contrary, women have become more active in the church's liturgical life than ever before. And what about compulsory fasting in Lent, fish on Friday, and a host of other customs that disappeared as a result of Pope John's "breath of fresh air"? The truth is, when these customs were examined closely, it was clear they had nothing essential to do with the message of Jesus Christ or with his church. What is

true of those customs is no doubt true of others, even of such a time-sanctioned one as the male priesthood.

Many who admit that traditions may change are more reluctant to dismiss the authority of Scripture. If St. Paul says that women must be subject to men, that they are inferior to men, that they must cover their heads in the churches, that they have no right to teach the Faith but must remain silent in the assemblies — as he does say at various times in his letters — then many churchmen accept these Scripture statements as true for all times, even though such an approach to the Bible is inaccurate and completely unhistorical. But do these same advocates apply the scriptural standard in cases where their sociology has advanced beyond St. Paul's? For example, would the most ardent Scripture advocate take literally today St. Paul's statement that slaves must be subject to their masters? Of course not! Since everyone condemns slavery today, they recognize St. Paul must be excused or explained on this particular issue. But if he could be wrong about slaves, why not about women too? Surely, our sociology concerning the roles of men and women has been evolving as well. Read Carlotta Hacker's *The Indomitable Lady Doctors* for a history of that evolution in medicine in Canada. Remember International Women's Year and the commissions at the national and provincial levels formed to study and try to understand the "new woman." St. Paul was humane but of the first century A.D. He can be forgiven his narrowness on certain points. But how can we forgive those today who continue to use St. Paul as their shield against a changing world?

Those who are determined to use Scripture as an ultimate authority might better ask what Jesus had to say about women's role in his church, for after all, although he shared human and historical time with St. Paul, he was also divine and for all time. Anyone who reads the New Testament with a prayerful attitude and an open mind will see that Jesus consistently treated men and women as equals. If anything, because of the patriarchal society in which he moved, he bent over backwards to show that he did not favor the current customs regarding women. If he did not choose any to be one of the twelve handpicked for his first priests, it was probably because such an innovation would have been too much of a break with Jewish tradition. (Aside from the priesthood, think of the resistance to women in male-dominated professions such as law and medicine that is only beginning to give way today, two thousand years later.) Other historical reasons existed, too, including the fact that Israel was surrounded by pagan religions whose fertility rituals involved women priests; in such a milieu it might have been more scandalous for the people than salutary to have introduced women priests into Jewish life for the first time. At any rate, clearly Jesus did not take any of his apostles from among the Gentiles either, yet almost all of today's priests are Gentiles. What makes it more convincing, then, to argue against women than against Gentiles? If the racial and national origin of the apostles was insignificant and accidental, perhaps their sex was too.

When Scripture is examined, it is clear that what Jesus could do in his own time to honor woman and to elevate her status, he

did. He did choose, first, to enter this world in the normal human way by being born of a woman. As God, and the "new Adam", he might easily have come to the shores of the Jordan River as a full-grown man without the long apprenticeship as infant, child, and young man obedient to Mary and Joseph. That he chose to have a human mother, to be carried in her womb, to be nursed at her breasts, and to be loved in the way that all human mothers love their children is the most potent proof of his regard for women.

The history of woman's witness to Jesus begins in the New Testament with Mary's "Fiat" to the angel — "be it done to me according to Thy will." St. Luke's gospel records that within a few months of the angel's annunciation, Elizabeth, herself pregnant with John the Baptist, greeted her cousin Mary with her own words of faith: "Hail, full of grace. The Lord is with Thee. Blessed art thou among women, and blessed is the fruit of thy womb." After his birth, when Jesus was brought to the temple for circumcision, the prophetess Anna added her tribute to Simeon's "and spoke of Jesus to all who were awaiting the redemption of Israel." Later, when Jesus had grown up and left home, he performed the first miracle of his public life just because his mother asked him to: "Son, they have no wine." Jesus began his ministry by pleasing his mother and by having compassion for a newly married couple whose wedding feast had suddenly run dry. Could he have told us any more clearly what he thought about the value of the ordinary man and woman?

Throughout the remaining three years Jesus traveled the Palestinian countryside, his equal commitment to men and women

never varied. In telling the parables, for example, he alternates stories of a man protagonist with those of a woman protagonist. If the shepherd rejoices over finding his lost sheep, the woman rejoices in recovering her lost coin; if a man plants a grain of mustard seed in his field, a woman buries a measure of leaven in her flour, and so on for the rest of these stories. So, too, in performing miracles. If he raises the widow's son from the dead, he next raises Jairus's daughter. Jesus makes no distinction for sick or healthy, rich or poor, man or woman, although he does depart from established Jewish customs with respect to women.

Jewish men, for instance, did not ordinarily speak to women in public, even to their wives. They certainly did not associate with Samaritan women, nor with bleeding or menstruating women, who, according to mosaic law, were unclean. Jesus ignored these customs. His disciples were amazed to see him conversing with the Samaritan woman at Jacob's Well, though they refrained from asking his reasons. As for the woman, Jesus convinced her he was indeed the Messiah by showing her he already knew everything about her; and she went back to her town announcing the coming of the Christ, so that "many of the Samaritans of that town believed in him because of the word of the woman who bore witness" (John, 4:5-42). St. Paul may not have approved of women preaching but Jesus apparently did.

On another occasion, a woman who had had a hemorrhage for twelve years, "hearing about Jesus, came up behind him in the crowd and touched his cloak. For she said, 'If I touch but his cloak, I shall be saved.' And at once the flow of her blood

was dried up, and she felt in her body that she was healed of her affliction." Though he has cured her, Jesus does not let her steal silently away. He asks who touched him and the woman "fearing and trembling, knowing what has happened within her, came and fell down before him, and told him all the truth. But he said to her, 'Daughter, thy father has saved thee. Go in peace, and be thou healed of thy affliction'" (Mark, 5:24-34). In this instance, Jesus could have let the incident pass in silence; the woman believes she has broken the law by touching him, but instead of chastising her, he publicly praises her faith and publishes her cure.

There are a number of other incidents involving women in the gospels, two of which I consider most important. Everyone who reads the Bible and many who do not, know the story about the sisters Martha and Mary, how when Jesus came to visit them, Mary insisted on sitting at the Master's feet to hear his teaching while Martha was bustling about getting dinner and doing other "women's work." Martha finally came to complain that Mary should be made to help serve too, since that was her rightful job. But instead of being reminded, as no doubt Martha intended to remind him, that rabbinical instruction is for men and that Mary had no business leaving the kitchen, Jesus answered her: "Martha, Martha, thou art anxious and troubled about many things; and yet only one thing is needful. Mary has chosen the best part, and it will not be taken away from her" (St. Luke, 10:38 - 42—my source for this interpretation is Sister Elizabeth Bellefontaine's "Women in the Bible," *Insight* June 1975 pp. 7-8.). Unfortunately, the church never has taken that admonition

to heart, and so today rabbinical, i.e. priestly, learning is still reserved for men while women are relegated to less intellectually demanding roles. Is this unfair division to continue forever, or has the time come at last to honor Jesus' promise to Mary? Those who need convincing might consider the following scriptural event.

All the other New Testament stories featuring women pale to insignificance before this one, which is repeated with emphasis in both St. Mark's (14:3-9) and St. Matthew's (26:6-13) gospels, and twice alluded to in St. John's (12:2-11, 11:1-2). (Only St. Luke's does not repeat it, but he seems to have been more interested in adding to stories about the women in Jesus' life, incidents not told before by the other Synoptics. Thus, for example, he enhances our knowledge of Mary of Bethany by being the only Evangelist to tell the story of Martha's complaint against Mary.) This is St. Mark's version:

Now it was two days before the Passover and the feast of the Unleavened Bread; the chief priests and the Scribes were seeking how they might seize him by stealth and put him to death; for they said, "Not on the feast, or there might be a riot among the people." And when he was at Bethany, in the house of Simon the leper, and was reclining at table, there came a woman (i.e., Mary of Bethany, according to St. John, 11:1-2) with an alabaster jar of ointment, genuine nard of great value; and breaking the alabaster jar, she poured it on his head. But there were some who were indignant among

themselves, and said, "To what purpose has this waste of the ointment been made? for this ointment might have been sold for more than three hundred denarii, and given to the poor." And they grumbled at her. But Jesus said, "Let her be. Why do you trouble her? She has done me a good turn. For the poor you have always with you, and whenever you want you can do good to them; but you do not always have me. She has done what she could; she has anointed my body in preparation for burial. Amen I say to you, wherever in the whole world this gospel is preached, this also that she has done shall be told in memory of her."

Now of the three Evangelists who report this event, two — St. Matthew and St. Mark — conclude the story with Jesus' promise, that Mary's act will be remembered wherever the gospel is preached. The seriousness of Jesus' utterance conferred sacramental dignity on Mary's apparently insignificant act. A student of the Master himself, she was inspired by God on this occasion to anoint his High Priest, just as the prophet Samuel had anointed David, just as every Christian bishop since then has anointed his priests. In other words, although all that the disciples could see was a foolish woman, guilty of extravagant waste, Jesus recognized Mary's anointing as the sign of his priesthood, using the formula "this also that she has done shall be told in memory of her" as a conscious parallel to the words he would recite over the bread and wine on Holy Thursday night, "Do this in memory of me." About to give his own life in the

supreme act of priestly sacrifice, which would be the prototype of the Christian Church's communion service, Jesus commends Mary's insight: "For in pouring this ointment on my body, she has done it for my burial." At the beginning of his public life he had allowed John to baptize him with water; at the end, Mary to consecrate him with oil. The Lord made an equal place in his ministry for both men and women. Isn't it time his church did too?

Is anyone still unconvinced? Consult Scripture again. Who were the first witnesses to the Lord's Resurrection — the faithful women who had come early to the tomb to anoint his body. And to whom did Jesus first manifest himself that Easter morning? Only after Mary Magdalene had seen the risen Christ and rushed back to tell the others, did the apostles, a few of them, come out to see the empty tomb themselves. Then, they still refused to believe Mary's testimony until Jesus had appeared to them, and eaten with them.

Does all this mean that Jesus favored women over men or that he thought women more credulous? Not likely. If he tended to elevate women in any way, it was only to balance a scale that was tipped in favor of men. Many times Jesus declared in his teaching that sex was an earthly concern, not a heavenly. There is no marrying in the world to come; a child is the most important person in that kingdom, Jesus told his bickering disciples. On one occasion, he rebuked his followers, who were trying to protect him from a pressing crowd of mothers and children: "'Let the little children come to me, and do not hinder them, for of such is the kingdom of God. Amen I say to you, whoever does not

accept the kingdom of God as a little child will not enter into it.' And he put his arms about them, and laying his hands upon them, he began to bless them" (St. Mark, 10:13-16).). Such was, and is, the message of Jesus. There is no "man" or "woman" in God's kingdom. All are children, that is, individual human beings who have shed the burdens characteristic of an adult world of passion and prejudice, where a person's worth may be determined on such inconsequential grounds as color, nationality, or sex.

The world Jesus moved in was not ready for women priests, though women did play an important part in the early church, some even serving as deacons. Today's world is ready.

Bishop Hayes closed his pastoral letter on vocations by saying: The present crisis, painful as it is, can also be viewed as a message from the Lord. He has often told his people what he wanted them to do by showing them an evident need that had to be met. He may well be telling us that greater involvement by more people in the life and activity of parish and Church is the way he intends to show his people what a good shepherd he is.

"Greater involvement by more people" should mean that the priesthood will be opened to every Christian, but will it? In my parish, no such interpretation was given those words.

Long ago, in his Epistle to the Hebrews, St. Paul was trying to explain to the Jewish people how a priest — Jesus in fact — could come from the historical non-priestly tribe of Judah. Especially in Chapter 7 of that epistle, he interprets at length the priesthood of Melchisedech, only briefly alluded to in the Old Testament, as a type

of Jesus' priesthood and as superior to the traditional Levitical priesthood. St. Paul in this epistle was recognizing that religious understanding, like all human knowledge, can and does evolve, and the Scriptural interpretations hidden from one generation may be revealed to the next. He further recognizes that it is very difficult, though not impossible, to sell old teachers new doctrines.

Annas and Caiphas were the hierarchy, the old teachers, of that day. Unable or unwilling to change, they endeavored to preserve the traditions they thought Jesus threatened, by killing him and by jailing or otherwise intimidating his followers. Their failure is history. Let today's hierarchy be more gracious and more wise. Let them, indeed, listen to the Lord's message. Let them see that the time has come to ordain *all* Christians who are called to be priests, without the bars of sex and marital status that have been raised in the past. Let the future say of them, not what it says of Annas and Caiphas: "They tried to thwart destiny and failed"; but what it says of St. Paul: "In darkness, he saw a great light, he listened to the voice of God, and he turned into the just way."

Spilt Ink

Compiled by Dr. Pierre Gérin, Associate Professor of French

Bref Centon

On me dit une mère, et je suis une tombe.
Mon hiver prend vos morts comme son
hécatombe,
Mon printemps ne sent pas vos adorations.
Alfred de Vigny, *Les Destinées*

Comme naissent les feuilles, ainsi font
les hommes. Les feuilles, tour à tour, c'est
le vent qui les épand sur le sol, et la forêt
verdoyante qui les fait naître, quand se
lèvent les jours du printemps. Ainsi des
hommes: une génération naît à l'instant
même où une autre s'efface.

Homère, *l'Iliade*, VI.

(. . .) tu auras beau enterrer durant la vie
autant de générations que tu voudras,
toujours la mort t'attendra, qui elle, est
éternelle.

Lucrèce *De la Nature* III.

Une loi commune nous pousse tous vers
le même terme: agité par la main du sort
dans l'urne redoutable, tôt ou tard le nom
de chacun de nous en sortira, et la fatale
barque nous conduira aux lieux de l'exil
qui ne connaît point de retour.

Horace, *Odes* II, III.

Notre première heure, qui nous a donné
la vie, l'a entamée.

Sénèque, *Hercule Furieux*.

(. . .) c'est le dernier jour qu'il faut
toujours attendre: aucun homme ne doit
être appelé heureux avant qu'il n'ait quitté
la vie et reçu les honneurs suprêmes.

Ovide, *Métamorphoses*, III.

Les morts reposeront comme la poussière,
mais les vivants mangeront comme des
hommes.

Proverbe Malgache.

Lorsque tu veux savoir au fond ce que tu
es, regarde les tombeaux qui bordent le
sentier.

Ménandre, *La fille dotée*.

Les hommes n'ayant pu guérir la mort,
la misère, l'ignorance, ils se sont avisés,
pour se rendre heureux, de n'y point
penser.

Pascal, *Pensées*

Vivre est une maladie dont le sommeil
nous soulage toutes les seize heures; c'est
un palliatif: la mort est le remède.

Chamfort, *Maximes*

C'est la Mort qui console, hélas! et qui
fait vivre.

Beaudelaire, *Les Fleurs du Mal*

Ah! les morts, y compris ceux de Lofoten,
Les morts, les morts sont au fond moins
morts que moi . . .

Milosz, *Tous les morts sont ivres*

Toute la vie des philosophes est une
méditation de la mort.

Cicéron, *Tusculanes*, i, xxx.

Je me garderai, se je puis, que ma mort
die chose que ma vie n'ait premièrement
dit.

Montaigne, *Essais*, I, vii.

Les dieux ne connaissent point la beauté
de la mort.

Sarmain, *Contes* (Hyalis)

Opening Day of The Second Annual University Community Art, Craft, Baking Hobby and Talent Show





Music supplied by John Alphonse at the drums and Sister Margaret Young at the piano.



Sister Marianita Power seems to be considering materials that could be used by her Bachelor of Child Study students.

Photographs by Robert Calnen



With A Little Help From Our Friends

Lucian Bianchini, Librarian

At a chance meeting more than a year ago Mrs. Ruth Goldbloom, a member of our board of governors, encouraged me to promote gifts of books to the library through requests, acknowledgements, and book plates. Mrs. Goldbloom's suggestion was spontaneous; it showed interest, and at the same time it was a reminder that public relations and self-confidence can be assets in a library.

Mount Saint Vincent University Library owes much to its friends. The MacDonald Rare Book Collection, which was introduced to readers of *Insight* by the able pen of Sister Marie Agnes some time ago, was a gift. As Sister recalled, it was the friendship between a generous donor, Mr William MacDonald, and a great librarian, Sister Francis de Sales, that inspired the gift of our special collection.

After the fire of 1951 at Mount Saint Vincent, crates and crates of books arrived from libraries across the country (especially from the Metropolitan Toronto Public Library) and from the United States. These were mostly replacements. More distinguished were the gifts, all books in the field of Canadiana, received from the library of William A. Dennis, the publisher of the Halifax newspapers. The books were accompanied by several boxes of Indian artifacts discovered at archeological sites in Nova Scotia. These items are now on loan to the Nova Scotia Museum.

In 1967 Canada was celebrating the centenary of Confederation. At the Mount Sister Catherine Wallace proposed the establishment of a special library collection to mark the event. The collection was to be

called the Women's Centenary Collection, a scholarly resource on one of the Mount's traditional concerns, but also the forerunner of a consciousness that would ripen into International Women's Year. Gifts were numerous. They included biographies of queens, poets, saints, heroines. Widely advertised, that collection, which was not large, added to the attractions of Mount Saint Vincent University. Even today correspondence which is evidently inspired by the publicity of Centennial Year arrives at the library. The only other library in Canada which has a Women's Collection is York University.

Among the latest gifts to the library are books on anthropology donated by Dr. J. Loewenstein, professor emeritus at Saint Mary's University, and a collection of books on economics, presented by Dr. J. Vosterman of the Mount's faculty. A four-volume bibliography on the credit union movement from its inception in Germany in 1849 to the present was given to the library by Mr. Gerald West on October 29. The bibliography, made in celebration of the seventy-fifth anniversary of the first credit union in Canada, was presented on behalf of the Nova Scotia Credit Union League.

The Sisters of Charity are among the library's most constant friends. They form lasting friendships with former students whom they follow through life. And often the gifts they receive, at Christmas or on other occasions, are books which they pass on to the library. A reproduction of the Rohan Master, *A Book of Hours* in the Bibliothèque Nationale, arrived recently, a

gift from Frances K. Marquis to Sister Irene Marie Keegan. Sister Mary Albertus, president, and Sister Francis d'Assisi, former president of the Mount, are often the intermediaries of these delightful presentations.

A collection of two hundred Italian books was received recently from the Italian government through the good offices of Dr. F. Medioli, Italian vice-counsel for Nova Scotia and a professor of geology at Dalhousie University. The gift was inspired by the International Book Year prompted in 1974 by UNESCO. It was given to Mount Saint Vincent University since the only Italian Language Circle in the Atlantic Provinces meets on our campus.

As I was driving to work some weeks ago, I heard an interview on the radio with the editor of a unique publication. The government of Canada has decided to make a present to the U.S. Government on the occasion of the second centennial of the Declaration of Independence. The gift will be a book which will cost millions of dollars to produce and which soon will be issued in limited editions to the public. I could not help thinking that a copy would enrich our library, although it is beyond our means to purchase it. But perhaps the library will have another friend who will help us.

We realize that there are times when gifts to the library may be convenient for the giver. Perhaps a change of address or the need to create space on crowded shelves may motivate the gift. But occasionally the books will include the

out-of-print edition that librarians have been looking for, which only fate brings to light.

Placques on walls give tribute to men and women who contribute toward erecting buildings. No less important to a university are the friends of a library who contribute to the institution's educational resources and who are recognized by tributes in book plates. They all deserve the gratitude of the university community.

Remember When?



Harbour Cruise for Alumnae 1922-23.

Current Issues in Business Education

Sister Elizabeth Weber, Lecturer of Business

One has only to pick up the daily newspaper to be confronted with the wide variety of current issues in business. Inflation, price and wage controls, the "new society" with its implications for the private enterprise system, the apparent breakdown in the collective bargaining process — this is just a brief sampling of the issues which, because of their complex and controversial nature, continually challenge the business manager. The preparation of managers who are able to appropriately respond to today's challenges and those of tomorrow is, in my opinion, the critical issue which faces business education in the seventies!

The Economic Council of Canada has emphasized this need:

"A high and consistent rate of economic growth is dependent upon an increase in the quantity of productive resources, both human and physical, which can be put to use in the economy, and also on the increasing productivity of those resources, i.e. on the improvements in their quality and in the efficiency with which they are used . . . Management is not only a vital resource in itself; to a considerable extent, it also determines and governs the use which is made of all resources."¹

If the council is correct in its assertion that the quantity and quality of our economic growth is and will be dependent upon our management skills, the need for management development programs becomes self evident. In addition,

comparative census data clearly indicates that the present educational attainment level of managers is significantly lower in Canada than in the United States. This causes some understandable concern in our competitive international marketplace.

Ideally, management development is a two phase process, consisting of an initial pre-career stage (university) and a continual updating during the in-career stage (industry sponsored). As yet there is no real consensus as to the best mix of theory and experience, general and specific knowledge for either stage. Universities offer general business programs such as the Bachelor of Business Administration, and functionally oriented programs such as the Bachelor of Commerce. Work-study programs which are more oriented to practical experience are also gaining acceptance in some areas.

Systematic management development programs are relatively recent in Canada, and as yet are not very widespread. Existing programs and courses range from the pragmatic to the theoretical, from one day workshops to four year university degrees. The relative merits of on-the-job training, industry sponsored seminars and traditional university courses are discussed and debated by personnel administrators and educators alike. Methodology is controversial also, and there is a wide variety of technique from which to choose. Currently managerial games and laboratory training are very popular; a few years ago brainstorming was in vogue. The more traditional methods of lecture, discussion and case study are consistently used and

favoured by most business educators, however.

Clearly, all the evidence is not yet in — many of the “how to” details of management development are still evolving. This controversy may well be a sign of healthy growth. But, if business educators and practitioners are still debating the best approach to management development, there is much more agreement about the ideal “product” of the process.

Management is an art, not a technique. The effective manager must have a sense of our cultural traditions and the ability to supplement economics with social, human and psychological considerations. He or she must be well equipped in the skills of human relations and problem solving and be able to utilize the ever growing variety of quantitative tools for maximizing efficiency. Perhaps most important of all, the effective manager should be able to forecast change in the environment and respond to the challenges of that change.

Management development is, therefore, a formidable task and one which must not be taken lightly for . . .

“A manager does not run a soulless machine, but rather a body which consists of and acts through human beings to attain specific goals, economic as well as social. The manager of today is a generalist, rather than a specialist. The role of top manager today is more than ever before akin to that of a mediator, that is settling conflicts and motivating people in the broadest sense of the word.”²

¹B. A. Keys, et. al. *Meeting Managerial Manpower Needs*. Ottawa: Economic Council of Canada, 1971, p. 1.

²Umberto Agnelli, Managing Director FIAT, quoted in *Symposium on Management Education*. Paris: Organization for Economic Cooperation and Development, 1972, p. 60.

Mount Personality



You know when Don MacNeil is in the room. He bustles in and creates great movement, his voice booms with cheerful comment and frequent bursts of laughing, and there's every chance that he's the tallest and biggest person in the room. His presence fills the space.

Probably every student who has attended the Mount for the last twenty-five years has been aware of Mr. Donald MacNeil, who has served the Mount longer than any other employee.

When he first came, Evaristus Hall was in the process of being built; it was constructed “half way up the first floor tier,” he recalls. At that time he came as an employee of the T. C. Gorman Company and was one of the construction workers. But he was asked to remain by the Sisters of Charity to help them with the maintenance of the Mount.

He says he likes all of the people at the university and he enjoys his work, but you can tell that his heart belongs to the days in the past.

“Things were so simple then,” he says.

“I wasn't really coming to work in those days; I enjoyed myself too much! I always kept busy though because there was so much to do. Many evenings I stayed late working on a set for a play that the students were putting on.”

“I knew all of the students by name then. Discipline was also so much stricter, but everybody seemed to get along well. They were all congenial. The lay people and the growth changed that. Before, it was just like one big family.”

Don MacNeil enjoyed working with and for the Sisters. “Seeing a Sister drive was something,” he says, “moving along in that jeep with the veil flying!”

He admits to looking through the old year books and seeing how many of the students he knew by name. But, today, with over two thousand students on campus, that isn't possible.

His job has changed with the years as well. Where he once did everything from plumbing to electrical work, Don is now a maintenance consultant who functions chiefly in preventative maintenance. He constantly tours the campus checking areas where trouble might occur, trying to spot weak areas before there's any damage.

Don's a native Nova Scotian who was born in Malignant Cove in Antigonish County. He came to Halifax just three or four years before he came to the Mount. He and his wife have three children but no grandchildren so far.

In talking about his years at the Mount, Don says he can still clearly remember coming here in the bus that first day. Here's hoping that the rest of his stay here will be as memorable!

M.G.R.

A University Community Issue

In this issue of *Insight* we introduce our readers to more aspects of our university community. We examine the life of a resident student, Paula, and a commuting student, Collen, and take a look at the differences in their lives and attitudes. For the first time we investigate the kinds of problems that cause our students to seek counselling and we interview the Mount's new full-time counsellor, Mrs. Jean Stirling.

Dr. Laurence Walker of the education department discusses "Freshmen Writing Skills and the Demise of Grammar", a topic that is frequently discussed today by the media and academics. Reflecting the Catholic history of Mount Saint Vincent, Dr. Joyce Kennedy has a solution to the problem caused by the declining number of priests in the Catholic Church, and she has the arguments to support her solution.

Librarian Lucian Bianchini pays tribute to all of the university's friends who have helped build our library's collection. Sister Elizabeth Weber of the business management program writes about current issues in her field. Spilt Ink is in French

this time and is written by Dr. Pierre Gerin who was our Mount Personality several issues ago. The highlighted personality in this issue is a member of the university's physical plant staff, Mr. Donald MacNeil. And we've included an alumnae picture, an article on student issues by Donna Carter, the art gallery schedule, and — to tie together this issue — pictures from the University Community Show. That's the annual event where all members of the university community can display their art, craft, hobby, baking, dramatic or musical talent.

We think this issue also illustrates our community since it's made up of stories about our students, staff, counsellor; of stories by our librarian, faculty, and a student; and tied together with pictures of the entire community at a celebration of itself.

Margaret G. Root

Editor

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