

# Insight

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# At the Gallery

## October-February Schedule of Exhibits

### October 31 - December 7

**Veneer\*** - an exhibit of traditional and  
contemporary costumes and masks (\*A  
thin covering of something fine) organized  
by Gloria Barrett, funded by Canada  
Council (Upstairs & Downstairs)

### November 28 - December 28

### Jane Austen Photographs:

To mark the bicentennial of her birth in  
1775 the British High Commission is  
circulating photographs of Jane Austen and  
her family, the period in which she lived,  
places connected with her life, points of  
particular interest in her work, manuscripts  
and title pages of first editions.

(Studio Workshop)

### December 13 - January 4

### "War in the Air":

### A Sense Of Meaning:

Getting ready for the Show - an exhibit of  
the works of John Greer. A sense of  
meaning, thing signified, word-for-word,  
to that effect, that is to say, empty sound,  
mere words, balderdash, clue pot, read  
between the lines, that is to say, strictly  
speaking, in plain terms, mouthpiece,  
manifestation, come to light, go without  
saying, self-evident, downright, in broad  
daylight, snake in the grass. (Downstairs)

**Calender 1976:** an exhibit of linoleum-cut  
prints by Linda Jurcisek (Upstairs)

### January 8 - January 25

### Pacific Coast Consciousness:

A mixed media exhibit of contemporary  
west coast circulated by the Robert  
MacLaughlan Gallery (Downstairs)

**Judy Sekerak:** mixed media by a young  
Nova Scotia artist (Upstairs)

### January 29 - February 15

**University Community, Art,  
Craft and Hobby and Talent Show**  
(Downstairs)

### Duguay Woodcuts

Works from the 1930's by a Quebec artist  
depicting rural life in his province.  
Circulated by the National Gallery  
(Upstairs)



*June Buchanan (left) of Middle  
Musquodoboit accepted an Artist in Nova  
Scotia kit for Halifax County from Sister  
Albertus during a workshop on Thursday,  
September 25. The workshop was held to  
acquaint school representatives with the  
kits which are being placed in resource  
centers throughout the province.  
The kits were prepared by the Mount's art  
gallery through a grant from the National  
Museums of Canada. Each complete kit  
documents the growth of art in the province  
from 1605 to the present. Every kit  
contains 2 sets of slides, taped and printed  
commentaries, five original works of art,  
and materials and instructions for silk  
screening. Besides giving a chronological  
history of art, the slides and commentaries  
deal with the different media and  
techniques used by artists.*

Wamboldt-Waterfield



# A Day in the Life of The President

The chief executive officer of any institution must be familiar with every program and activity in that organization; this is no less true for the president of a small university than it is for the chief officer of a multi-national corporation. This fact became very evident through accompanying Sister Mary Albertus, president of Mount Saint Vincent University, as she took care of the business of the university on Friday, September 26.

Sister Albertus' day began at nine o'clock in the morning although it followed a late evening meeting the night before. The preceding evening marked the university's first formal orientation for its board of governors. It was a long session, beginning with a buffet dinner where administrators and board members could mingle and meet one another and progressing to formal presentations during which the administrators described the functions of their offices to members of the board. The regular business meeting of the board followed these two activities.

Some finishing touches were required in planning orientation tours of the campus for the board members, and Sister Albertus began her day on Friday morning by discussing these with the director of public relations. The tours were arranged to be conducted at times when the board members could see the university in action. Since board decisions involve so many facets of the university's activities, Sister Albertus wanted to ensure that the tours would include areas of future and recent discussion, and also that each board member would see the same areas of campus activity.

Fifteen minutes later, Stephanie Napke, who received her Bachelor of Science degree from the Mount at the last

convocation and who has since returned to earn a Bachelor of Business Administration, presented Sister Albertus with a copy of *The Phoenix*, the 1975 year-book, on behalf of the class of '75. It was a brief ceremony and is a traditional presentation, but this year it was of particular significance because the class dedicated their yearbook to Sister Albertus who was officially installed as president during their senior year.

Then it was necessary to review the day's schedule and to discuss correspondence and appointments with her two secretaries, Mrs. Phyllis Jeffrey and Mrs. Dorothy West, before Sister Albertus attended the university's finance committee meeting.

The finance committee of the university is made up of the president, the comptroller, the academic dean, and the executive assistant to the president. This committee is responsible for administering the university's budget and for making decisions regarding expenditures not covered in the current operating budget of an office or department.

On Friday morning, September 26 the meeting of the committee lasted from 9:30 until 11:45. The issues discussed included hourly pay rates of employees, a request for an increase in the university's mileage rate, funds for an employee appreciation program, university employee hiring practices, salaries of recently-appointed part-time faculty, charges for outside groups using university facilities, and the increasing shortage of space in the university. Each area discussed required a knowledge of the history and functioning status of the various departments and offices.

As the meeting finished, the president



*Discussing her schedule with secretaries Mrs. Phyllis Jeffrey (seated) and Mrs. Dorothy West.*



*With Stephanie Napke*



*The Finance Committee: (left to right) Academic Dean Dr. Walter Shelton, Comptroller Mrs. Maureen Lyle, Sister Albertus, Executive Assistant Michael Merrigan*



and academic dean took a few minutes to discuss some academic concerns.

Sister Albertus' usual practice is to lunch in a small dining room open to the university's faculty and administration, and this day was not an exception. Eating in this room provides the president with an opportunity for impromptu meetings with members of the university community and for greeting visiting faculty or guests. This Friday Sister had the pleasure of greeting Mr. Michael Campbell, a former co-worker of hers from Saint Patrick's High School, who was a guest lecturer for the Mount's education students.

After lunch a meeting was scheduled with the alumnae officer and the director of public relations to discuss the university alumnae's first annual fund drive. Last year the alumnae presented the university with the proceeds of a three-year fund drive, the first time in its history that the university turned to alumnae for financial support. Now the alumnae office is beginning an annual drive to ask graduates of the Mount to support the university as the costs of education outstrip the monetary resources ordinarily available to institutions.

During this meeting, the three university administrators affirmed the need for the fund drive and established the mailing dates and the material to be used for the drive.

Sister Albertus spent the remainder of the afternoon returning telephone calls, answering mail, and reading the ever-increasing communications that cross her desk every day.

At 5:00 p.m. she walked down the hall to the university chapel where she attends mass every day. This Friday, she was the one chosen to read the selected scripture reading. Visits to the chapel frequently

begin Sister Albertus' days as well, and she attends all of the special liturgical services held on campus.

Sister Albertus' home is Mount Saint Vincent University. She resides in a small private apartment on the third floor of Evaristus Hall, and when her working day is finished, she simply moves to another part of the building. She eats most of her meals in a small dining room with other members of the Sisters of Charity who reside on campus.

But on this day, Sister Albertus' working day again extended into evening as she was hostess to new faculty members and their spouses at a wine and cheese reception. This reception provided the opportunity to welcome officially the new faculty members and to have them meet the university's chief administrative members on an individual basis.

It would be difficult to call this a typical day for the president. There are so many activities that are a routine part of her schedule that were not a part of this day, but it does illustrate the variety of activities entailed in the position and the many resources that the person in this office must possess.

As president, Sister Albertus is vice chancellor of the university, the chairman of the administrative committee, the senate, the senate executive, and the inter-university committee; a member of the university corporation, the board of governors, the board executive, Dalhousie University's senate and the Dalhousie senate council. She also represents the university in the Atlantic Association of Universities and the Association of Universities and Colleges of Canada.

As the chief executive officer of the university, she bears the ultimate



*Greeting an old friend*



*Planning the Alumnae Fund Drive with Director of Public Relations Mrs. Margaret Root and Alumnae Officer Miss Sandra Arnold.*







responsibility for the activities, programs, policies and reputation of the institution; is the official hostess of Mount Saint Vincent; and is often the best known representative of the university to the outside community.

It's an awesome responsibility, but Sister Albertus bears it with grace and a warm sense of humor, both of which are much appreciated by her staff and the university community.

M.G.R.



*Greeting new faculty members*

Photographs by Earl Conrad

# Current Issues in Teaching Mathematics to Young Children

Rainer M. Lant, Assistant Professor of Education

All those engaged in mathematics teaching — no matter what the level — should have frequent opportunities to discuss each other's problems and hear about the ways in which these problems are being approached by special projects that have grown up in various parts of the world. A current controversy centres around what is known as the structural approach and the harm or good it does to children's proficiency in calculations. In essence the approach is not opposed to this proficiency. It merely advocates that children become acquainted with the thinking that lies behind the manipulations of the mathematical symbols. An obvious example is our ordinary way of writing numbers in base ten. If a child is unable to borrow correctly when subtracting 9 from 18 what should be done? The traditionalist might say that he should continue to practice more and more subtractions. The structurists, on the other hand, would recommend that the child be encouraged to take the code that bugs him to pieces and see how it is built up. For this he can use concrete materials such as the Dienes Blocks. Since he can not remove 9 small cubes from 8, he has to exchange the stick of 10 such cubes (this stick represents the 1 in the number 18) for 10 single cubes, exactly in the way we would exchange a dollar note for dimes in order to come up with the right change. The Blocks will in many cases lead him to discover the secret of the borrowing process for himself. Little by little he will then do more correct thinking in his head until he finally works with the number symbols alone.

Structural approaches have been developed for the classroom at a time when mathematics in the adult world of the professional is becoming more and more conscious of new structures and of the differences and similarities that exist between these and the structures that were common knowledge. In modern abstract algebra one studies properties such as commutativity and the identity. These properties belong to familiar number systems such as the integers or nationals. But they also occur — perhaps to our surprise — in many other situations. If I take off my shoes and then my jacket I will look the same as if I first take off my jacket and then my shoes. In other words, my two moves are commutative. Again, if I first take off my jacket and then put on my jacket my two moves leave my final appearance unchanged. In other words, they combine to form the identity, the move which leaves everything unchanged.

The last illustrations bring out an important point, namely that it is possible to foster mathematical thinking in children through a situation that provides meaning, activity and possibly amusement. There is no need to rush to the symbols prematurely anymore than a mother would refuse to hand her child an apple because he was unable to spell the word 'apple' correctly. Of course the symbol will ultimately have great power in the curriculum at a later stage. It is scarcely possible to handle the calculation  $2^{10} \times 2^{-25} = 2^{-15}$  with concrete materials, but this can wait until the learner has reached a certain level of maturity. What interests us here is that there is an



almost limitless variety of concrete situations which the curriculum of the early grades can exploit, and that teaching strategies which go all out for this exploitation are highly likely to accelerate this growth towards mathematical maturity. If the young child is easily and naturally involved he will, to say the least, experience little of that boredom and frustration with which mathematics is so often associated.

The young child can learn mathematical ways of thinking from the following sources:

#### 1. Objects in his immediate environment:

This tree is taller than the one next to it, this container will hold more water than the one he held in his hand before, this ladder will just go round the corner of the narrow corridor if it is carried at a certain angle to the floor, and so on.

#### 2. His own physical movements:

How is the shoe lace to be tied so that the knot does not slip and come undone? Is it faster to leave the classroom during a fire drill as a disorderly crowd or by rows? Where should he start painting a picture if accidental smudges are to be avoided?

#### 3. Specially designed concrete materials:

Measuring tapes, trundle wheels, jars, weighting scales and the like. Blocks for number bases. Attribute blocks designed to focus the mind on relationships between a limited number of properties such as colour, size, shape and thickness.

The mathematics that we inherit directly

from nature without much effort on our part is fairly limited in scope. The subject owes its progress to man's ability to create well-defined rules and then manipulate objects (or later symbols) in accordance with these rules. Most children encounter such rules in games they learn from each other or from their parents. There is a great deal of mathematics in tic-tac-toe. Is it a game in which he who starts must win if he always makes the best move? Some apparatus such as the Blocks for the number bases has the rules for its use built into it. Some again lends itself to the imposition of many possible rules invented by the teacher or possibly by the children themselves. Take the attribute blocks consisting of 3 colours (red, blue, yellow), 2 sizes (large, small), 4 shapes (triangle, circle, rectangle, square) and 2 thicknesses (thick, thin). There are  $3 \times 2 \times 2 \times 4 = 48$  pieces in all. For most purposes it would be advisable to cut this number down by removing all the thin pieces and all the rectangles. This then leaves 18 pieces to work with. If we want to lay these out in a row no natural order suggests itself. We must lay down a set of rules such as this one:

1. Triangles before circles, circles before squares.
2. Red before blue, blue before yellow.
3. Large before small.

On closer inspection this will not be sufficient to get all the children to lay the pieces out in the same order. A fourth rule is needed to give the first three rules an order of priority. We could say:

4. Rule 3 before rule 2, rule 2 before rule 1.

Once the children have succeeded with this task they can be asked to change the rules. There are many possible orders, in fact too many to be explored in their entirety. Two types of error can be made. Either the children may choose an insufficient number of rules. In that event they get what is technically known as a partial instead of a total order. Or they may choose some inconsistent rules such as 'red before yellow, yellow before blue, blue before red'. And of course both errors may occur in combination.

A concept of great importance in mathematics is the concept of an *operator*, which in certain contexts becomes the concept of a *function*. At the young children's level it is easiest to introduce this through the concept of a *machine*. The children will all be familiar with machines which give them 5 sticks of chewing gum for a dime. The dime is the input and the sticks of gum are the output. It is easy to suggest this idea of a machine by a flat disc of paper on which is written what the machine will do. Let us take two examples.

1.



This machine will give 3 objects of the same kind for every 1 that is put in. In other words, it multiplies by 3. If a child comes up with 4 little cubes it will turn them into 12 such cubes.

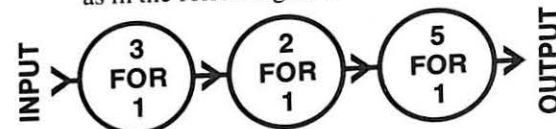
2.



This machine changes all blue things into red things of the same kind. Returning to the

attribute blocks it will, for instance, turn red triangles into blue triangles, and red squares into blue squares. What happens if a yellow triangle is put in? Nothing. The machine is not intended for the yellow triangles anymore than the chewing gum machine is designed for pennies. So the children must become aware of the powers and limitations of their machine.

Such machines may be chained together as in the following sketch:



The various number properties may later be illustrated through the use of such chains and all the while the teaching can be kept more concrete than in traditional work. It is also quite easy to remove the symbols in the operators and replace them by dots or even wooden blocks taken from the kit for number bases. The first machine then becomes:



In geometry much excitement can be derived from the cutting out of shapes and studying their shadows on a day when plenty of sunlight falls into the classrooms. The shadow is another plane figure derived from the first. Usually it will be quite different in both shape and size. If it falls on cardboard it can be traced and cut out. Is



# Women in History: A Point of View

Alexander N. Fried, Ph.D., Associate Professor of History

it then possible to obtain the original figure by holding the second figure up against the sun? The answer is sometimes yes and sometimes no, depending on the way in which the first figure was transformed. If the answer is yes then we have another instance of an inverse to an operation, namely the projection of a plane figure onto another plane.

Studying the reflections of figures on mirrors can lead to some very interesting geometry and may be picked up in the high school. Reflection produces an image which is congruent to the original object, though of course a complication arises if we notice that the image of a clock has its hands running in an anticlockwise direction.

Just as there is often a tendency to cut across or ignore the demarcation lines set for activities in various areas by the periods of the time table, so mathematics can be taken into and drawn out of many areas. Art suggests the study of symmetry from the mathematical point of view. If in music one starts with just a five note scale CDEFG and experiments with mathematical permutations of these letters, how displeasing or pleasing are the resulting sequences of notes for the ear? The dreary analysis of a simple sentence into subject, verb and object may be given new life if each of the three components is matched with one property from the Attribute Blocks. Let us match *subject* with *shape*, for example. There are four kinds of shape in the kit and this means we can use four different nouns as subjects. Matching *verb* with *colour* will allow three verbs,

and matching *object* with *size* will allow two objects. In this way then it is possible to let the large blue triangle stand for the sentence 'John is cleaning the floor'. If one child then changes the size only of the triangle we could get a sentence like 'John is cleaning the car', and so on.

This cursory sketch is intended to show a fairly representative sample of what can be done. It is all mathematics, but often mathematics that does not make numbers its primary concern. A small collection of objects with a handful of rules for their manipulation often gives young children an easier grasp of the whole with which they are involved. The number systems of traditional programs all contain an infinite number of elements, and this by itself would seem to suggest that the approach to their proper understanding should be a gradual one.

It was the English poet John Milton who declared in his *Brief History of Muscovia*: "When there is love between two, the man, among other trifling gifts, sends to the woman a whip, to signify, if she offends, what she must expect, and it is a rule among them, that if the wife be not beaten once a week, she thinks herself not beloved, and it is the worse; yet they are very obedient and stir not forth, but at some seasons."

This observation of John Milton's might be valid in describing the position of women in Russian history, but it is not wholly to be excluded when taken as a parallel to the role and function of women in western civilization.

When attempting to write about the historical position of women, it is difficult to apply all of the standard methods of historical analysis. Neither periodization nor syncretization is sufficient because the influences and factors characterizing the development of women as a force in society are manifold. They are closely interwoven and cannot be subject to strict and precise ramifications. In the historiography there are those who present the female as a person unjustly neglected by historians, and there are those who defend the theory that women throughout history were an oppressed part of society on the basis of their assumed biological, social and cultural inferiority. These assumptions are being constantly exposed to many attacks which often are lacking in conviction due to their one-sidedness, narrowness of historical perception, and lack of objectivity. However, they should not be rendered totally invalid as they represent a part of violent reaction against the half truths and discriminatory myths

of the past.

The nineteenth and early twentieth century suffragette movement was outmoded *a priori* since it was built on the foundations of traditional politics and put the female reality on a superficial platform. For comparison it may be important to note a different development of female in the same period in Russia where, in spite of the still dominant position of the "whip", women contributed beyond any doubt to an intense radicalization of the Russian scene and, therefore, came to prominence. Wladimir Weidle is one of few who grasped admirably the basic difference of approach taken by suffragettes in England and women in Russia: "Woman in the course of the last century won her important position in Russian life not by fighting for it, as she did in the Anglo-Saxon countries, but as a result of man's coming to see her, more than elsewhere, as a human person, equal in value to himself, rather than as a mere instrument of pleasure or object of utility".

This is an important statement both for the psychological dimension it opens to the student of the problem and for the future development of the female in society. The image of woman as a passive creature, subject to the laws of a male society, has been strengthened throughout the ages. Professor Fireman puts it this way: "Since 'mankind' first stepped out of the caves and took up tools to farm the land, built towns and established institutions of social and political life, this has been a man's world. Woman's place has been secondary. Woman has been the Other . . . ." This is so self-evident that it became superfluous to ask about the role of man in this structure. Thereof the male-orientated



culture! The internalized structure!

It can be said that the dominance of man or, even better, masculinity has been evident for so long that it is now almost an anthropological or biological truth.

If we trace the origins of this acceptance as historians and penetrate the deeper prehistoric levels, we find the point of departure which has not been changed drastically to this day. The dominance of man was established long before we acquired historical consciousness, before we started to write history. By looking back to the origin we will be able to examine the reasons of the dominant role of man in all spheres of our life. By looking at the prehistory of man, we look at the psychological foundations of our culture and at the foundations of being for each and every one of us. The history of women is the history of us all.

Robert Musil, the famous Austrian author said in his book *Denkmal am Weg* (Monument on the Road): "Everything that exists for a long time loses its power of expression; everything that forms the four walls of our life, that is to say the scenery of our consciousness, loses the capability to play a role in the same consciousness. . . ." The four walls of Musil are what surround us; we take everything for granted that no longer requires thought. The woman within these four walls symbolized security. She was the maintainer and keeper of the "shelter" and it is not, therefore, surprising that since time immemorial the Earth has been referred to as "Mother Earth".

Within the same walls, however, there came to exist another more powerful force which was greater in its importance than the Mother. This was a masculine force!

Father, Creator. He was the one who provided Earth with rain, who made "her" fertile and productive. In the religious context "He" becomes God the Father. The God/Father always has the dominant position in relation to the Earth/Mother. He is always on top of her, — always above her. Translated into everyday reality, the male is still considered to be the instrumental part in reproduction although the latest scientific developments will tend to reduce the importance of this role. Similarly, we can see the concept of dominance functioning in the processes of industry. In the field of industry the predominance of man as a producer remained virtually unchallenged for a long time. Thus, it is on the level of reproduction and production that the male supremacy is currently under the greatest pressure. More and more reproduction is being controlled by the wide usage of contraceptives and the reforms that have resulted from the actions of various enlightened pressure groups. In the world of industrial production the male dominance is being infiltrated by women who are taking advantage of the widening educational possibilities and who are opening up industrial and other fields which have been a domain of men for so long. Owing to this historically recent development, society has come to realize the necessity for a new evaluation of women's role in the Western world.

Today we live in a far-encompassing cultural and spiritual crisis which doesn't spare any aspect of life and which forces us to consider thoroughly our destiny and future — our *raison d'être*. How can we remain unaffected by the global problems of over-population, intermittent wars, the

constant waste of dwindling resources and the spiritual and physical pollution of our planet? It would be too great a generalization to hold the male dominance as solely responsible for this tragic reality. However, a question should be asked: Is it not a suitable time to bring forward on the platform the long under-rated intelligence of women, their capacity to understand problems in a wider moral and ethical context? Is it not natural to harness this capacity together with the efforts of male-society into a harmonious partnership?

The masculine world of today is doomed to failure, equal to that of ancient Sparta, because the principle on which it has been based has proved useless and often harmful to the human well-being. The principle of aggressivity and aggression, of constant fighting between the seemingly good and seemingly bad, and the resulting crisis of our civilization — the de-humanization, devaluation of our lives — have to be replaced by the magnanimous and real equality between the sexes, by a partnership in which the ancient discriminatory concepts of duality/reason and emotion would be eliminated from present day reality for the benefit of mankind and for the benefit of universal harmony. In achieving this women have to realize the necessity of shifting the emphasis from the masculine concept of aggression and fight to more subtle means of undermining the age-long status quo. The masculine platform can withstand the pressure of "conventional means" to which it has grown accustomed, but in due time it would yield to a new tactical device based on the serene moral and ethical understanding of a new woman.



# "Tapestries From Poland"



*Nova Scotia's Minister of Tourism, the Honorable Glen Bagnell; Madame Krystyna Kondratiuk, director of the Museum of the History of Textile in Lodz, Poland; and Dr. Jean Sutherland Boggs, director of the National Gallery of Canada, await the opening ceremony for "Tapestries From Poland."*

The Art Gallery, Mount Saint Vincent University was pleased to host the national premier of the exhibition "Tapestries From Poland" on October 2. The exhibition, which was organized by and on loan from the Museum of the History of Textile in Lodz, Poland, was opened by Dr. Jean Sutherland Boggs, director of the National Gallery of Canada.

Other distinguished guests on hand to celebrate the opening were Madame Krystyna Kondratiuk, director of the Museum of the History of Textile in Poland, Mr. Marian Kruczkowski, minister plenipotentiary and consul general for the

Polish People's Republic, Mr. Waldermar Rokoszewski, second secretary of the Embassy of the Polish People's Republic in Ottawa, and the Honourable Glen Bagnell, minister of tourism for the Province of Nova Scotia.

The opening was hosted by Mr. Gordon Mader, chairman of Mount Saint Vincent University's Board of Governors.

After leaving the Mount, the exhibit will travel to galleries in Winnipeg, Vancouver, Fredericton, Windsor, Saskatoon and Quebec before returning to Poland.

M.G.R.



*More than two hundred people were on hand to celebrate and enjoy the opening of "Tapestries From Poland".*



*Assistant Dean Dr. Wayne Ingalls (left) discusses the exhibition with Mr. Marian Kruczkowski, minister plenipotentiary and consul general of the Polish People's Republic in Montreal.*



*Board Chairman Gordon Mader and Mrs. Mader examine a tapestry.*



*Mount Saint Vincent Associate Professor of History Dr. Janina Konczacki translates the comments of Madame Kondratiuk for an eager audience.*





*Mrs. Gordon Mader looks toward the top of one of the tapestries in a photograph that illustrates the size of the hangings.*



*Mr. Waldermar Rokoszewski, (left) second secretary of the Embassy of the Polish People's Republic in Ottawa, shares a pleasant moment with Mr. Richard Graburn of the National Museum of Canada.*



*Miss Margaret Meagher and Mr. Gordon Mader carry on a discussion as they are framed by one of the tapestries.*



*The vice-chairman of the Mount's board of governors, Mrs. Ruth Goldbloom, presents a gift to Dr. Boggs on behalf of Sister Mary Albertus.*



## Remember When?



## Where Do We Go From Here: Issues Arising from the Student Survey

Robert Fetterly, Lecturer of Sociology

During the past academic year a great deal of effort was put into re-evaluating the role and structure of Mount Saint Vincent University. Two particular projects gained much attention in the university community. The first of these was a report prepared by a team of outside consultants, designed to provide the university's board of governors with information that would help them review the philosophy and objectives of the Mount in light of changing circumstances and community needs. This report has not yet been released to the university community. The second project was the establishment of a board-appointed committee to reconsider the aims and objectives of the university, and this committee has prepared an up-dated document which states the present philosophy and objectives of the institution.

As part of the assessment of Mount Saint Vincent, the entire student body was asked to give its opinions of the university. A committee consisting of members of the administration, faculty and one of the outside consultants designed a questionnaire to assess student opinions of the university. Nine hundred and fifty-five questionnaires were completed, and although the opinions expressed cannot be assumed to be totally representative of those held by the entire student body, they do provide a reasonable basis for assessing student opinions. Questionnaires were circulated in most classes and students who did not receive one in class were given the

opportunity to complete one in their own time.

Historically, the Mount has always had three main traditions that contributed to its uniqueness. These three being that it was small, that it was predominantly (at one point exclusively) female, and that it was rooted in a Catholic tradition. Many of the attitude questions given to the students dealt with how they viewed these three traditions of the Mount.

The results clearly indicate that the small size of the university is very much preferred by the students. More than any other factor the students seemed to favour the size of the university. Over 90% of the students surveyed felt that the Mount was the *right* size. The small size of the classes and the opportunities this provides for contact with the faculty appears to be one of the most positive features of Mount Saint Vincent.

This raises serious questions about the future of Mount Saint Vincent, however. We are in a period where the government is cutting back educational expenditures and where university grants increasingly are being tied to the size of enrolments. Will the Mount be forced to expand beyond its appropriate size? What is its appropriate size? The latter is a question with which the university is constantly trying to deal, but as yet we have no answer. The results of the student survey leave no doubt that the small size is important to students, but can we maintain the smallness of the Mount with the current pressures to expand?



Enrolments for 1975-76 are considerably higher than ever before, and if this continues unchecked, the Mount may lose the one quality that has the most appeal for students.

Traditionally, Mount Saint Vincent also has been a female-oriented institution, but the results of the student survey seem to indicate that this is not an important factor in attracting students to the university. Of the student respondents, 12.8% agreed that they would recommend the Mount because its students are predominantly female, while 24.8% agreed that they would recommend it as developing women better as persons because it is predominantly female. This compares with 82.0% who agreed they would recommend it because it is small. Another question they were asked to agree or disagree with was the statement "By attending the Mount I will develop better as a person than I would at a coeducation school of the same size"; 18.8% agreed with the statement, as contrasted with 59.6% who disagreed (the remainder being neutral).

The results indicate that the predominantly female orientation of the university is not a major reason for attending the Mount. In fact almost 15% of the students listed the fact that it is predominantly female as the thing they liked least about the university. This, too, raises serious issues about the future direction of the university. The committee on the philosophy and objectives of the Mount builds its case for the necessity of a female-oriented institution in its final paper, but possibly this case should be reassessed, taking into consideration the opinions expressed by the students. Obviously it is a positive feature to some students, but they seem to be in a minority. Where should the university go from here? Should we attempt to maintain the female tradition, or is this something which should be de-emphasized in the future?

The third unique aspect of the Mount is its ties to the Catholic tradition. The time has long passed when the Mount was exclusively Catholic, and indeed, roughly half of the present student body is non-Catholic. Several questions in the survey were intended to assess how the students felt about the Catholic tradition of the Mount. The results indicate that the religious factor was not important in attracting students; while 6.2% agreed that the religious affiliation was one of the reasons they came here, 80.0% disagreed. The results were almost identical when the students were asked whether the religious presence was a reason for staying here (5.3% versus 79.9%). Only 6.7% agreed that they would recommend the Mount because it was Catholic, while 71.2% disagreed. This is not to say that they object to the religious affiliations, but rather that it isn't an attraction to the large majority. Should the Mount be striving to maintain its religious affiliations, or should it become increasingly more secular? Unfortunately the survey does not yield any direct results as to how the students feel on this issue. The evidence we have is only indirect and must be treated as such. The large majority of the students are not here because of the religious tradition of the Mount. This is something that the administration of the university has increasingly acknowledged in recent years, and it is a factor which must continue to be recognized in the future.

The overall sentiment of the student body appears to be reasonably favourable toward the university. However, when we examine in more detail the factors that the students like most about the Mount, one thing is most obvious: it is the relatively small size and personal nature of the university that the students see as the most positive aspect.

The survey also contained complaints about the Mount, and it is easy to overlook

these (but possibly disastrous, if we do so). Probably the most frequent complaints concerned the lack of social activities on campus and the restrictions on residence life. Has the Mount progressed too slowly in relaxing restrictions on residence life? The university has traditionally been a conservative one, but have we been too restrictive in our attitudes towards the students? As a result of the comments expressed on the questionnaires, curfews have been lifted from the freshmen resident students, and in all probability, after the residence society has been formed for this academic year some experimentation with open hours will be tried in Assisi Hall. Hopefully the long overdue student centre will be constructed on campus and will cure some of the problems, but certainly not all.

Conservatism among the attitudes of faculty members was also a common complaint. The size of the Mount, which is one of its positive features, is another cause of some problems. Two common complaints of the students were the limited course offerings and the library resources. Given the inevitable budgetary restrictions these are difficult problems to remedy, but they are important issues to consider. Faculty and administration (as well as students) should give serious consideration to these complaints, which are valid even if they are difficult to solve.

## Survey Results

Listed below are the results of the questions on attitudes contained in the student survey conducted throughout the university. A total of 955 completed questionnaires were tabulated for the following results.

1. All in all the Mount provides the kind of academic courses I need.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
%	13.8	59.6	7.8	15.2	3.6

I have endeavoured to present only the highlights of the student attitudes as expressed in the survey. Unfortunately for the university it is all too easy to forget how the students feel when assessing the present situation of the Mount and planning for the future. Partly the fault lies with the students. Nobody would ever accuse Mount students of being too vocal in expressing their concerns. The university needs more of their input. However, here is a situation where the students have been given the opportunity to express their opinions. Possibly it's too soon to tell what the impact of the survey will be (we hope it will be significant), but so far the interest of the faculty in the results has been negligible. The statistical summary of the attitude questions was circulated last spring, and to this date, only one or two faculty members asked for any information beyond what was contained in that summary. It is my hope that this survey will provoke some reassessment of the position of the Mount. The university should exist mainly — though not exclusively — for the benefit of the students enrolled here. Faculty and administration should assess carefully what they have to say. Last spring we asked what they thought; now we should seriously consider the implications of their responses.



2. By attending the Mount I will develop better as a person than I would at a coeducation school of the same size.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 5.1            | 13.7  | 21.5    | 26.9     | 32.7              |
3. Personal development is important to me.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 69.4           | 27.4  | 2.2     | .3       | .6                |
4. I came to the Mount because I believed that I would be in small classes.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 21.5           | 27.5  | 23.3    | 16.7     | 10.9              |
5. Academic counselling at the Mount is better than at larger universities.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 14.8           | 28.9  | 35.6    | 13.1     | 7.6               |
6. Personal counselling at the Mount is better than at larger universities.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 15.7           | 33.1  | 32.9    | 11.2     | 7.1               |
7. The Mount offers a strong academic program in my area of interest.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 20.2           | 40.8  | 14.4    | 15.4     | 9.2               |
8. The religious affiliation of the Mount was one of the reasons I came here.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 2.4            | 3.8   | 13.8    | 22.4     | 57.6              |
9. The religious presence at the Mount is a reason for staying here.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 2.2            | 3.1   | 14.8    | 23.3     | 56.6              |
10. I will do better academically at the Mount than at a university of the same size.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 4.7            | 17.0  | 26.2    | 25.0     | 27.1              |
11. I would recommend the Mount rather than a large university like Dal to other people if the course they wanted was available.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 25.3           | 36.6  | 18.3    | 10.6     | 9.1               |

12. One of the things I like about the Mount is that I have an opportunity to know members of the faculty as persons.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 22.6           | 41.5  | 17.2    | 12.5     | 6.1               |
13. One of the things I like about the Mount is that I have an opportunity to know members of the administration as persons.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 7.4            | 21.0  | 29.5    | 25.0     | 17.1              |
14. A degree from the Mount is comparable to a degree from any other university.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 27.7           | 49.0  | 12.3    | 8.0      | 3.0               |
15. The main reason I am attending the Mount is to help me get a better job.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 15.3           | 32.3  | 25.2    | 14.9     | 12.3              |
16. All in all, I would recommend the Mount because:
- |                                           |      |      |      |      |      |
|-------------------------------------------|------|------|------|------|------|
|                                           | S.A. | A.   | N.   | D.   | S.D. |
| it is small                               | 36.7 | 45.3 | 9.1  | 4.2  | 4.7  |
| it is Catholic                            | 2.3  | 4.4  | 22.1 | 16.9 | 54.3 |
| its students are predominantly female     | 5.9  | 6.9  | 25.0 | 18.0 | 44.2 |
| it has a liberal program                  | 7.0  | 37.7 | 30.2 | 14.5 | 10.6 |
| it develops women                         |      |      |      |      |      |
| better because it is predominantly female | 5.7  | 19.1 | 20.4 | 22.2 | 32.7 |
17. All in all, the students at the Mount are as good academically as students at other universities.
- |   |                |       |         |          |                   |
|---|----------------|-------|---------|----------|-------------------|
|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
| % | 39.3           | 48.2  | 8.8     | 2.8      | 1.0               |
18. What is the one thing you like best about the Mount?
- |                        |       |
|------------------------|-------|
| Size of the university | 28.7% |
| Contact with faculty   | 15.0  |
| Contact with students  | 6.5   |
| Campus                 | 8.8   |
| Courses offered        | 13.4  |
| Small Classes          | 14.0  |
| Academic reputation    | 2.9   |
| Other                  | 10.6  |



19. What is the one thing you like least about the Mount?

Location of Campus	9.0%
Predominantly female	14.9
Library resources	3.7
Faculty attitudes	7.3
Residence life	11.8
Social life	18.2
Course offerings	10.1
Dining hall factors	3.3
Other	21.5

20. All things considered, the Mount is

too small	9.3%
the right size	90.5
too large	.2

## The Old Methods Really Worked . . .

The time-honored methods of practice and repetition that most people know as "drilling" are gaining new credibility through research being conducted by Dr. Ronald Van Houten, associate professor of psychology at Mount Saint Vincent University.

With the assistance of a Canada Council grant and the cooperation of the Halifax and Dartmouth education systems, Dr. Van Houten is trying to develop a method that will motivate and accelerate children's basic learning skills.

Using three basic techniques, Dr. Van Houten and cooperating teachers have already accelerated the learning performance of children in disadvantaged areas of the cities. In one Dartmouth school, a slow-learning class improved its reading level 1.59 grades in accuracy and 2.56 grades in comprehension in a half year period.

The three techniques used give children information about how well they are doing in their work, and the students then compete with their own past performance and measure their own improvement.

The first method of motivating children to improve their performance is to time children with a stopwatch and measure the time it takes them to accomplish a given assignment. Then, repeated testing with a stopwatch measures their progress until they reach a desired level of competency. For example, children in primary grades read the same section of a book over and over until they read it without error and with an acceptable speed.

Questioned about the children's reactions to repetition of the same task, Dr. Van Houten explains that the children become so caught up in the excitement of self-improvement that there is no problem

in motivating them to repeat an assignment until it is mastered. And, he hastens to add, there is steady and measurable improvement as the child moves from section to section. It takes less time to reach the level of competency as a child progresses through a book or a set of mathematics problems of increasing complexity.

The second method of motivating the children is that of publicly posting the progress of the class as a whole. Dr. Van Houten's research has found that when the class acts as a team, there is an absence of the negative aggression that can crop up when children are members of competing teams. Indeed, what has occurred in the classes has been a very positive encouragement on the part of students for the efforts and performance of their classmates.

So the third technique of motivation has been that of peer encouragement which is supported by a number of activities. As the students have encouraged one another in their performance, the achievement of each individual student, as well as the performance of the class, has improved.

Dr. Van Houten has concentrated in measuring the skills of reading, spelling, mathematics and both manual and creative writing. His special emphasis has been on reading and mathematics. In all of these skills, Dr. Van Houten has found that rate is one of the most important measurements of progress in performance. How quickly a child performs a skill correlates with how well he does it, or his level of competency. In creative writing, the research has shown that the quality of the stories the children write improves as their manual writing skills keep pace with their thought processes.



However, with the answers that are found through this research, Dr. Van Houten feels that even more questions are being raised. Among them are: What determines competence in learning? How do you judge when a child is proficient or competent in a skill and ready to move on?

Working with a member of the Mount's education department, Dr. Van Houten is now trying to determine how fast a child should read before advancing to the next level and what level of fluency should be attained at each reading level.

The public school teachers with whom Dr. Van Houten has been working have been highly receptive to the research project and its conclusions. Like Dr. Van Houten they are now convinced that drill and practice will help children become more competent, not only in the basic learning skills which make up only a portion of a balanced day's program, but also in other creative activities. The peer encouragement, the improved self-concept, and the idea of self-competition are expected to give these children the self-confidence to explore creative adventures as well as academic subjects. The techniques that motivate the children in one aspect of their school careers could well be used in the other facets of educating children.

M.G.R.

# Canadian Studies at MSVU

Wayne Ingalls, Ph.D., Assistant Academic Dean

"Canadians have always been preoccupied with themselves, with the image they have of themselves and the image they present to the world, but the preoccupation has traditionally been a somewhat neurotic and futile quest for a 'spirit' or mythology that would define and authenticate them . . . It has indeed been by their lack of ghosts that Canadians have been haunted . . . In the past few years, however, a number of events and circumstances — the centennial of Confederation and Expo in 1967, the growing concern of Canadians about the Americanization of their economy and culture, the newly-raised awareness of the north in face of the threats posed to its ecology and native peoples by those who would divert rivers and drill for oil — have so acted upon the Canadian consciousness that there appears to be a more pragmatic, less mystical sense of national identity without, in most cases, more than an intuitive or emotional understanding of what it is that supports and defines this identity . . ."

So wrote Dr. Paul McIsaac in the MSVU brief to the Commission on Canadian Studies submitted in 1973. At the same time the Committee for Academic Affairs under the leadership of Sister Margaret Molloy put together a Canadian Studies program.

That program has now been restructured in the light of our subsequent experience and research into other programs, and the new program is being introduced at the beginning of this academic year.

The program is highly structured and consists of three components, a major, a minor and French. The major consists of courses in Canadian society, literature,

history with a senior interdisciplinary seminar intended to pull the different subject elements together. The minor may be taken in one of a variety of disciplines which have courses with Canadian content. For example, a student minoring in political studies would take courses such as Politics in Canada, Government Administration and Policy Making and the seminar in Canadian Politics. Finally the student must take at least one course in French which hopefully will provide at least a minimal acquaintance with the mother tongue of approximately one-third of this country's population.

Successful graduates of the program will have thought long and hard about Canada, its heritage and present reality. They will have a solid base on which to build work experience or further professional training in fields such as administration, journalism or teaching. So fitted, and in these capacities, they will be able to make a rich and meaningful contribution to both themselves and to Canada as informed citizens and as the moulders of its society tomorrow.



# Spilt Ink

Jean Hartley, Registrar

The other night, on CBC radio (that splendid institution), a distinguished Canadian musician advanced the theory that the purpose of music is to remind us of Paradise, from whence we came and to which we may return. He proposed this theory lightly, with grace and humour, but I hope he meant it to be taken seriously.

I'm not too confident about the existence of Paradise (except for Paradise, Annapolis County, which is delightful to visit). It seems more likely to me that "our little lives are rounded by a sleep".

But perhaps Paradise is available, and if I ever get there, although of little faith, I shall expect to find music and Paradise intertwined. In particular, I shall hope to find my musical gods in residence. Even though their earthly lives may not have rendered them prime candidates for heaven, their music should open the doors.

J. S. Bach is sure to be there, first among the musicians heavenly guild, his achievements almost too great to comprehend, but not too great to love. But how about Mozart, that strange genius? His extraordinary development was crowned with four great operas and three great symphonies, and he died at thirty-four of malnutrition and neglect. Surely, the pearly gates opened for Mozart.

Richard Wagner is a less likely candidate. He was, by almost all accounts, an exceptionally nasty man and he wrote a lot of fairly awful music. But here and there, once or twice, he achieved music which can assault the emotions as none other does. I'm not at all sure about Wagner, but perhaps he'll be let in for an hour a day. It could do nothing but improve his character.

Verdi will definitely be in Paradise, perfectly at home. He developed through his long career from competence to mastery and finally to genius. His last two operas would open the gates to Heaven wide. I do hope he found Shakespeare waiting to greet him as a friend with Berlioz, that other great musical Shakespearian fan not far away.

Berlioz, that witty, passionate, tormented man, must have earned a place in Paradise after the trials of his life — so well documented by himself for he was a master of words as well as music. For Berlioz, Paradise would surely include the opportunity to hear a perfect performance of his great masterpiece "The Trojans" which he never heard in his lifetime. In the last two decades, his music has finally been appreciated and performed as it deserves, so I hope he has heard his Cassandra.

Mahler too, was rarely happy in his life, but his extraordinary music seems to have special appeal now in these complex times. An unlikely figure to find in Paradise, but he has my nomination.

I've loved and listened to music for thirty years to date and I'm only on the fringe. I need another thirty years at least — for example, to start to comprehend the achievements of Beethoven. Loving the sound of the human voice as I do, I've started with "Fidelio" but, Beethoven, I have a long way to go.

So I'd better start believing in Paradise, and hope to find a quiet corner in the heavenly halls where I can sit and listen.

# Mount



Wendy Mulock Economics, 1970 graduate to go for (Accountant) and the Mount proud was admitted to the Accountants of Nova Scotia highest marks in the 1973 C.A. exam which resulted in the Hoben Memorial Institute of Chartered Accountants lecturer in accountancy at Mount's business school. Ms. Doyle is also a graduate of Mount's University's Master's in Business Administration degree.

During the time of her study that led to her Mount graduates and are currently holding professional degrees for women to enter the year that Ms. Doyle was, until recently, a bastion.

The Halifax firm

**Director of Public Relations  
Mount Saint Vincent University  
Halifax, Nova Scotia  
B3M 2J6**



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# Mount Personality



Robert Calnen

Wendy Mulock Doyle (B.A. in Business-Economics, 1970) was the first Mount graduate to go for her C.A., (Chartered Accountant) and she did both herself and the Mount proud in getting it. In 1973 she was admitted to the Institute of Chartered Accountants of Nova Scotia with the highest marks in the Atlantic Provinces in the 1973 C.A. examinations, a status which resulted in her winning the Harry Hoben Memorial Prize from the Canadian Institute of Chartered Accountants. Now a lecturer in accounting and finance in the Mount's business administration faculty, Ms. Doyle is also enrolled in Dalhousie University's Master in Business Administration degree program.

During the time since she entered the study that led to her C.A., three other Mount graduates have entered these studies and are currently working for the professional degree. It has become easier for women to enter the profession since the year that Ms. Doyle ventured into what was, until recently, practically an all-male bastion.

The Halifax firm of Thorne, Riddell and

Company employed Ms. Doyle in 1970 and thereafter she found herself on an equal footing with the firm's male students. Ms. Doyle liked the public practice of her profession, but she is now enjoying the change involved in teaching in the Mount's business department.

She encourages women enrolled in the Bachelor of Business Administration degree program at the Mount to consider accounting and other non-traditional jobs for women. She believes that as these students graduate they will have a more than equal background with other university graduates and will compete well on the job market. Ms. Doyle stresses that the Mount's business administration program has unique features, like its internship program, which well prepare its students for non-traditional job opportunities.

At the university, Ms. Doyle serves on the university senate and is chairman of the faculty association's fringe benefit committee. She is also on the joint faculty-administration salary committee and the university's scholarship and admissions committee.

Away from the university, Ms. Doyle is chairman of the Institute of Chartered Accountant's newsletter committee and a member of their public relations committee. She and her husband Roger, who is a member of the marketing staff at Maritime Telephone and Telegraph Company, have recently finished building and moving into a new home in Waverley. When asked about her future, Ms. Doyle stresses that she's leaving her options open — a wise situation for a young woman of ability and promise.

M.G.R.

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# Is Anyone Listening?

One of the first basic principles learned in the study of communication is that a message isn't communicated unless it has both a sender and a receiver. This issue of *Insight* marks the beginning of the fifth year of publication. We think it's time to evaluate our audience and to determine who is receiving our message. A card is attached to this issue, and if you want to continue receiving *Insight*, you'll have to return the card to the university. If you do want to continue on our mailing list, would you also take the time to indicate which features of *Insight* you enjoy and what type of subjects you would prefer to have discussed in future issues. We'll look forward to hearing from you.

In his article in this issue, Lecturer Robert Fetterly is concerned with whether or not anyone is listening to Mount students, and he describes the results of a student attitude survey conducted by the university this past year. Two pictorial stories are included in this issue; one describes the activities that fill a day in the president's schedule, and the second is a

pictorial record of the national premier opening of the "Tapestries From Poland" exhibition in the Mount's art gallery. Dr. Alexander Fried continues our theme of women's roles as he discusses "Women in History: A Point of View".

On the academic side, this issue carries a description of research being conducted by Dr. Ronald Van Houten as he tries to discover how to motivate children in basic learning skills, and in "Current Issues" Professor Rainer Lant discusses teaching mathematics to young children. Recent changes in the Mount's Canadian Studies Program are explained by Dr. Wayne Ingalls; Registrar Jean Hartley contributes "Spilt Ink" and the "Mount Personality" for this issue is Alumna-Lecturer Wendy Doyle.

And thus begins a new academic year and a new volume of *Insight*.

Margaret G. Root

Editor

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