

Insight

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Summer, 1977

Mount Saint Vincent University

Halifax, Nova Scotia

Centre insert:

President's Report 1975-76

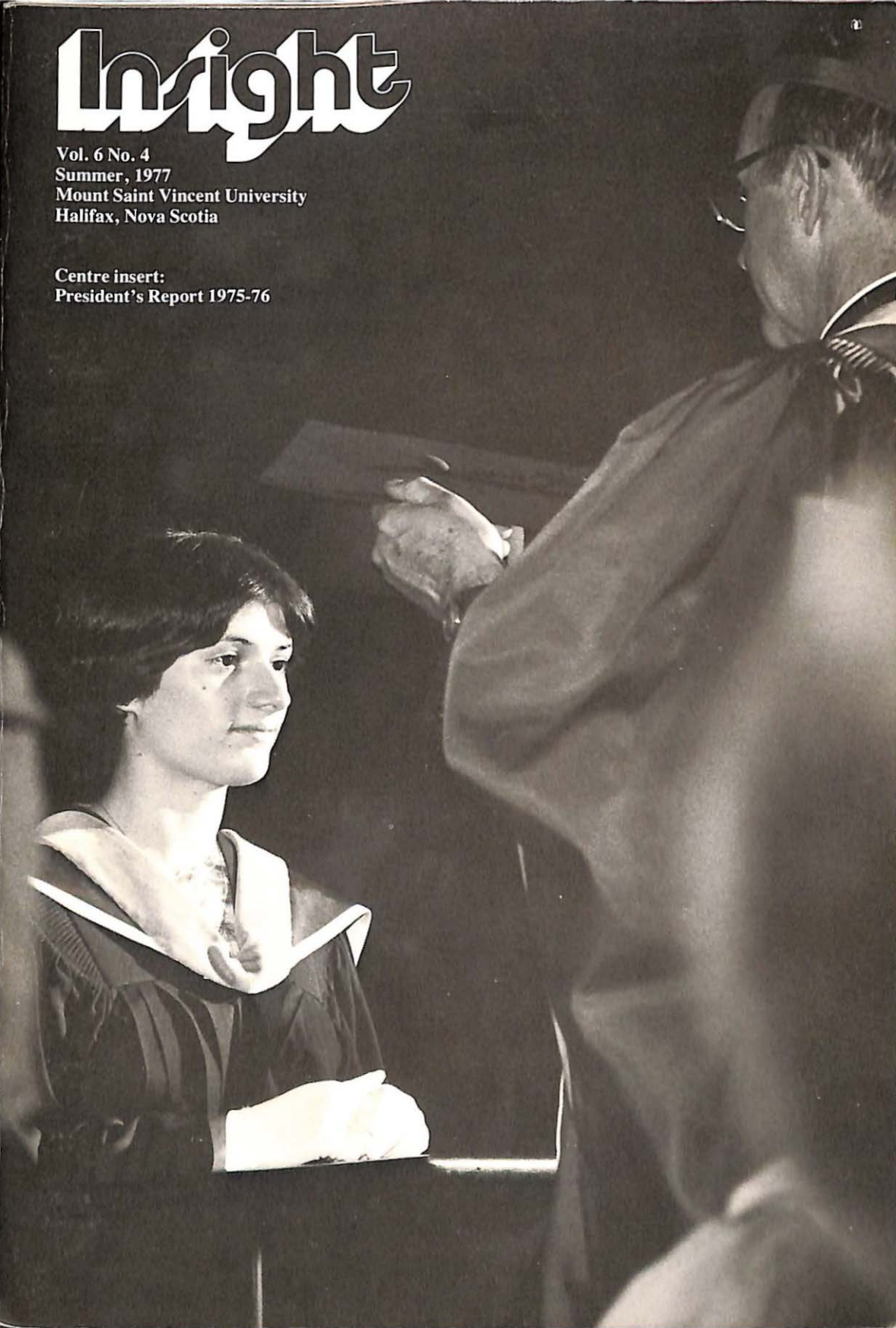


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President's Report 1975-76

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At the Gallery



Elisabeth Hasselberg-Olsen, one of the five Swedish weavers exhibiting in "Swedish Textile Art — Five Temperaments," provided by the Swedish Institute, Stockholm with the assistance of the National Museums Corporation.

Summer Schedule, 1977

June 10 - July 3

Swedish Textile Art — Five

Temperaments The work of five women weavers, courtesy of the Swedish Institute, Stockholm, Sweden (Downstairs)

Metamorphosis: Housewife a series of 12 photo-silkscreens by Sue Boone, London, Ontario (Upstairs)

July 22 - September 5

Inside Nova Scotia, Architectural

Textiles for Interiors (Downstairs)
J. F. W. DesBarres 18th century cartographer (Upstairs)

Steel Sculptures by Rex Lingwood (Outside)

CONVOCAATION . . .

Citation

by Catherine Rubinger, M.A.

Most Reverend Chancellor,

I have the honour to present Madame Thérèse Casgrain.

"Au pays du Québec, rien n'a changé, rien ne changera." Many people used to think like Maria Chapdelaine: people in authority in government, in the church, in schools, in the home. Both men and women. Many still do.

But not Madame Casgrain. She believes that things can and must change, wherever people are oppressed, wherever conditions exist that daunt the human spirit.

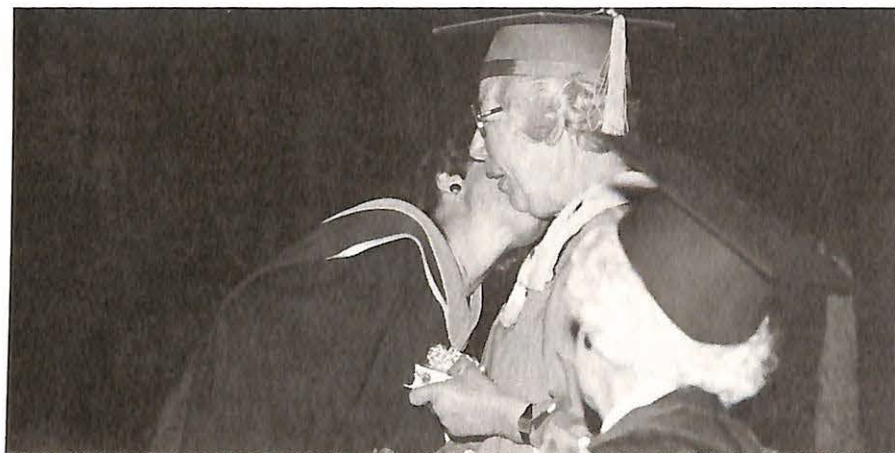
Dans son Québec natal, élevée dans un milieu de gens énergiques et doués, elle s'intéressa très jeune aux problèmes sociaux. Son mari fut membre du parlement et Speaker de la Chambre des Communes. Son père déjà était voué à une carrière de service politique et social. Elle commença sa propre carrière quand, sans négliger sa jeune famille, elle se mit à la conquête du suffrage féminin, perdu depuis 100 ans au Québec.

Campaigning for women's rights, which were almost non-existent in Quebec when she began, Madame Casgrain worked

simultaneously to transcend the barriers of misunderstanding between men and women, English Canadians and French Canadians. Human harmony in united effort seems to be the ideal for which she has ceaselessly worked, in the home, in the streets, in Quebec, in Canada, in the international sphere.

A la tête de nombreuses organisations, Madame Casgrain a beaucoup voyagé. Elle a visité l'Asie, l'Europe, l'Amérique du nord, et, naturellement, les coins les plus reculés de la province de Québec. Madame Casgrain has had her share of adventures. She once travelled 400 miles in 40 sleepless hours, partly on a snowmobile to reach a campaign meeting on time, in a remote region of Quebec. On her way to India as observer at the Asian Socialist Conference in Bombay, her plane was diverted because of an outbreak of war in the Middle East. While trying to present a petition to NATO in Paris, she and her companions were thrown into gaol. During her work for human rights and for peace she has met some of the world's most distinguished leaders. These dramatic events of leadership, mask however the

continued on page 20



Senator Casgrain, honorary degree recipient (right) looks on as Joanne McGinn (left) thanks Sister Albertus upon receipt of this year's President's Prize.

MAY 6 and 8, 1977

Address to the Graduates

by The Honorable Thérèse F. Casgrain, C.C., O.B.E.

It is always a great and much appreciated honor to receive a degree of Doctor Honoris Causa, and it is especially so, when it is given by such a fine university as Mount St. Vincent. To-day, it is my privilege, to thank the authorities of the university for bestowing this distinction upon me. Looking at you, members of the student body, I cannot help but feeling a bit jealous of your youth, and of your dynamism! Precious, happy years! And I recall the well known French proverb:

Si jeunesse savait . . .

si vieillesse pouvait!

Permettez-moi de dire, en ma qualité de Canadienne-Française, que je considère votre aimable invitation comme un geste de courtoisie et de confiance à l'égard de ma province. Ce geste me touche profondément et sera toujours présent à ma mémoire. Not being a learned professor, I can only express the thoughts that come to me mostly from living experiences.

When I first started to work towards obtaining reforms concerning woman suffrage, legal amendments affecting them, better working conditions for labour, free advanced schooling for all in Quebec, I appeared to some people as a revolutionary person; but now, I am sometimes looked upon as a conservative — small "c", while I confess to be a liberal — small "l."

We all agree, I am sure, that it is very difficult to foresee what the society of tomorrow will be. Who, in this room, would dare to predict that will happen thirty years from now?

In this university, students of different ethnic origin share happily this little world of lessons, work and play, as did so many before them. They also share dreams. May they come true!



The Honorable Thérèse F. Casgrain

To those of you who will be returning here next year, may I point out how lucky you are to be able to pursue your studies in such a fine university and in these lovely surroundings. It is not given to many young people to prepare themselves for the future, and to be made ready to offer later the sort of leadership that too often is lacking in the world to-day.

As for you, dear graduates, as a new life begins for you, you are about to meet, among the numerous problems of our times, quite a few which are very close to you. At present we know that every country is buffeted by both internal and external storms. Therefore, every one needs young people like you who will choose careers that will raise the standard of public service, promote peaceful associations, and contribute to the common good.

May I quote a wise columnist who wrote: "A nation's greatest assets are its men and women of vision, whether educators, statesmen, inventors or business people. They did not close their minds when they closed their books, upon completing their formal education. They had reached a new frontier, beyond which they could not explore, without the aid of imagination".

The better to picture the "milieu" in Canada in which you will move, and perhaps to help you understand some of the problems you may have to face, may I mention some causes of such problems. For instance, why the present unrest and confusion in Quebec?

It is important to know that from the earliest days, French settlers in this country called themselves CANADIENS, considering Canada alone as their "patrie." In 1760, after the return to France of the French administrative class at the conquest, it was natural that these Canadiens should turn, for guidance and advice, to their pastors, who, well educated, were even then endeavoring to organize the school system. Thus, until recently, education was for the most part, under the direction of the clergy. The fact is that teaching, like caring for the orphans, the sick and the old, was entirely a selfless labour of love indeed, financially so unrewarding, that those who answered the call brought with them a good dowry so as not to be burden on the institutions!

Under this leadership, the schools were practically closed to outside influences which might have changed the pattern of the society of the Province of Quebec. In these institutions, the accent was definitely on the humanities stressing non-materialistic values, a policy which, from the point of view of the economy, has had fateful consequences for most French speaking citizens of Quebec, and I believe, for Canada as well.

With a limited knowledge of business and industry, as well as limited means, not many French Canadians felt the incentive to venture into these fields, as opposed to English Canadians whose inborn ability and "know-how," in such matters, was encouraged in the days following the conquest, by extensive territorial grants and privileges. The latter, therefore, were the most active in exploiting natural resources, developing commerce, creating industries and banks, building shipping and railway empires.

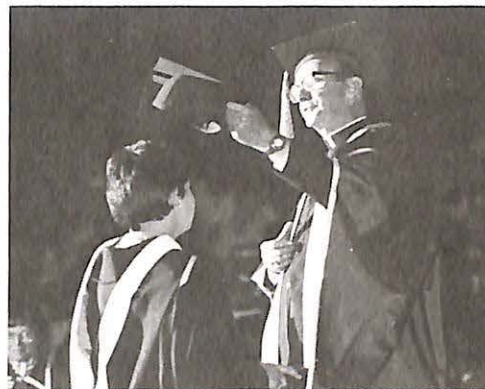
All this, partly explains the economic gap between the two language groups in Quebec, a gap of which the French were well aware and used to accept to some

extent, as an inevitable fact of life, like the weather. And so, for a long time, most French students were mostly trained to teach classical or do social work in religious orders, or to join the legal or medical professions which, once, were not as financially rewarding as they are now.

A change was imperative. It came in the decade of the sixties. The suddenness of this change in the methods of education, as well as a sort of awakening, are some of the reasons for the main cause of the inferiority of their group in the Quebec economy, tend to blame the situation on those who control this economy, and who, after all, had been filling a void, and taking advantage of opportunities existing for all.

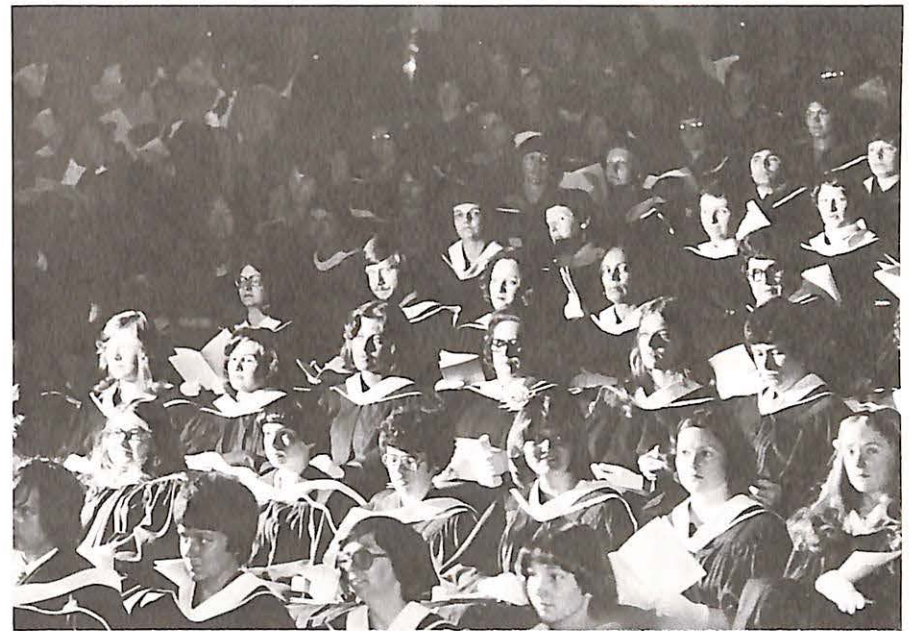
However, one must also admit that the rightful aspirations of the French-speaking citizens should not have been ignored for too long.

Sometimes, we hear it said that Canada is so large, the interests of each of its parts so different, the language problem so intricate, the economic influences of our powerful neighbour so strong and its way



Mount Chancellor, The Most Reverend James M. Hayes, D.D., Archbishop of Halifax, conferred degrees upon this year's graduates.

of life so persuasive that there can be little hope for the survival of our country. This I do not believe. For actually we can see factors destined to strengthen our unity. And this not only between language groups, but between eastern, central and western Canada. As the west is becoming wealthier, its distrust of the rest of the country should disappear. The needs of the



Two hundred and sixty-seven students received degrees at Convocation, Sunday, May 8, at which Senator Thérèse F. Casgrain received a Doctor of Humane Letters and urged the graduates to let nothing "sabotage our unity."

provinces that are poorer than others are better recognized, and efforts made by the country as a whole to help them, are bearing fruit. In Quebec, the new school programmes, with greater emphasis on science and economics, enable the younger French generation to compete on equal terms in business and industry, a fact that should put an end to resentfulness born of a complex of financial inferiority.

Yes, Canada is huge, but modern communications and transportation make distances meaningless, and all of us close neighbours. Young Canadians travelling more, within their own country, are getting better acquainted with one another. This also makes for unity. Besides, radio and TV keep us quickly informed of that happens not only in Canada, but in various parts of the world, which should improve relations, as we realize that we all have the same needs, and the same hopes. We know that lack of communication is one of the main causes of most of our difficulties.

But let us keep in mind the question which it is imperative to settle as soon as possible and forever: the recognition and the acceptance of the fact that Canada was founded by, and is composed of, *two* main

language groups which should enjoy, together with newcomers, the same rights, the same privileges throughout our country Canada.

Ours, indeed, is a wonderful country! Not only because of the extraordinary variety and beauty of its scenery and its immense natural resources, but because we enjoy here such freedom and opportunities, that an envious world looks to us, and citizens of many lands find here a haven.

Remembering always that rights go hand in hand, with duties and responsibilities, do not I beg you, take it for granted and do not let anything sabotage our unity:

L'union et la collaboration font la force . . . and see to it that our beloved land is always a peaceful place où il fait bon vivre

VIVRE . . . TO LIVE

We all live, as you know in two worlds. First, among people, things, plants, animals . . . and we are also called to live with divine realities. In other words, as believers in God, we breathe both an eternal and a temporal air. In order just to be itself, our spirit needs seek something higher than itself.



Special award winners at Convocation this year were: Pat Mielke, valedictorian; Joanne McGinn, President's Prize; Katheryn Mykety, Kappa Gamma Pi; and Cheryl Marcipont, winner of the Governor General's Medal.

And well we may always count our own blessings: in the words of the poet:

I sighed, because the day was dark
And then, I met a child who had no eyes . . .

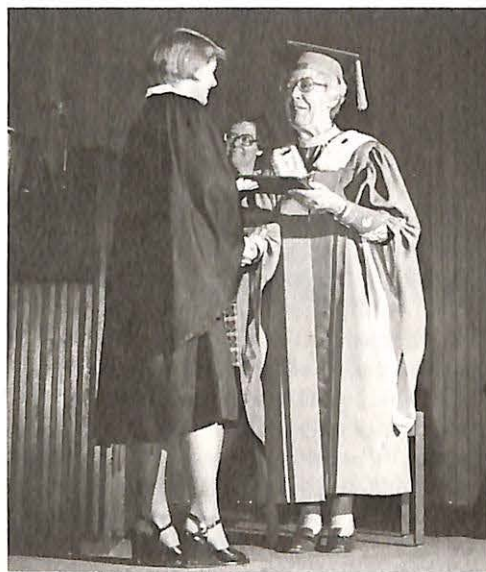
I complained because the walk was long,
Until I met a man who had no legs . . .

I prayed for wealth, beyond my need,
And then, I met a poor soul with no bread at all . . .

O God, forgive me, for the world is mine!

To the graduates of today, let me offer my most sincere congratulations and best wishes.

To those of you who will be back next September, may I quote to you what one of our great modern French writers, Antoine de St-Exupéry said one day: "L'important, c'est de faire un pas, encore un pas!"



President Sister Albertus presented diplomas and certificates to graduates of secretarial and child development programs at the Convocation ceremony, Friday, May 6.

"Dignity through Commitment"

The following remarks are excerpts from the Convocation address given by Kathryn J. Logan, co-ordinator, Nova Scotia Status of Women office, to the graduates of the secretarial and child development programs, Friday, May 6, 1977.



Kathryn J. Logan

I should like to invite you to join with me in pursuing something which I believe must be pursued by us all: it is the pursuit of dignity through commitment.

Now, what do I mean by these terms dignity and commitment?

Dignity, as defined by my Funk and Wagnalls, is a state of being worthy and highly honourable; commitment is the act of devoting oneself unreservedly to do something. In other words I am exhorting you, as responsible adults to find meaning and fulfilment in life by committing yourselves to follow-up action on those very fine ideals and theories with which you have been imbued during your educational years.

. . . As members of the small group in society which has been privileged to receive post-secondary education, you have won the first battle that is, the opportunity to choose the type of profession in which you will work. As graduates in two traditionally female occupations, secretarial science and child care, you have also inherited a number of injustices in the workforce.

You face the challenge of leadership in providing equality of opportunity through job advancement, remuneration, status and respect in recognition of your worth in the marketplace.

You who will work as secretaries for example, deserve higher professional status as workers who are indispensable to most office organizations.

You do NOT deserve the 33 1/3 per cent wage differential¹ which currently exists in Nova Scotia between men and women employed in the clerical fields. Nor do you deserve being labelled a "gopher" in the expectation that you will make coffee, run personal errands, and so on for your bosses.

. . . Thus, to you the secretarial graduates, the choice of commitment is plain and clear: upgrade your profession's status; fight for salaries based on the duties and responsibilities you actually perform and not according to a rug ranking system.

And what about those of you graduating in the field of childcare? What will your role be in all this? You must commit yourselves to a very similar course of action: to change the attitudes of those around you so that your profession is seen as, and respected for, the truly viable and valuable profession which it is.

To my mind you have one of the most important tasks in society: that of shaping and molding the attitudes and early experiences of this generation and many youthful generations to come. Depending upon which expert you quote it is generally accepted that a child's attitudes and behaviour patterns are pretty well formed by the time he or she reaches eight years of age . . . some experts say as early as age three. In any case, your skills should certainly be worth more in the job market than they currently are.

. . . To my mind the purpose of political commitment as an avenue to human dignity is best summed up in the dozen succinct words of the universal declaration of Human Rights adopted by the United Nations general-assembly in 1948.

"All human beings are born free, and equal in dignity and rights."

Canada is therefore committed to a principle which permits no distinction in rights and freedoms between men and women, on the basis of colour, creed, sex, ethnic origin, and so on.

... The question I would ask is this: will you, as responsible graduates, be content with this status quo?

You must be aware, not all political decisions are made by our elected members. Most reforms have not originated in sacrosanct quarters of the nation's boardrooms and parliament buildings. Reforms such as the right to vote, human rights, protection of the environment — all these have been imposed from outside — by marginal groups of concerned, committed citizens. Today, these themes have been taken over by government but they had their start with the grass roots.

What can you do? Become involved, be a volunteer, join a political party, your neighbourhood residents' council, a trade union, speak up at meetings, write or visit your elected members personally — one letter does have impact, despite rumours to the contrary — write letters to the newspaper. But first of all, see within yourselves the potential for such leadership. We must demystify the whole process if we are to convince one another of our responsibilities as citizens. Attitudes again — if half of our population still allows itself to be excluded from making their full contribution to society through such community politics — then any dignity which this society achieves will only realize half of its human potential.

I would be remiss to conclude any discussion of political commitment without some reference to individual rights before the law.

"Law reform is a subject far too important to be dealt with solely by the legal profession. While lawyers may aspire to uphold the ideal of serving all segments of society, it is reasonable to assume that their interests, attitudes, and values will tend to reflect their own social backgrounds, that of their professional associates, and of their paying clientele."

*Therefore, the task force believes it is necessary that lawmakers and their advisors be made aware of and be guided by the needs and concerns of people from all walks of life, men and women."*²

The need for spiritual commitment seems to me a most fitting way to end this address. I can think of no finer words to describe this than those penned in the book of Genesis:

"Listen; to the salutation of the Dawn:

For it is life,
The very life of life
In its brief course
Lie all the verities
And realities
Of our existence;
The Bliss of Growth,
The glory of action,
The splendour of beauty.

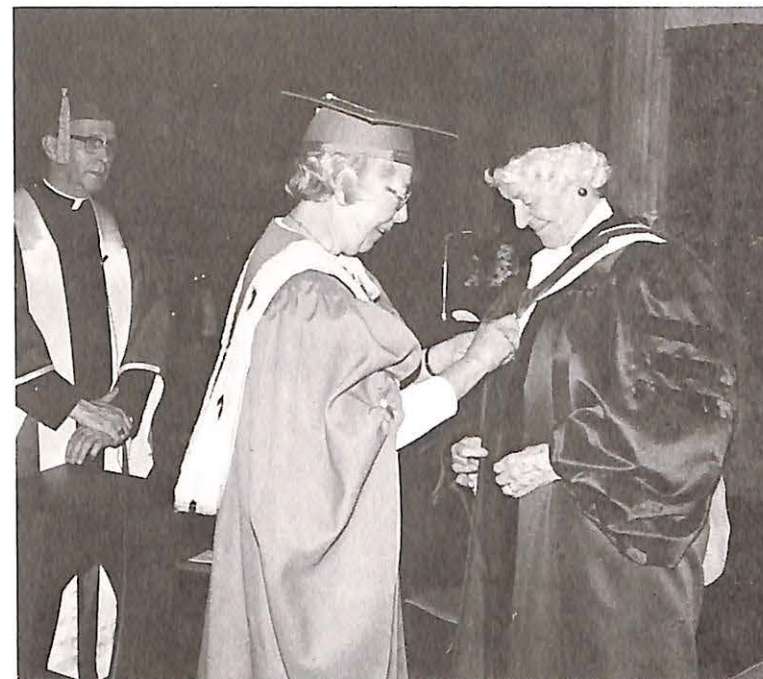
For yesterday is but a dream,
And tomorrow is only a vision;
But today well-lived
Makes every yesterday
A dream of happiness
And every tomorrow
A vision of hope.
Look well therefore to this day.

Listen to the salutation of the dawn"
Genesis Chpt. I vs 1 - 31 and Chpt. II vs - 4
(Revised Standard Version).

Today marks the new dawn of the rest of your life, not an end but the beginning of a lifelong commitment to continual growth and education in living.

References

1. "Working Women in Nova Scotia", fact sheet published by Nova Scotia Department of Labour, fall, 1976, p. 12.
2. *Herself/Elle-Meme*, Report of Nova Scotia, Task Force on the Status of Women, March, 1976, p. 58.



Archbishop Hayes looks on as Sister Albertus adjusts the doctoral hood placed upon Senator Thérèse Casgrain upon receipt of a Doctor of Humane Letters degree.



Kay Martin, (left) child development graduate, introduced Convocation speaker Kathryn Logan on Friday, May 6 and Susan O'Keefe, secretarial studies, winner of a President's Prize and valedictorian.

IN MEMORY OF PAUL McISAAC

With the passing of Dr. Paul W. McIsaac, Mount Saint Vincent University has lost more than just an excellent professor and administrator, we all have lost a friend. Faculty members and administrators with whom he worked, students he counselled and taught, will be the poorer without him.

Dr. McIsaac was a sincere and dedicated educator. He devoted his time to improving academic opportunities, in his classes and within the whole university.

During his career at the Mount he created two courses: 'Language and Comprehension' and 'Canadian Identity.' Recently he worked with two other faculty members to create an academic program for a minor in language studies. In 1975 he received tenure and became chairman of the English, modern languages, fine arts, speech and drama department.

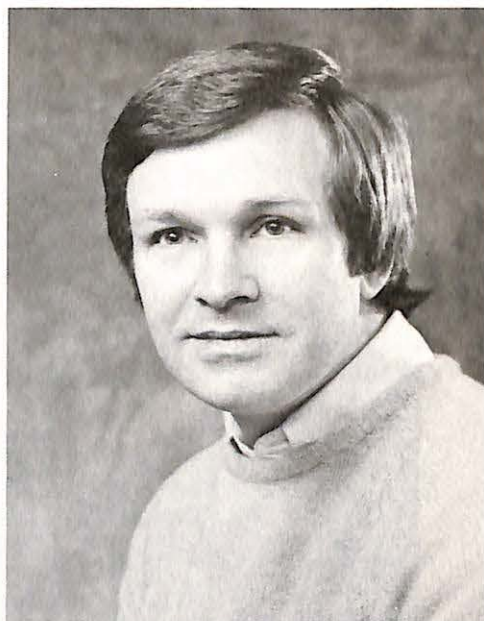
Committee work occupied much of his time. He was a member of CARPT (Committee for Appointment, Rank, Promotion and Tenure), and a member of Senate and the Inter-University Committee. Dr. McIsaac was secretary-treasurer of the Canadian Society of Eighteenth-Century Studies and vice-president of the Atlantic group. He was a member of the Association of Canadian University Teachers and of the Humanities Association of Canada.

Born in Charlottetown, Prince Edward Island, Paul McIsaac was raised in Halifax. He received his Bachelor of Arts, with honours in English, in 1963 from Dalhousie University. The following year he was awarded a Master of Arts in English, graduate honours, from the same university. The University of Alberta awarded him a doctorate in 1971.

His teaching experience began in 1964 here at the Mount, as an instructor in English. From 1968 to 1970 he taught at

the University of Alberta and then moved to the University of Lethbridge as an assistant professor until 1972. That year he returned to the Mount as an assistant professor of English.

Dr. McIsaac is survived by his parents, a brother and three nephews. Yet, in a sense, he has left behind another family, a university community to which he contributed unstintingly. Those who worked with him daily see evidence of his endeavours but his students received the richest legacy of all, the sharing of his knowledge and his love of learning. Long may we remember him.



To perpetuate the memory of Dr. McIsaac, Mount Saint Vincent has established a memorial fund which will provide financial assistance each year to students pursuing a major in English. Anyone wishing to contribute to this endowed fund may contact the Office of the President, Mount Saint Vincent University.

President's Report 1975-76



Mount Saint Vincent University

It gives me pleasure to present the president's annual report for the academic year 1975-76. I have attempted to gather from individual reports significant events and accomplishments. I would like to emphasize that there are many noteworthy accomplishments and contributions which could not be recorded here due to the limitations of space.

I feel that Mount Saint Vincent University is to be commended for the responsible manner in which it has used its limited resources and for the significant contribution it has made to post-secondary education in the province of Nova Scotia. This has been possible only because of the close cooperation which characterizes the university community. Successful accomplishment in any endeavor is made possible only by the support given by all sections of the university. I would therefore like to express my appreciation to all those who have contributed to the accomplishments of the university in this academic year: the members of the university corporation and the board of governors, who gave their time and expertise so generously; to the senate of the university; to the deans and members of the faculty; to the students and to all the members of the support and maintenance staff whose contributions, often unnoticed and too numerous to mention, are essential to the continuous well-being of the university.

Sister Mary Albertus

Board of Governors

Most Reverend James M. Hayes, D.D.,
Archbishop of Halifax, Chancellor
Mr. Gordon Mader, Chairman
Mrs. Ruth Goldbloom, Vice-Chairman
Sister Elizabeth Adams
Sister Mary Albertus
Mrs. Jane Archibald
Rev. John F. DeLouchry
Ms. Anne Derrick
Mr. Eric Duggan
Mr. J. Gerald Godsoe
Mr. John Graham
Sister Rita MacDonald
Ms. Mary Casey
Mr. Rod McCulloch
Mr. John H. Dickey
Ms. Patricia Martin
Mrs. Alleyne Murphy
Mrs. Janet Murray
Sister Katherine O'Toole
Ms. Susan Pitman
Rev. Lloyd Robertson
Dr. Walter Shelton
Mr. J. Donald Simpson
Mr. Robert Stewart
Sister Elizabeth Weber
Mrs. Jean E. MacDonald

The university owes a debt of gratitude to the following governors who completed their terms in 1976: Sister Elizabeth Adams, Ms. Anne Derrick, Mrs. Alleyne Murphy, Ms. Susan Pitman and Father Lloyd Robertson.

The corporation has appointed the following new members for 1976-1977: Sister Maria Francis Sutherland, Mrs. Margot Aucoin, Mrs. Barbara Shea, Dr. Susan Clark, Ms. Jacqueline Banyard and Ms. Joanne McGinn.

In the course of the year the board lost a valuable member when Mary Casey moved to Ottawa to become a member of the Parole Board.

Mr. Gordon Mader has graciously agreed to accept a second-term as chairman of the board for 1976-1977.

The following is a summary of the principal activities of the board.:

- prolonged discussion of the Profile of the University as prepared by Currie, Coopers and Lybrand, Ltd. took place. The report was distributed to members of the university corporation, university administrators and members of the senate. Each group was asked to study the report and submit comments regarding the contents. The report will have serious implications for the revised statement of philosophy and objectives which is under study at present.
- a serious study was made of the transportation facilities of the university. The fact that there is no university bus service in the evening makes attendance at evening classes and extra-curricular activities difficult for many students.
- approval was given to the senate recommendation that the nursing program be phased out. This program has been very costly to the university and while it was a very suitable one for Mount Saint Vincent to maintain, there was a feeling that it was actually a needless duplication of Dalhousie's program and that the Mount really did not have sufficient input into the program to warrant its continuance. The desire was expressed that Dalhousie nursing students might be made aware of suitable courses available to them at the Mount.
- approval for the acquisition of a computer system PDP11T34 from Digital Equipment of Canada. The installation of a computer on the campus will improve the efficiency of the business office, the registrar's office and will be of great assistance to faculty members engaged in research.
- the matter of university policy regarding male visitors in students' rooms has been a controversial one for some time. In December students submitted a proposal that the present policy be changed to allow male visitors to be permitted in students' rooms. The board

appointed a committee whose membership would be representative of the entire university community. The terms of reference for the committee included the following:

- to look into all aspects of the students' proposal
- to make a survey of residence programs in other universities
- to consult with the student committee and appropriate faculty

The final report was submitted to the board in April. It was decided that the present policy prohibiting male visitors in students' rooms would remain unchanged.

The board also accepted the recommendation that the co-educational recreation and visiting facilities at Mount Saint Vincent should be improved.



Mrs. Jane Archibald was appointed liaison person to assist Sister Marie Gillen, the director of student services, and the student affairs committee in carrying out the recommendation.

The improvement of the quality of life in the residences has remained a matter of deep concern to the members of the board.

Mrs. Margaret Ellis has been appointed physical education director and the Student Council has donated \$5000 to be used to provide some of the equipment and amenities requested in the students' brief.

- approval for the renovation of health services facilities which has made the operation more efficient and has ensured greater privacy for students.
- recommendation of the following as a result of the study of the university made by Currie, Coopers and Lybrand:
 - a) a self-study of the administrative structure of the university
 - b) a study to determine the quality of all aspects of academic programs.
- approval of a public relations — press policy for the university
- approval of change in the by-laws to allow the executive committee to appoint members to various committees subject to ratification of the board so that the committee may begin to function at an earlier date.

Senate 1975-76

Ex officio Members

Sister Mary Albertus,
Dr. Walter J. Shelton,
Mr. Lucian Bianchini,
Sister Marie Gillen,
Mrs. Jean Hartley,
Dr. Wayne Ingalls,
Dr. Mairi Macdonald,

Faculty Representatives

Sister Elizabeth Bellefontaine
Dr. Susan Clark
Mrs. Wendy Doyle
Mrs. Carole Hartzman
Mrs. Norma Horne
Dr. Paul McIsaac
Mr. Earl Martin
Dr. David Monaghan
Mrs. Alleyne Murphy
Dr. Ruth Saeman
Sister Rosemarie Sampson
Mr. Lawrence Spencer
Dr. Lillian Wainwright
Sister Elizabeth Weber
Father J. B. Wheaton

Student Representatives

Ms. Anne Derrick
Ms. Marilyn Kean
Ms. Joanne McGinn
Ms. Marie Timmons

Dalhousie Representatives

Dr. J. L. Gray
Professor E. T. Marriott
Professor Dorothy Wiswall

Senate Activities

Senate held seven meetings in the course of the academic year.

Dr. Susan Clark served as the parliamentarian.

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

- appointed an ad hoc committee to study the Currie, Coopers and Lybrand report and receive input from senators concerning it. The committee issued a statement in reference to the methodology employed in the study and suggested ways in which its weaknesses might be overcome. Papers were prepared and discussed in senate on the various sections of the report: academic, religious affiliation, orientation to women, and size.
- recommended to the board that the nursing program should be phased out.
- approved the formation by senate executive of a committee to formulate a statement of policy regarding confidentiality of student records. This was done by the student affairs committee under the chairmanship of Sister Marie Gillen with the addition of the registrar and the assistant academic dean.
- initiated a study of admission requirements based on changes which have taken place in high school curricula in recent years.

- approved new courses in chemistry, English, history, philosophy, mathematics, home economics, psychology, anthropology and business.
- approved changing the three courses which form the project portion of the Master's in education program from one-half unit of credit to a full unit of credit.
- approved the post-Master's diploma program in reading.
- nominated Sylva Gelber for the Doctor of Humane Letters degree, honoris causa.
- approved modern languages department proposal for a Spanish year abroad.
- recommended that the policy of granting tuition-free courses to senior citizens be continued for two years.
- recommended that experiment in the division structure be continued for a further two-year probationary period.

Senate committees were very active during the year and the preparation of the material which came to senate required numerous meetings and prolonged discussion. The excellent work done by committees in this regard makes possible



the efficient functioning of senate meetings.

A world of special gratitude and appreciation is expressed to Dorothy West, the charming and efficient recording secretary of the board and senate who contributes so much to the "behind the scenes" operation of these two bodies.

Faculty

The total university faculty consisted of 79 full-time and 45 part-time members. Six were in administrative positions with faculty status and three were librarians.

A total of 338 courses were taught and the over-all faculty/student ratio was 1/15.2.

Several faculty members completed the requirements for doctoral degrees and the number of experienced, well-qualified faculty continued to increase.

The committee on research and publications under the able chairmanship of Dr. Wayne Ingalls has done a great deal to encourage research among faculty members and the work of the committee has borne tangible results in the increased interest and output on the part of faculty.

National Research Grants were received by Dr. Charles Edmunds, Sister Patricia Mullins, Dr. Robert McDonald and Dr. Lillian Wainwright.

Individual Canada Council Grants were received by Dr. Ronald VanHouten, Dr. Laurence Walker and Sister A. Martha Westwater.

Sister Mary Olga McKenna attended courses at the Institute of London University pursuing the course leading to associate-status in education. Dr. Olga Broomfield spent a sabbatical year in London pursuing research in her area of specialty and travelling on the continent. Several well-prepared and stimulating papers on a variety of subjects were presented by faculty members at regular colloquia.

Upon the recommendation of the Committee on Appointment, Rank, Promotion and Tenure the following appointments were made:

Chairman

Mathematics Department — Dr. Charles Edmunds

Economics Department — Dr. Lorraine Eden

The following promotions were made:

Assistant Professor — Sister Elizabeth Weber, Robert Buckley, Jocelyn Raymond

Associate Professor — Sister Elizabeth Bellefontaine, Dr. Majorie Cook, Dr. Laurence Walker,

Professor — Dr. Philip McShane, Renate Usmiani

The following members of faculty were granted tenure:

Jacques Goulet, Sister Agnes Paula,

Sister Anna Maloney

Students

Enrolment December 1, 1975

	Women	Men	Total
Full-time undergraduate	1220	108	1328
Full-time graduate	5	2	7
	1225	110	1335

Of the 1335 full-time students, 709 or 53% were new enrolments.

	Women	Men	Total
Part-time undergraduate	595	70	665
Part-time graduate	48	16	64
	643	86	729

Geographical Distribution of full-time students			
Nova Scotia			1110
New Brunswick			83
P.E.I.			42
Newfoundland			18
Quebec			16
Ontario			13
Alberta			1
Abroad			52
			1335

The full-time body is 83 per cent Nova Scotian.

Following late registration, a preliminary count at the end of September showed 1348 full-time students, representing a 13.8 per cent increase over last year and 754 part-time students (48 per cent over last year). The full-time increase was largely due to registration in the new child study programs and to increased numbers in the B.Ed. program, though increases were also seen in other areas. The part-time enrolment increase appeared to result from heavy enrolment in in-service courses offered for teachers by the education department.

On May 7, sixty-one diplomas in secretarial studies were granted.

At Convocation on May 9, 332 degrees were granted.

The honorary degree of Doctor of Humane Letters was awarded to Sylva Gelber, O.C., who became the sixth recipient of an honorary degree from Mount Saint Vincent University.

The admissions officer, Lois Irwin and her staff organized and carried out a very successful Open Week during the spring break in the public schools of Nova Scotia. Approximately 250 students visited the campus during the week, 52 of whom were out-of-town students and were accommodated in residence. Arrangements were made for visiting high school students to sit in on classes and participate in all campus activities.

A total of 122 schools were visited by a Mount representative in the hope of establishing greater awareness among high school students of programs offered at the Mount.

Students, faculty and admissions personnel assisted in the visitation of schools so that an increased number of contacts were possible.

Scholarships

In an effort to ease the financial burdens of students, Mount Saint Vincent continues to pursue a generous policy of scholarships and bursaries. For the academic year, MSVU has awarded scholarships to the value of \$84,900. The Elizabeth Bayley Seton Scholarship, valued at \$2000

donated by the Sisters of Charity of the Halifax Province was awarded to JoAnn Cunningham of Dartmouth High School.

In addition, \$1300 was awarded in bursaries to six students primarily through the generosity of the Birks Family Foundation and the Student Council.

Awards were made to twenty-one part-time students who had averaged over 80 per cent in their last three courses.

Student Services

The student services department functions as an excellent team under the director, Sister Marie Gillen. The demands upon the resources of the department have increased greatly and in an effort to improve our resources for the welfare of students, a full-time counselor, Mrs. Jean Stirling was appointed. Sister Marie Gillen continued her program of periodic interviews of students which afforded opportunities for the discussion of personal problems.

The chaplains, the financial aid officer, the athletic director, the student counselor, the director of health services and a very efficient secretarial staff make up student services personnel.

Chaplaincy

Two chaplains, Father Alphonse Bates, C.S.C., and Reverend Don Shipton, of the Anglican Church, provided services for the total student body.

Special liturgies were conducted on the occasion of Thanksgiving, Christmas, Church Unity Octave, Holy Week and for Convocation Week.

The university choir under the direction of Sister Margaret Young enhanced our liturgical services by their dedicated and generous musical contribution. Small groups of students who gathered together for coffee-house programs and periods of shared prayer experienced mutual support and encouragement.

Student Counselor

Mrs. Jean Stirling, through programs and activities, attempted to cover a wide number of areas of human concern. A large number of both resident and non-resident students were given assistance through group counseling programs as well as in a one-to-one counseling situation.

Many students took advantage of the programs offered in study skills, career planning, testing and the dissemination of educational information.

The administration is grateful that such an excellent start has been made in providing counseling service on a regular basis and it is hoped that next year, services may be extended.

Health Services

The demands upon the health services personnel have increased rapidly in the past few years. Many preventive care programs have been initiated including personal health teaching on a variety of subjects such as weight control, skin care, sleeping habits, etc. The constant flow of students to the health service centre has made the continuance of these programs difficult but we hope some relief may be provided in this area next year.

The Mount enjoys excellent liaison with the Dalhousie Student Health Centre and Mount students have been covered for their prescription drugs through the student council liaison with Dalhousie.

Financial Aid

The awards officer gives valuable assistance to students in making application for student aid, in making appeals for increased financial assistance and in disseminating information regarding the rules and regulations governing the student aid program.

Dr. Sylva Gelber made a donation for needy students and two students in rather desperate financial straits were assisted.

The Sister Catherine Wallace Bursary and the Birks Family Foundation Award were disbursed through this office.

Student Union

The Student Union executive had a very busy year. In an effort to manage their affairs more efficiently, the union hired a part-time manager, Ron Boutilier. His responsibilities extended to entertainment, ordering supplies, maintenance of union records, and consultation regarding the general business matters of the union.

Early in the year the Student Council attempted to tackle some knotty, complicated problems such as the revision of the constitution and broad discussions regarding the direction and purpose of the union. The debate generated some exciting ideas within the core of the union, especially among the more concerned students.

The Student Council became involved in heated and prolonged discussion over a perennial problem — lack of male visiting privileges in residences. The matter was settled by a decision of the board of governors to continue the present policy of not admitting male visitors to residents' rooms but to take necessary measures to improve the social and recreational life on the campus.

Anne Derrick and Larry Shaffer produced a handbook for students in the fall of 1975 which served to introduce the students to the Student Union and its affairs.



Campus Canada Manpower Centre

The Mount Saint Vincent University Canada Manpower Centre on campus is operated on a year-round basis as an integral unit of the Department of Manpower and Immigration of Canada in cooperation with the administration of Mount Saint Vincent University. The centre maintains a vigorous public relations program directed both to students and to employers. The manager has participated in various seminars, particularly those sponsored by continuing education and counselling giving information on career preparation, planning, decision making, relevant labor market information as well as recruiting or interview preparation. During the 1975-1976 academic year, 361 graduates and 452 undergraduates registered at the centre, an increase of 21 per cent over the previous year. Notwithstanding the poor economic climate the number of recruiters attracted to the MSVU campus has increased. There has been a steady growth in the number of reception contacts, counselling interviews and student referrals.

There was an increase of 31.8 per cent in the number of casual, part-time and summer placements.

The annual report submitted by the manager of the Canada Manpower Centre on campus contains some very interesting statistics on trends in the employment opportunities for university graduates in various faculties but lack of space does not permit their inclusion here.

Library

The annual report submitted by the university librarian is always an interesting one for several reasons: it represents a realistic and careful study of the resources and activities of the library; it shows the diversity of services and functions performed by the library personnel; and it reveals an area that is always in need of more space, more people and more money.

Several important activities were initiated in the library this year: an extended study was made of requests and allocations in an effort to arrive at a more equitable formula than the one previously used.

A return delivery service has facilitated borrowing from Dalhousie and St. Mary's.

The use of audio-visual media equipment has doubled during the past year, especially in the use of record players.

A total of 5,339 current acquisitions were catalogued during the year and 3,299 volumes were reclassified. During the year, 1,757 titles (2,597 volumes) from the MacDonald collection were catalogued.

The total number of transactions was 23,603 (plus 9.2 per cent over last year) plus 10,245 borrowings from the reserve collection. There has been a decline in the use of reserve collection.

The reference librarian continues to promote the library orientation program and it is very desirable that in addition to the general tour of the library, students be offered as well an introduction to library resources needed in their courses.

A study of cataloguing costs at all Maritime universities reveals that these costs at Mount Saint Vincent are, on the

average, the lowest of any other Maritime university. This is due in part to the fact that the Mount library was among the first to adopt the Blackwell card-production system.

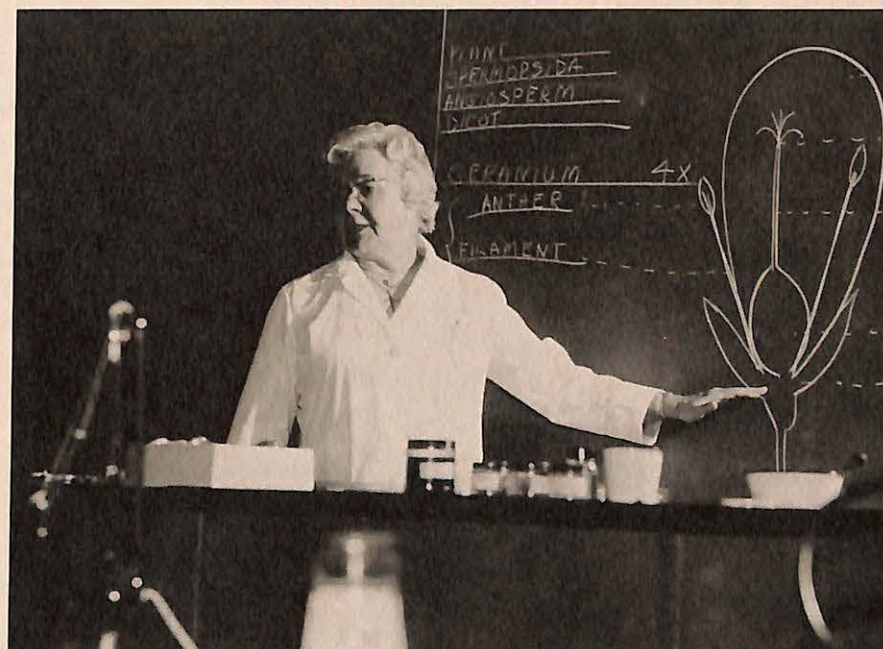
The total library acquisitions to date are:

	Titles	Volumes
Books	50,680	64,607
Recordings (Sound)	592	592
Microform	234	234
Slides	849	849
Periodicals	994	11,017
MacDonald Collection	5,257	7,597
		<hr/> 84,896

Net Increase over the previous year is 4,210 items.

Continuing Education

Through its continuing education program, the Mount endeavors to serve the community by: ensuring the availability of academic programs to meet the needs of mature students, full and part-time; developing suitable non-credit programs in response to community needs; providing a



comprehensive and confidential counseling service, particularly for mature students; and initiating and promoting innovative programs for women.

Dr. Mairi Macdonald served during the year as the chairman of the Nova Scotia Task Force on the Status of Women. The work of the task force resulted in the publication of the report entitled "Herself" containing ninety-five recommendations to the government for improving the status of women in the province. Several of these were directed to universities and special attention has been given to their implications for Mount Saint Vincent.

While Dr. Macdonald was involved with the activities of the task force, Mrs. Paulette Ozere was appointed by the university to assist with the work of continuing education. She gave most generously of her time and took a keen interest in the welfare of all students, especially the mature, part-time students. We appreciate her significant contribution to the university.

During this year the university experimented with a program for senior citizens. Individuals over sixty years of age may take courses at the university without paying tuition fees. The reactions of these students reflected their pleasure at being received into the university community.

Among the significant activities in continuing education were the following:

In the spring of 1976 a lecture and discussion series entitled *The Christian God* was offered by Dr. Philip McShane, of the Philosophy Department.

In cooperation with Neptune Theatre the Mount presented a series of lectures and discussions based on the plays to be presented by the theatre company during 1975-1976. Dr. Patrick O'Neill, of the fine arts department, conducted this very successful series.

A Homemakers' Conference with two follow-up meetings was held in the fall and attracted approximately one hundred women. The concerns of women who devote most of their energy and time to activities in the home were highlighted.

The continuing education students sponsored an extensive survey on financial aid to part-time students.

Art Gallery

One of the significant ways in which Mount Saint Vincent reaches out to the broad community is through the activities of the Art Gallery. Each exhibit brings friends to the Mount from all sectors of the public. During 1975-1976 the gallery sponsored 27 exhibits, 20 of which were organized by the gallery itself.

Among the memorable exhibits of the past year were *Polish Tapestries* for which Jean Boggs, director of the National Gallery opened the tour and Dr. Kondratiuk and Halena Jorga came from Poland to install the show; the Second Annual University Community Art, Craft, Hobby, Baking and Talent Show with its large student and staff participation and the beautiful pots and flowers of Walter Ostrom's *Pots des Fleurs*.

Ten sets of adults' and children's classes were held and 25 film programs, readings, recitals and interpretive lectures all helped to bring the gallery to the public and the public to the gallery.

Mrs. Katherine Brown, education officer under a National Museums Policy grant gave workshops on the 20 *Artist in Nova Scotia* kits to all receiving resource centres. A *Creativity in Children* kit was developed under the same grant.

A total of \$26,360 was received in funding from outside sources: Canada Council, Nova Scotia Museum, Nova Scotia Department of recreation and the National Museums Corporation and to all of these we are very grateful.

The attendance at the Art Gallery increased from 18,700 in 1974-75 to 19,582 in 1975-76.

Alumnae Association

The year 1975-76 was one of soul-searching and evaluation for the Alumnae Association. Due to the fact that the association's nominating committee experienced difficulty in securing candidates for election to the executive, the election was conducted at the annual meeting through nominations from the floor. The new executive initiated a discussion of the role and function of the alumnae association and concluded that instead of attempting to organize numerous social activities which often are a duplication of services of other organizations, the executive would plan to work in the area of admissions, student relations and continuing education. As an experiment three members of the alumnae were brought to the Mount and were briefed on admissions procedures and requirements.

It is hoped that a career seminar will be conducted for students in the fall.

Activities sponsored by the alumnae association included a very successful fall

fair held at the Motherhouse in October co-sponsored by Margot Lynch Burke and Debbie Pottie; an occult party held in March as a pre-welcome to prospective graduates instead of the usual wine and cheese party at Convocation. A large group spent a delightful evening pondering and penetrating the "occult."

In memory of Sister John Elizabeth, an interest-free loan fund was established for students experiencing financial difficulties.

The alumnae scholarship which has been suspended for the three-year fund drive was reinstated this year. It is an entrance award valued at \$600 and is available to the child of an alumna who meets the university's scholarship requirements. It was awarded to Catherine Kelly, daughter of Agnes O'Donnell Kelly, '39.

As a group of educated women with professional experience in a variety of fields, the alumnae association has much to share with students of the university and their participation in recruiting would be most welcome.

Physical Plant

The members of the physical plant department rendered invaluable service to the university in a variety of ways. It would be impossible for the university to carry on its major activities were it not for its very cooperative and efficient support staff.

In the course of the year 2,275 work orders were issued and were completed by the maintenance staff at a cost of \$52,561. Outside contracts were awarded to the amount of \$42,400. These contracts included resurfacing of tunnel and Rosaria art gallery floors, caulking and repainting of buildings, paving, renovation of offices and provision of carpeting and drapes. Major renovations included the library first floor and third floor offices, the setting up of the computer facilities, the academic dean's office and the registrar's and admissions offices. Preliminary work was begun on the new child study centre.

Under the direction of Michael

Merrigan, executive assistant to the President, measures were introduced to conserve energy and power and these resulted in significant financial savings for the university. The savings in energy alone amounted to \$16,473. The cooperation of the entire university community was sought in turning off heat and lights when not needed and mechanisms were installed to make possible a more accurate allocation of utility costs and to effect remedies in cases of abnormal consumption.

Pinkerton security guards continue to serve the university in an efficient and commendable manner.

Mount Saint Vincent University has always had a policy of making its facilities available to interested groups which are university related such as community groups, professional groups as well as organizations associated with the various disciplines represented at the university.

Public Relations

The public relations office cooperated with the Atlantic Public Relations Society in planning and implementing a seminar on public relations. The seminar was co-sponsored by the Mount and APRS and was attended by sixty public relations practitioners from the Maritimes. Faculty for the seminar were Dr. Otto Lerbinger and Professor Bruce MacKenzie of the Boston University School of Public Communication.

A program for a Bachelor of Public Relations was designed for the university and presented to the Maritime Provinces Higher Education Commission. The Canadian Public Relations Society provided valuable support data on the employment opportunities for graduates of the proposed program.

The public relations office acquired a new display for the university this year. The unit is an attractive one, with panels covered in colored burlap and it complements the exhibit of colored photographs prepared for the university by Robert Calnen.

During this year a very attractive admissions booklet was prepared

accompanied by an updated admissions packet.

The public relations director and the art gallery director completed three scripts for educational television. These dealt with the cultural heritage of Nova Scotia and were produced by the Canadian Broadcasting Corporation.

Secretarial Services and Print Shop

These two departments continue to give outstanding service to the university under the very efficient supervision of Mrs. Peggy Stephens. The volume of work which passes through, the efficiency with which requests are filled and the perfection of the finished product all attest to the dedicated service rendered by the personnel charged with these responsibilities.

Computer Services

In April, 1975, Mr. Siegfried Deleu was appointed Director of Computer Services. After meetings with various department heads, interested faculty members and administrators to determine university needs in the area of computer services, a final proposal was approved to purchase a PDP 11T34 for the Mount. On May 13, 1976 it was finally installed and was running satisfactorily by June 14, 1976.

Members of the physical plant rendered excellent service in the construction of the computer services facilities.

Among the significant activities of the computer services department in its first year of operation were the following:

- full credit and non-credit introductory courses in computer science were offered to students in education and sociology, to faculty and administrative staff.
- a plotting package and grade accounting package were developed for use by students and faculty.
- preliminary discussion took place on the possibility of initiating a Computer in Education program.
- class lists were produced for the registrar's office.
- student course evaluations were processed.

The director has been active on the Nova Scotia Network Committee, the APICS computer subcommittee and the Atlantic Computer Centres Directors Committee. The installation of a computer at Mount Saint Vincent marks a significant milestone in its history and there is no doubt that it will serve as an incentive to those interested in research, will increase the efficiency of our administrative operation and provide broad opportunities for computer education programs.



Special Events

In October, a delegation of Chinese educators visited the Mount accompanied by Mr. Jeffrey Holmes, executive director of the Atlantic Association of Universities.

Dr. Naomi Griffiths of Carleton University visited the Mount in December to explore how the university might participate in the Canadian Research Institute for the Advancement of Women which she is hoping to develop.

A gift of books from the Italian government was presented to the university by Mr. Franco Medioli, Italian vice-consul in recognition of the university's interest in Italian culture.

Doctor O. W. Mitchell of Wisconsin conducted an excellent workshop for business education teachers from the four Maritime provinces.

In October, 1975, an excellent workshop on Bernard Lonergan's Interdisciplinary Philosophy was conducted. Father Lonergan himself gave an interesting lecture entitled "Healing and Creating in History."



University Finances

At all times but more especially in times of financial restraint, the area of finance is an extremely important one for the university.

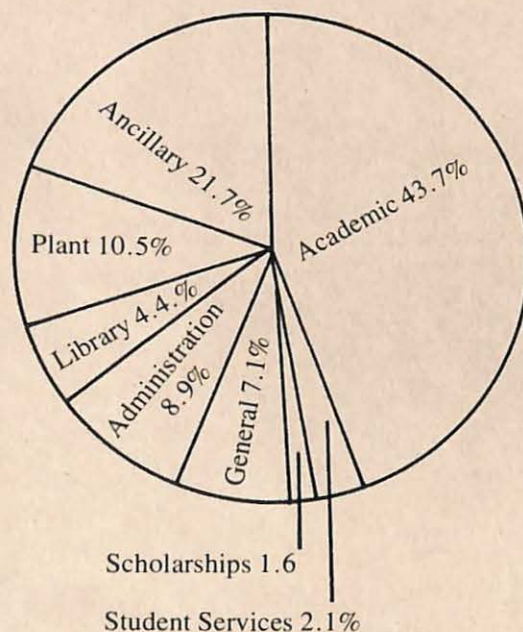
In June, 1975, the institution was in a deficit position due to the levelling off of enrolment and unforeseen increased costs in utilities. Due to careful budgeting and management under the direction of Maureen Lyle, the comptroller, and conservation measures effected through Michael Merrigan, executive assistant to the President, the end of the fiscal year in 1976 found the university in a very sound financial position. The previous year's deficit was wiped out and the university was able to meet all its financial obligations.

The following is the relevant information from the financial statement of June 30, 1976:

INCOME		1974/75	1975/76
Tuition	\$	966,413	\$1,124,661
Government grants		2,959,553	3,343,219
Ancillary		708,863	882,154
Miscellaneous		225,776	124,678

EXPENDITURE

Academic	\$1,770,843	\$2,172,395
Library	238,210	222,727
Assisted		
Research	36,140	34,972
Administration	452,030	450,716
General	466,319	357,849
Student		
Services	75,904	104,018
Scholarships	78,420	83,318
Ancillary	1,061,317	1,097,155
Plant	446,807	529,649
Capital	366,868	146,460





In Memorium

As I now look back,
I will never forget those pleasant years.
My heart was eager to learn.
He was full of knowledge,
Evidence of many years well-spent,
Although of such a radiant and youthful
stature.

Suddenly, a new world opened up before
me,

One of adventure, yet of peaceful
tranquility.

I remember Gulliver, Crusoe, Oedipus,
French, Richeler,
Poe, Dyland . . . and others.

The names are less important to me now
Than the thought of him; he will still live
on;

His spirit will always kindle a flame
In the minds of those he once knew.

But how can I share with you,
In these few lines,
The joy of remembering his unselfishness?
What was his secret?

Ah, yes! to be aware of everyone,
And willing to be set aside the many hours
his students needed,
And not forgetting, always to flash that
charming smile,
And to impart a gentle, warm "Hello" in
the halls as we passed by.

And we will not forget
The other contributions of this man.
As chairman of the English department,
Head of the English Club,
And coordinator of academic openings,
Never was there a better representative
His opinions were well-heard.
But now as his voice is silenced,
Let us raise ours to him!
"May he rest in peace!"

Bea Kent
1972-74

New Structures for Undergraduate Degrees

by Dr. Wayne Ingalls

Starting in September, the university will be introducing a number of important changes in its academic regulations which will strengthen the undergraduate degree program and will allow students greater flexibility and choice of options. The changes are in admissions policy, course levels, and degree structure in arts and science.

Students from high school will be admitted to either 20-unit degree programs after grade 11 or 15-unit degree programs after grade 12. This means that advanced standing will no longer be granted to students for grade 12 courses in which they obtained marks above 60 percent. As a result of this change students will no longer be able to use grade 12 courses for university credit, particularly in the major or minor areas.

Two groups of students, however, will still need to take courses which build on grade 11 rather than grade 12 prerequisites: those students entering directly from grade 11 into a 20-unit program and those grade 12 matriculants who neglected to take appropriate prerequisite courses in high school.

For these students the faculty have designed a set of 010-level courses, mainly in the fundamental areas of language (English and French) and science (biology and mathematics), as prerequisites to university-level work. The number of such courses will be strictly limited and they may not be used to fulfill major or minor requirements, or even, in some cases, the requirements for a 15-unit degree.

One-hundred-level courses become first university-level courses with the appropriate adjustments being made in the upper levels. This procedure, incidentally, will bring our courses more in line with Dalhousie's numbering and will facilitate cooperation between MSVU and Dalhousie.

The final set of changes are concerned with the degrees in arts and science. Many alumnae will remember the days when the degrees were highly structured with large numbers of required courses. More recently, the university moved to a freer structure which required that students only fulfill major and minor sequences with almost unlimited elective choice. With the changes to be introduced in September, the students will be offered a range of degree options from a relatively unstructured degree with no major, to the more highly structured honours degree offered jointly by the Mount and Dalhousie.

Four different degree choices will be available in arts.

(1) The B.A. with no major

This degree is intended to allow students the greatest possible flexibility in choice of subjects and the widest possible exposure to different disciplines. To obtain this degree, students may choose courses freely, provided that at least five units are at the 200 level and at least four at the 300 level or above.

(2) The B.A. with a major

This degree is intended for students who have a clearly-focused interest in a single discipline. It is similar to the present system, with a structure of six required units in a major field and three in a minor.

It is different in that the directed sequence must be explicitly stated by the department and approved by the Senate's Committee for Academic Affairs and in that students must achieve an average of 65 percent in the required courses in the major field. Furthermore, at least nine units must be numbered above the 100 level.

These changes are intended to strengthen the degree by better focusing students' courses and requiring a higher standard of performance.

(3) The Interdisciplinary B.A.

The interdisciplinary degree is intended for students who wish to pursue studies in an area which involves more than one discipline. The programs in Canadian Studies and Comparative Literature are formalized examples of interdisciplinary degrees.

To obtain an interdisciplinary B.A., students must work in an area of concentration consisting of at least six units. The program is worked out by the Assistant Academic Dean, at least two professors knowledgeable in the field, and the student. The degree also carries the required 65 percent average over the courses of the concentration and at least nine units above the 100 level.

This option has long been available to mature students and is now being made available to all.

(4) The Honours B.A.

The honours option is available to students who wish to study a single discipline in depth, usually with

post-graduate study as a goal. The degree is given jointly with Dalhousie and students must meet requirements jointly set by the departments at both institutions.

The science degrees have been modified to permit three degree options.

(1) The B.Sc. with no major

Like the similar arts degree, the B.Sc. with no major permits greater flexibility and broad choice. Students must complete 10 units of biology, chemistry, mathematics, physics, and psychology in such a way that at least two units are taken from each of three disciplines and at least one unit from another science. In addition, at least eight units of the total program must be completed in courses above the 100 level.

(2) The B.Sc. with a major

The structure of the B.Sc. with a major is the same as that for a B.A. with a major.

(3) The Honours B.Sc.

The structure of the honours B.Sc. is like that for the honours B.A.

Dr. Ingalls is Assistant Academic Dean at MSVU.



Mary Kelly performed a moving solo in "Joseph and the Amazing Technicolor Dreamcoat."

THE ELDEST DAUGHTER

by Dr. Jane Gordon Keyes

How much difference does sex and position in a family make for a child? Freud argued that the position of a child in the sequence of brothers and sisters is of great importance in later life. Ever since his day, both psychologists and sociologists have been interested in this question.

Past research has shown that there is differential socialization according to sex and ordinality. The child's position in the family and its sex influence the way in which people respond to it, its perceptions of the world and the way in which it develops. The research literature on the subject is vast. Even the research on the oldest child, with no distinction as to sex, offers more material than is possible to review in this article. Suffice it to say that the information on first-born children is often contradictory and tends to focus on the oldest male. Sampson, in his review of the research, summarizes the findings by stating:

It appears rather consistently that the firstborn child (and, probably, especially the firstborn male) is more likely to achieve social and intellectual eminence. The firstborn indeed may not only be holding the expectations of his parents to achieve social status and success, but also may have been subjected to other conditions which are beneficial in motivating a person to reach high. (Sampson, 1965:209)

It was in light of the research on oldest males and its contradictions that Claudine Lowry and I decided to study eldest daughters. We were interested in seeing whether the findings on oldest sons was true for eldest daughters and how firstborn daughters resolved the conflicting and contradictory pressures on them.

Based on the research findings, two different perspectives exist on eldest

daughters. The first and predominant point of view sees the oldest daughter as socialized into family and traditional sex role. Hendershot, for example, reflecting conformity and identification with the family of orientation found that family size preference of offspring was related to the size of the family of orientation more strongly among first-born women than later born ones. (Hendershot, 1969:33) That is, oldest daughters, more often non-oldest

**there is a different
socialization according
to sex and ordinality**

daughters, preferred a family size like that of the family in which they had grown up. Kammeyer (0:514) also found that first-born girls had a more traditional orientation toward the female role and more conventional beliefs about female personality characteristics than later-born daughters. Kammeyer's oldest daughters were also more in agreement with their parents.

This perspective also sees the oldest daughter as "kin-keeper" to use Rossi's term. She points out that first born women are likely to be knowledgeable about and familiar with family and kin and involved in the perpetuation and vitalization of family ties. Through the kin-keeper role, the oldest daughter exhibits the same qualities of ambition, independence and adult orientation as the oldest male expressed through his career. (Rossi, 1965:507)

Edwards and Klemmack represent the second perspective. They started out like Rossi, seeing the oldest daughter as "conservator of tradition" and therefore selecting the housewife role, as opposed to a career option, or selecting a traditional female job if a work role was necessary. But their data suggested the opposite to be true. Oldest daughters did not become housewives any more than non-oldest daughters. They also tended to choose non-stereotypically female occupations.

**eldest daughters would
have a more
traditional attitude**

For the purposes of our research, we hypothesized the eldest daughters would have a more traditional attitude in terms of appropriate sex-role behaviour and beliefs. Eldest daughters would also be more in agreement with traditional female characteristics and stereotypes. They would prefer conventional female tasks and work roles.

In order to get a large number of subjects, so that we would have a good supply of eldest daughters, we used students at the Mount, at Dalhousie University and in a non-university nursing course for our subjects. And, of our 361 respondents, we had 202 oldest daughters (that is, oldest daughter in the family but not necessarily oldest child). Of these 118 were oldest daughters and oldest children, and 16 were oldest daughters and only child.

Our questionnaire contained two sections. One was on personal data and asked for information about the respondent's family, including the number, sex and relative position of siblings. The other section was a series of scales designed to measure different dimensions of the respondent's attitude toward family and career values. In all of these scales we were interested in the degree to which the eldest daughter and the non-eldest daughter showed different patterns.

Our conclusions can be briefly summarized. In none of the scales or on

non of the socio-demographic variables, did we find any significant difference between oldest daughters and non-oldest daughters. (Nor, incidentally, did we find and difference among eldest daughters as the Mount, Dalhousie and among nursing students.) While social scientists prefer to find significant results in their research, our findings are possibly important for several reasons.

One possible significance is that university attendance and/or vocational training negates any differences between first-born and later-born. This has been suggested by Kammeyer (1966:514). A potential check of this hypothesis would be a before-after university comparison of rates of university attendance between oldest and non-oldest daughters. While it is possible that university education may negate differences, as our project was designed, it is not possible to say whether this is the case or not.

**differences between males
are not reflected
in daughters**

Another possible explanation is that the current ideology and attitudes toward the role of women is such that it contradicts a traditional view of women. Whether through internalization of this ideology or through outward conformity to it, students respond to a questionnaire in a way that agrees with what they think they should believe, whether or not they really believe it. This explanation is part of a growing sophistication by subjects to the use of questionnaires so that answers reflect those which are socially acceptable in spite of anonymity.

A third explanation for the lack of significant difference is that perhaps our questionnaire did not really measure what we wanted to measure. The questionnaire, as it was pretested, showed differences between oldest and non-oldest daughters, although the final form did not. Failure of the instrument is, however, always a possibility though not necessarily one researchers like to accept.

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Introducing the First Canadian Public Relations Program

In September Mount Saint Vincent will introduce the first Bachelor's degree in public relations in English-speaking Canada. We are proud to be the first, to lead the way in public relations education.

Although nearly 100 similar degree programs exist in the United States, the only other recognized degree in this subject is a Bachelor of Arts with a minor in public relations granted at Université Laval.

For creating the program, kudos really belong to the Mount's former Director of Public Relations and Development, Mrs. Margaret Root, who envisioned this excellent curriculum for undergraduate public relations education. She enlisted the help of Dr. David Monaghan, associate professor of English, and together they designed the course of study which public relations students will follow at the Mount: a curriculum which has been lauded by communications educators across North America as one of the finest ever devised.

Through Mrs. Root the Canadian Public Relations Society (CPRS) became involved in establishing the Bachelor of Public Relations. CPRS has long avowed that the lack of a degree program has been a distinct disadvantage to the public relations discipline in this country.

press agency image

a thing of the past

CPRS past-president Neil Oakley says it this way: "Public relations is to institutions what interpersonal relationships are to individuals and what diplomacy is to nations. The image of press agency is a thing of the past. We need professionally trained people." Thus the society has been

more than eager to ensure the creation of this program.

CPRS helped establish the basis for the program by conducting a survey of its members. The responses showed that from 750 to 1,000 public relations graduates will be required by Canadian industry, government and various other institutions by 1981. Mount Saint Vincent wishes to thank CPRS for the encouragement and support shown to us every step of the way.

curriculum . . . among the

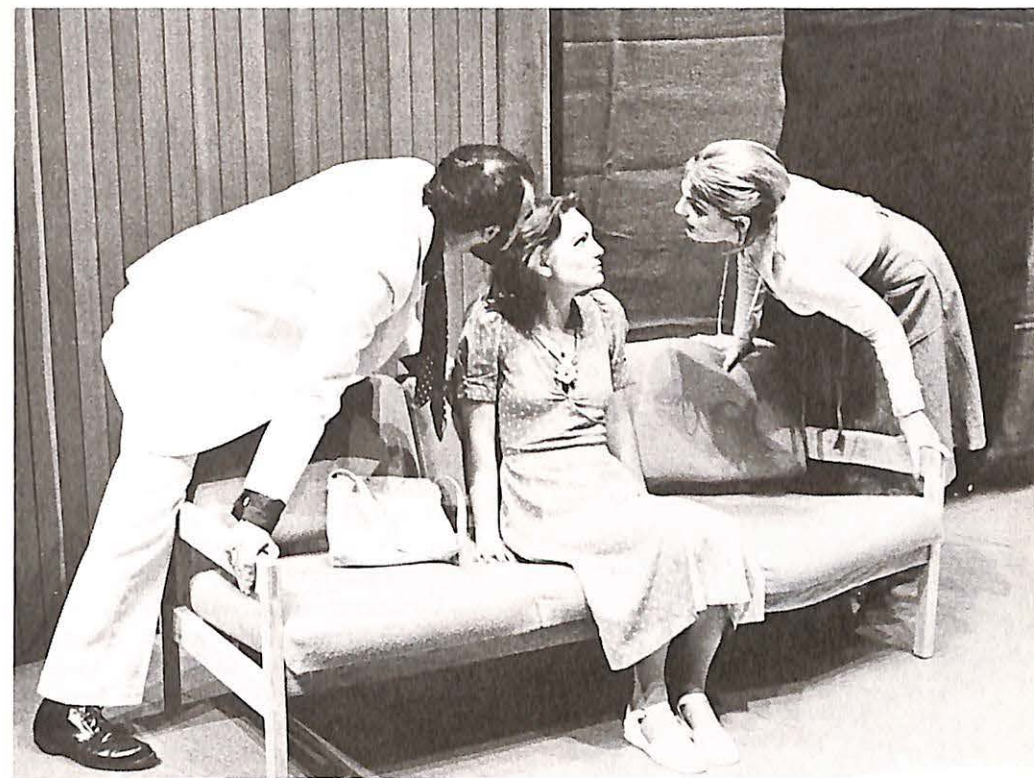
finest in North America

During their four years at Mount Saint Vincent, students will study economics, statistics, public speaking and wide variety of liberal arts subjects. They will be introduced to computers, public survey and attitude techniques and will gain a basic knowledge of film, radio, graphics and print.

Courses will include public relations theories, management, ethics and law and each student will be required to have an internship and become proficient in French.

This program will also provide opportunities for the Mount to co-operate with other Halifax institutions. For example, in their third and fourth years, Mount students will take courses dealing with print and broadcast reporting and editorial practices at the University of King's College journalism program.

By the time the first public relations entrants are ready for these courses, King's College expects to be operating a Bachelor of Journalism program and the two universities have agreed in principle to share some resources. In addition, the



"Hell is other people" was the message of *Huis Clos*, a play by Jean-Paul Sartre, performed this year by English professor Peter Schwenger (left), Julia Kuiper (centre), Marci Melvin (right) shown above, and Freda Hemeon, directed by Professor Renate Usmiani and presented free to the people of Halifax-Dartmouth and the Mount community.

Nova Scotia College of Art and Design will provide instruction in graphics.

Mount students will have a chance to learn media techniques first hand. Internships and training in the hardware of communication — radio, TV and the press — will be provided by groups such as the Nova Scotia Communication and Information Centre, the National Film Board and Canadian Press.

The rationale is that by receiving such direct training, students will be made more aware of the realities of the discipline they've chosen and thus will be better prepared for the working world.

The program will be implemented one year at a time and will have a limited number of places available each year, starting with a maximum of 35 students.

Mount Personality continued from page 19

students enrolled in the fine arts course 'Understanding Music.' Other students know her in her official capacity as registrar and they'll remember her patient attention to each problem.

"I believe the registrar of any university should be accessible to all students," she firmly stated.

"I must, of course, enforce the rules but I feel I have a duty to guard each student's interest as well."

So the next time you see a tall, pleasant-looking Englishwoman striding purposefully down the hall, stop and say 'Hi' to our interesting and versatile registrar.

SPILT INK

by Dr. George Patterson

L'Homme face à lui-même

Le dilemme: "... le trait est tiré il faut faire la somme. . . . je ne suis rien que le regard qui te voit, que cette espèce incolore qui te pense."

J-P. Sartre, *Huis Clos*

"Alors, c'est ça l'enfer. Je n'aurais jamais cru . . . Vous vous rappelez: le soufre, le bûcher, le gril . . . Ah! quelle plaisanterie. Pas besoin de gril: l'enfer, c'est les Autres."

J-P. Sartre, *Huis Clos*

Quelques résolutions:

"Vous devez avoir, dit Candide au Turc, une vaste et magnifique terre? — Je n'ai que vingt arpents, répondit le Turc; je les cultive avec mes enfants; le travail éloigne de nous trois grands maux, l'ennui, le vice et le besoin."

Voltaire, *Candide*

"Regardez attentivement ce paysage afin d'être sûrs de la reconnaître, si vous voyagez un jour en Afrique, dans le désert. Et, s'il vous arrive de passer par là, je vous en supplie, ne vous pressez pas, attendez un peu juste sous l'étoile! Si alors un enfant vient à vous, s'il rit, s'il a des cheveux d'or, s'il ne répond pas quand on l'interroge, vous devinerez bien qui il est. Alors soyez gentils! Ne me laissez pas tellement triste: écrivez-moi vite qu'il est revenu . . ."

Saint-Exupéry, *Le Petit Prince*

"Trop souvent la tentation des avantages immédiats nous fait oublier les conséquences qui peuvent en découler. Le bouc n'a vu qu'une chose: boire; il n'a pas considéré la fin: l'impossibilité de sortir du puits. Le renard a considéré à la fois l'avantage

et la fin: il a bu et s'est tiré d'affaire. La leçon comporte une seule exception: quand le devoir commande une action, il faut la faire sans reculer devant les conséquences.

La Fontaine, *"Le Renard et le bouc"* - Morale.

"Personne, personne n'avait le droit de pleurer sur (Maman). Et moi aussi, je me suis senti prêt à tout revivre. Comme si cette grande colère m'avait purgé du mal, vidé d'espoir, devant cette nuit chargée de signes et d'étoiles je m'ouvrais pour la première fois à la tendre indifférence du monde. De l'éprouver si pareil à moi, si fraternel enfin, j'ai senti que j'avais été heureux, et que je l'étais encore. Pour que tout soit consommé, pour que je me sente moins seul, il me restait à souhaiter qu'il y ait beaucoup de spectateurs le jour de mon exécution et qu'ils m'accueillent avec des cris de haine."

A. Camus, *L'Etranger*.

"La preuve que le petit prince a existé c'est qu'il était ravissant, qu'il riait, et qu'il voulait un mouton. Quand on veut un mouton, c'est la preuve qu'on existe."

Saint-Exupéry, *Le petit prince*.

"Celui-là, se dit le petit prince, tandis qu'il poursuivait plus loin son voyage, celui-là serait méprisé par tous les autres, par le roi, par le vaniteux, par le buveur, par le businessman. Cependant c'est le seul qui ne me paraisse pas ridicule. C'est peut-être, parce qu'il s'occupe d'autre chose que de soi-même."

Saint-Exupéry, *Le petit prince*.

Mount Personality

Mount Saint Vincent is unique in many ways and one of the most charming examples of this is our registrar, Mrs. Jean Hartley. How many universities can boast of a registrar with a Master of Science in chemistry who is able to lecture to fine arts classes on opera?

Born Jean Mary Osborne, near London, England, she arrived in Canada in 1958. Her first job was as assistant to a Dalhousie medical school professor. This was followed by a research position at the Nova Scotia Technical College. Her job was in the solid state field, identifying the electrical properties of various compounds to determine their value in making transistors and semi-conductors.

About this time she met and married Roger Hartley. Four years later as Roger, an Industrial Accountant, finished RIA exams, which he passed with flying colours, he was disabled by a cerebral hemorrhage. Jean realized she needed a more substantial job. When she heard the Mount was looking for faculty members in science, she applied and began teaching chemistry here in 1964.

At the same time she began work on her Master's degree at Dalhousie. In the next four years she took two qualifying courses, completed her graduate degree and taught two courses each year at the Mount. Then life took an ironic twist. Just as she finished her second science degree, Jean was offered the registrar's position.

"I had had some experience with admissions," she said, "having been a member of the Senate committee on admissions for several years and the operation was much less involved than it is today; there was no question that I could handle it.

"I don't deeply regret having abandoned the field. I'm really not a mathematician of the PhD caliber, such as one needs to be to succeed in inorganic chemistry today."



Jean Hartley

An alumna of the Imperial College of Science and Technology (London University), she holds a Bachelor of Science, with a specialization in inorganic chemistry.

"I was the only girl in a class of 60 men, which was quite a shock having just graduated from an all girls' grammar school. I didn't have the nerve to speak to anyone for weeks!"

By the time she left London Jean had become an avid theatre and concert fan. Halifax in 1958 seemed pretty bleak by comparison.

"It was pretty ordinary," she explained. "I missed the shops and theatre. All that's changed, of course. Halifax is a good city by any standard."

She still loves music, especially nineteenth and twentieth century classical works. "I can't play or sing, so I listen a lot," she said.

This year she was invited to share her love and knowledge of music with

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THE ELDEST DAUGHTER

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And finally, and this is an area I would like to pursue, the study may have shown no significant difference between oldest and non-oldest daughters because, in fact, there is none. This raised a lot of questions which need to be carefully examined because this conclusion challenges most of the literature and research on the effect of ordinal position on the child. But the question bears further study. Perhaps it would be more modest to say that the differences between oldest and non-oldest males are not reflected in the case of daughters. Female socialization patterns are different from male ones, but may not be different from female to female in a family. In any event, it would be nice to think that every daughter in a family was in a comparable position.

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Convocation Citation

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patient organization, the courageous planning in the face of defeat, the sheer determination out of which comes grass-roots reform.

Madame Casgrain has held many titles and awards: *entreautes*: Chef du parti C.C.F. du Québec, Vice Présidente de Conseil National de ce parti, Présidente de la Ligue des Droits de la Femme, Présidente Nationale de la Voix des Femmes, fondatrice de la Fédération des Femmes du Québec, Présidente du Comité québécois pour l'aide médicale au Viet Nam, titulaire de la médaille de Criminologie à l'Université de Montréal, organizer of the Wartime Prices and

Review Board for which she received the Order of the British Empire, President of the League of Civil Liberties, one of the founders of the Montreal Symphony Orchestra, member of the Expo 67 National Committee of Women, member of the Advisory Council of Administration of Justice in Quebec, voted Woman of the Century by the National Council of Jewish Women, she was, in 1970, called to the Senate of Canada. Madame Casgrain's life is indeed the very history of social reform in the twentieth century.

In recognition, therefore, of her personal achievements and her contribution to humanity, I ask you, Most Reverend Chancellor, to confer on Madame Thérèse Casgrain, the degree of Doctor of Humane Letters, *Honoris Causa*.