



# Insight

Mount Saint Vincent University  
Halifax, Nova Scotia  
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# Table of Contents



- 1 At the Gallery
- 2 Nine Years of Growth  
Phyllis Jeffrey
- 7 Canadian and American Women in Higher Education
- 9 One Hundred and Sixty-Eight Memorable Hours  
Bonnie Mossman and Gayle Silver
- 11 Spilled Ink  
Carole Hartzman
- 12 Convocation  
A photographic report
- 14 Convocation Address  
Florence Bird, C.C., L.L.D., D.Hum.L.
- 18 Up From Under  
Helen Lawlor
- 20 Remember When?
- 22 Current Issues in Nutrition  
Dr. Margaret Kirkcaldy
- 24 Mount Personalities: Sister Margaret Molloy,  
Sister Brenda Halton, Miss Marion MacDonald

Cover Photo by Robert Calnen

## Insight

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## At the Gallery



Robert Calnen

Artists' Media was one of the Mount Saint Vincent art gallery's most successful exhibitions to date, attracting the largest public attendance as well as many school classes. The seven Nova Scotia artists who participated by making video tapes describing artists media

and by exhibiting their works are, left to right, Tom Forrestall, Don Pentz, Carol Fraser, Garfield Saunders, Brian Porter, Ann Williams, Horst Deppe, and the organizer of the show, Marie Elwood.

## This Summer at the Art Gallery

May 28 — June 23

Downstairs

WOMAN

World Exhibition of Photography Courtesy  
Goethe Institute, Montreal

Upstairs

THREE CANADIAN WOMEN

Photographs and Essays by Pamela Harris

June 26 — July 14

Downstairs

NAVAL PAINTINGS OF THE SECOND  
WORLD WAR

Courtesy Canadian War Museum

Upstairs (Continued through Aug. 14)

MAUD LEWIS, A NOVA SCOTIAN  
NATIVE ARTIST

Organized by Art Gallery, Mount Saint  
Vincent University

July 19 — September 1

Downstairs

QUILTS, YESTERDAY, TODAY . . .  
POSSIBILITIES

Organized by Art Gallery, Mount Saint  
Vincent University with support of Canada  
Council

August 16 — September 1

Upstairs

LANDSCAPES BY KARL MACKEEMAN

Paintings and videotapes

Summer Gallery Classes

Silkscreen Workshops with Anne Meredith  
Barry, . . . two 4-week sessions . . . Thursday

10—1 p.m., July 4—July 25 and August 1—  
22 . . . for people 12 years and over . . . \$15  
fee covers materials too . . . limited to 15.

The Painter's Perception: An Introduction  
to Painting and Painters with John Greer . . .  
8 week session . . . Tuesdays 7-& p.m. July 2

—August 20 . . . \$25 fee covers materials too  
limited to 20.



# Nine Years of Growth

by Phyllis Jeffrey Secretary to the President

She just happened to be "the right person, in the right place, at the right time". Thus modestly Sister Catherine Wallace has explained her part in the growth of Mount Saint Vincent University during her nine years as president. Even now she is amazed at, and grateful for, the confidence in her potential which placed her in that situation. The appointment of the petite, soft-spoken nun is evidence of the wisdom and foresight of Sister Irene Farmer who was at the time superior-general of the Congregation of the Sisters of Charity of St. Vincent de Paul, the religious order which founded and still owns the university.

In 1965 Mount Saint Vincent College had an enrolment of 588 students, a large number of whom were nuns. It had a reputation as a women's college to which parents, mostly Roman Catholic, felt comfortable about sending their daughters. Not only would they be well educated, but also — in its protected environment — they would learn the social *graces which would equip them to become ideal wives of successful business and professional men.*

But the winds of change which swept universities of the democratic world, and particularly of North America, in the 1960's were beginning to ruffle the serene campus life. One change, of course, was in the attitude of the young women themselves. They, in increasing numbers, were viewing their education as preparation for living as individuals with ambitions to be realized, and not (necessarily) each in tandem with a protective male! This new breed of student would not attend docilely the university of her parents' choice. If the Mount was to survive and flourish to serve such young people, it had to be a place where they would come because they wanted to come.

That Sister Catherine was the right person to

initiate, develop and activate the type of plans changing times necessitated has been amply documented by conspicuous growth in all aspects of the university. That the Mount was the right place and these past years the right time for Sister was a fortunate and fortuitous circumstance. In the early years of her presidency, the value of women's universities was being questioned widely and seriously; many ceased to exist as independent institutions. However, at Mount Saint Vincent enrolment never faltered. Eventually, with the women's liberation movement, and the Royal Commission on the Status of Women, a commitment to women became a plus factor for an institution with vision.

Vision, in the person of Sister Catherine, led the university community in "a conscious search for relevance" and expanded its perspective to a point which few except this dynamic president could have foreseen.

No facet of the operation went unexamined. During her first few months in office she prepared a new charter, assented to by the Nova Scotia Legislature in April 1966, which changed the institution from a college to a university. She then turned her attention to the organizing and restructuring necessary to implement the details of the new charter.

To be responsible for academic programs and the maintenance of high academic standards, a senate was formed and started to function in the fall of 1967. Several committees were established among which were the Committee on Faculty Appointments, Rank and Tenure, which as first priorities reviewed the status of existing faculty members and set standards for the future; and the Inter-University Committee which was charged with responsibility for studying possibilities for cooperation with other institutions of higher learning. The work of the latter resulted in the signing in September 1969



Sister Catherine Wallace

Wright, Photographic Associates





**Rosaria Hall**

of an agreement for cooperation with Dalhousie University, an arrangement by which Mount students now have access to the best of two worlds — the personal interaction with faculty and other students possible in a small university, and the variety of programs, extensive library holdings, and sophisticated equipment of a larger institution. In 1973 a similar agreement was signed with the Nova Scotia College of Art and Design.

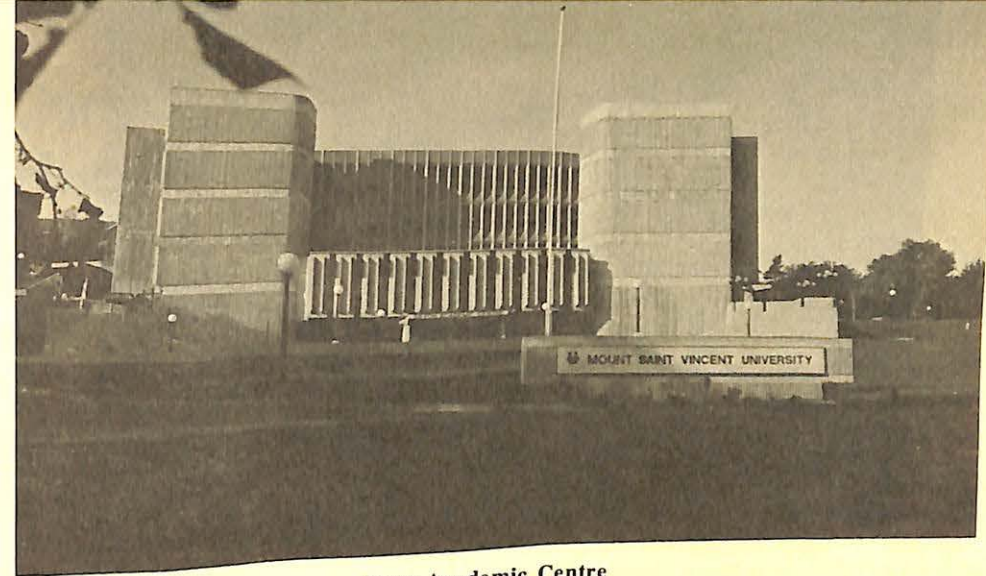
The new board of governors provided for in the 1966 charter, met for the first time in 1968. Since then the members have demonstrated a firm commitment to the values of Mount Saint Vincent, and, inspired by the balance between creativity and practicality displayed by the chief executive officer, consistently over the years have supported her in the acquisition of expanded academic, residence, and library facilities. These were required to keep pace with a growing student population which by 1973 totalled 1195 full-time and 464 part-time students. Male students accounted for approximately five percent of the full-time enrolment in 1973. The number of religious in full-time programs has decreased over the years from 182 in 1965 to 8 in 1973.

Fortunately, during Sister Catherine's first year as president, the Province of Nova

Scotia's "University Assistance Act" came into effect. Its immediate benefit to Mount Saint Vincent was an approximate doubling of the amount of the previous year's grant. This, and the further increases in provincial support which have been forthcoming each year since, have made possible many courses of action which would have been beyond the resources otherwise available to the university.

A primary concern was the need to decrease the disparity between salaries paid to faculty at the Mount and those at other Maritime universities. This was essential to attract and hold highly qualified academics. Tenaciously this objective was pursued and, at the same time, the number of faculty was increased in an effort to realize and maintain an appropriate student-teacher ratio. Faculty members were encouraged to involve themselves in the activities of their professional organizations and learned societies in order to keep abreast of current developments in their disciplines.

The president herself increasingly became involved with a variety of organizations serving the cause of higher education, women's interests, and the public generally. The breadth of experience thus gained was reflected in the innovative plans she initiated and the encouragement with their own plans that



**Seton Academic Centre**

students and faculty could confidently expect. She inspired academic and professional departments to develop, expand and update their programs vigilantly year by year to ensure continued relevance both to living and earning a living in contemporary society. The interdisciplinary course "Perspectives on Women" introduced in 1973, and the program in early childhood care instituted after three years of research, are examples of this orientation. The purpose of the child care program is to provide adequately trained personnel to staff present and anticipated day-care facilities.

The continuing education department, established in 1965 to provide more adequately for the educational needs of mature women, has for several years now served the needs of mature men also, and the population to which it responds continues to grow. Many alumnae are attracted back to their alma mater by the empathic counselling and the practical and imaginative courses which are available at convenient times.

In 1970 two significant documents — the youth report "It's Your Turn" and the *Report of the Royal Commission on the Status of Women* were before the public. Lest they pass unheeded by the campus community, the

president appointed a study coordinator for each to involve all segments of the university in intensive consideration of their findings. As a result, many of the recommendations which the reports contained, or which were advanced by those involved in the study groups, were implemented insofar as they related to the university situation.

Student participation in university government began in 1969 with appointments to the board of governors and senate. Since then a system of student representation on all committees has evolved which provides valuable input and at the same time contributes to the personal growth of the students involved; "A second education", said Lois Hartnett, past-president of the Students' Union and an experienced committee-sitter.

With the growing recognition of the Mount as a vital, progressive institution, young women other than those of the Roman Catholic faith have been attracted to its halls in increasing numbers until, at the present time, approximately one-half of the student body is non-Catholic. Sister Catherine Wallace, an ardent admirer of Pope John XXIII, encouraged an ecumenical milieu on campus and, two years ago, added an Anglican priest to the chaplaincy staff. Shared liturgies, as well as





Nat Cohen

The Birches

denominational services, provide a richness of religious experience in an atmosphere free from persuasion or demand.

Residence regulations constitute another evolving area. The rigid rules which were the order of things a decade ago have been relaxed gradually over the years in recognition of the growing sophistication of the student population. "The Birches" — five town houses containing twenty rooms each — the Assisi Hall highrise, and the more traditional accommodation in Evaristus Hall and Vincent Hall, offer a choice of life styles.

Students, faculty, university government, attitudes, facilities! As Sister Catherine over the past nine years gained recognition as a national figure in the fields of higher education and women's rights (she is currently President of the Association of Universities and Colleges of Canada and a member of the federal government's Advisory Council on the Status of Women) the institution which she served as chief executive officer until March 31, 1974 has kept pace with her and grown in all its dimensions.

On April 1 Sister became chairman of the newly-formed Maritime Provinces Higher Education Commission. Her appointment augurs well for the success of that ambitious

brainchild of the Council of Maritime Premiers. If she serves the Maritime provinces half as well as she has served the Mount, they will be well served!

The sentiments of the university were eloquently summed up at the March 25 senate meeting when Dr. Lillian Wainwright, the senior senator in length of service, calling the occasion "a moment of great pride and also one of sadness" moved that "The Senate of Mount Saint Vincent University express to Sister Catherine Wallace its deepest appreciation for her exceptional contributions to this university; for her farsighted energetic and effective leadership which has so greatly enhanced the stature of the university in academic circles and in the wider community of which it is part; for being an esteemed colleague; and for her friendship and encouragement to members of all parts of the University community." — Passed unanimously.

## Canadian and American Women in Higher Education

The report and recommendations issued by the Carnegie Commission on Higher Education in the U.S. in September of 1973, entitled *Opportunities for Women in Higher Education*, would interest the community of Mount Saint Vincent University because of its advocacy of women's universities. But beyond this, the report lists statistics and facts which give an interesting correlation with those provided in "A Profile of Women in Canadian Universities", a paper prepared by June Adam for the AUCC 1971 annual meeting. Since the Mount is the only independent women's university in Canada, and since it is in the business of providing higher education for women, the material offered in these two reports is particularly relevant.

The Carnegie report makes it clear that women's universities provide the best education for women:

*We favor the continuation of colleges for women. They provide an element of diversity among institutions of higher education and an additional option for women students. An unusual proportion of women leaders are graduates of these colleges. Women generally (1) speak up more in their classes, (2) hold more positions of leadership on campus, (3) choose to enter more frequently into such "male" fields as science, and (4) have more role models and mentors among women teachers and administrators.*

In supporting this position, the report cites studies that have shown that women who attend women's colleges have academic records superior to those of their coeducational sisters. A recent analysis of *Who's Who of American Women* revealed that of the women listed, the number who graduated from women's colleges was twice as high as the number who attended co-educational schools. Another study showed that women's colleges accounted for sixteen

percent of all women enrolled in universities, but during this same time period, these schools accounted for thirty-four per cent of all women scholars.

In recent years in the U.S., the number of women's colleges has been declining. In those which have continued, there has been an increase in the proportion of men on their faculties and in their administrations. Now, however, some women's colleges have decided to reverse this trend. Several have determined that they will remain single-sex institutions, and that when vacancies occur, women will be hired to fill them.

There is much correlation among the courses of study selected by women undergraduates in the United States and Canada. In both countries women are far more likely to major in the humanities, arts and education. Following closely are home economics, library science, social work and nursing. Canadian women undergraduates show a stronger tendency to major in the health professions of pharmacy, physiotherapy and occupational therapy than their American counterparts.

Women undergraduates in both countries are less likely to major in the natural sciences, business administration, pre-medical, pre-dental, or law studies. The Canadian report adds that women are poorly represented in the fields of theology, veterinary medicine, planning, environmental studies and public administration.

The Carnegie Commission attributes this poor showing of female students in these fields, in part to a poor background in mathematics in secondary school. In the U.S. women make a poorer showing on college entrance mathematical aptitude tests, natural sciences tests and social science tests, although their performance on verbal ability tests is superior. However, even in the fields where they perform less well, their overall performance is only



slightly below that of men; and this in the face of statistics that show that men have usually had four years of secondary school mathematics while women have had only two years.

Again, showing a similar pattern in both countries, females are under-represented at the graduate level of universities whether full-time or part-time. In fact, there are fewer women at each successive stage of higher education in both Canada and the U.S. In Canada, most women graduate students obtain their degrees in the arts and in pure science.

More similarity in discrimination of women in both countries concerns women faculty members. In the U.S. women make up 27% of university faculties while in Canada they make up only 15.3% of the faculties (1971 figures).

Women faculty members in both countries are overwhelmingly in the lower ranks of faculty status. Of all Canadian women faculty members, approximately 77% are assistant professors, lecturers or instructors. The rest are deans (0.5%), professors (4.6%), associate professors (16%) and other. In American colleges and universities, women make up 8.6% of the professor rank, 14.6% of associate professors, 20.7% of assistant professors and 39.4% of faculty lecturers.

Apparently sex difference accounts for differing pay scales in both countries. After controlling all predictor variables, the Carnegie Commission states that research has shown that the actual average salary of male faculty members exceeded the average that would have been predicted on the basis of the female equation by nearly \$2,300. The paper prepared by June Adam on Canadian statistics reveals that for the difference in male-female salaries in 1965-66, a multiple regression analysis indicated that more than half of the \$2,262 discrepancy could be accounted for by the sex difference alone. Statistics related to salaries for male-female faculty members in Canada for 1969-70 revealed a discrepancy of \$2,698, some of which could be explained by the greater concentration of females in the lower ranks.

Further comparisons between the two reports are complicated by the breakdown in the Carnegie report into types of universities and

the breakdown in the Adams report by region. However, the like comparisons are enough to sustain the theory that the problem goes beyond borders and that it concerns women rather than Canadian women or American women.

And perhaps the recommendations concerning women in higher education suggested by the Carnegie Commission are as valid in Canada as they are in the U.S.

In addition to the support for women's universities, the commission offers recommendations for affirmative action that will help correct the discrimination that was found in the investigations cited in the report. In addition to fairer admissions policies for women at both the undergraduate and graduate levels, the other recommendations are designed to improve the status of female faculty and administrative members. As the report states:

*We oppose . . . suggestions that academic standards will necessarily be reduced by increasing the number of women faculty members. Academic standards in the long run, in fact, should be raised as faculty members are recruited from a larger pool of talent; in the short run, excellence, broadly defined, can also be increased by providing a better environment for all students and particularly for women.*

## One Hundred and Sixty-Eight Memorable Hours



**The Home Economics Students' Tour**  
by **Bonnie Mossman** and  
**Gayle Silver, Students**

The day dawned and the rain fell — definitely a bad omen — but no one paid any attention. We were too excited about leaving for Toronto and Montreal. However, fate was against us that first day of March Break. Fourteen students, Sister Greta Conrad and Mrs. Mary Jane Collins were prompt in arriving at the airport at 8:00 a.m., Saturday, March 23. Unfortunately the plane was not so punctual. We were delayed twelve hours, and though enthusiasm waned through the day, excitement bubbled when our plane was finally ready to depart. We left Halifax to the strains of "Farewell to Nova Scotia" — compliments of a fellow passenger.

The miles of Toronto night-lights loomed before us; we had arrived!! We stayed at the Victoria Hotel on Yonge Street, a quaint old hotel, conveniently located near the places we were scheduled to visit.

Our tour, demanding excessive amounts of leg exercise, had its beginning on Sunday afternoon when we walked (rather limped) down Yonge and Bloor Streets, through the halls of the Royal Ontario Museum and on to the Planetarium. The historical costumes in the museum were of anticipated interest to us. The display, however, was somewhat disappointing since it contained only a small percentage of the total collection. That evening the Old Spagetti Factory titillated our taste buds in a most enjoyable old atmosphere. Later that evening we viewed the city of Toronto from the heights of the Toronto-Dominion Building — a spectacular sight.



Monday morning we visited the Home Economics and Design Department of Ryerson Polytechnical Institute. We were pleased to find similarities to our own courses at the Mount. Students there, however, had the advantage of more credit hours in practical experience.

In the afternoon we visited Claire Haddad, designer of lingerie and leisure wear for both men and women. Her production line workers were responsible for the completion of the total garment. This process proves to be most efficient for her operation. According to Ms. Haddad's experience, the climb to success is slow and tedious but rewarding — if you reach the top.

Our nights were free to spend as we pleased, with a variety of social and cultural activities from which to choose. On Monday evening several members of the group were fortunate enough to attend the opening night of the ballet "Giselle", at the O'Keefe Centre.

On Tuesday we visited David Rea, a charming, successful business man. We found sharp contrast between his operation and that of Claire Haddad. He employed two designers, one for wedding gowns, the other for formal evening wear. Each employee, in the manufacturing area, had a specific responsibility in the completion of a garment. Much handwork is demanded by his designs, and in this way he is able to command top prices. The elaborate gowns shown to us in the display room were exquisite.

On to Pat McDonagh and sportswear. Ms. McDonagh, a much celebrated Canadian designer, draws her own designs, many of which must later be simplified as the garments are mass produced at a clothing factory. Let it not be thought that this curtails their exclusiveness. Pat McDonagh is a celebrated designer and a leader who gained world-wide acceptance of Canadian designs and fashions.

Wednesday morning found us in a mad rush to get everything packed in time to leave for the airport. Next stop — Montreal and the Queen Elizabeth Hotel! The rest of the day was spent enjoying the luxuries of our hotel, exploring the environment and adjusting to the livelier pace of Montreal.

Thursday morning slight adjustments were made in our plans, leaving us free until 3:00 that afternoon. Word of 'great buys' led us to Mestel Fabrics — a paradise for the economy minded seamstress. We continued on our day's journey, arms laden with bundles of fabrics.

In the late afternoon we toured Rosedale Draperies and Bonaventure Curtains under the excellent hospitality of the president, Mr. Greenburg, and his associates. A coffee break and seminar were planned, and the friendly atmosphere succeeded in putting us very much at ease. Bonaventure Curtains is one of the largest curtain manufacturers in Canada with a twenty-four hour production schedule.

Friday took us to another side of the city at Lana Knits and Fireside Fabrics Ltd. Both of these places served to clarify much of what had been taught in class. Gracious hospitality was extended to us during our visit there.

Saturday was filled with shopping expeditions, sightseeing and general panic as everyone was attempting to organize for the trip home. We left looking forward to home but regretting that our stay in Montreal could not have been extended. The memories of enjoyable experiences will linger long.

## Spilled Ink

compiled by **Carole Hartzman**, Lecturer,  
Department of Modern Languages

"Academic Freedom . . . Let it be remembered that what is at stake, in the greatest issues as well as in those that seem smaller, is the freedom of the individual human spirit to express its belief and hopes for mankind, whether they be shared by many or by few or none. New hopes, new beliefs, and new thoughts are at all times necessary to mankind, and it is *not* out of a dead uniformity that they can be expected to arise.

Bertrand Russell,  
*Freedom and the Colleges*

### EDIFICATION

"I must really improve my mind," I tell myself, and once more begin to patch and repair that crazy structure. So I toil and toil on at the vain task of edification, though the wind tears off the tiles, the floors give way, the ceilings fall, the strange birds build untidy nests in the rafters, and owls hoot and laugh in the tumbling chimneys.

Logan Pearsall Smith,  
*Trivia*

I can easier teach twenty what were good to be done than be one of twenty to follow mine own teaching.

Shakespeare

Journalism will kill you, but it will keep you alive while you're at it.

Horace Greeley

Get your facts first, and then you can distort them as much as you please.

Mark Twain

As far as the laws of mathematics refer to reality, they are not certain; and as far as they are certain, they do not refer to reality.

Albert Einstein

There was a young man from trinity,  
Who solved the square root of infinity.

While counting the digits,  
He was seized by the fidgets,  
Dropped science, and took up divinity.

Anonymous  
(*Fantasia Matematica*, Clifton Fadiman)

Certainly there are lots of things in life that money won't buy, but it's very funny — Have you ever tried to buy them without money?

Ogden Nash,  
*The Terrible People*

Everybody lives by selling something.

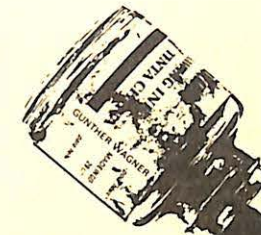
Robert Louis Stevenson

Never throw out dirty water until you have clean.

Lena Weinstein

Gallic Truth  
When French friends fail to comprehend me  
I think they're acting clannish  
Until I check my dictionary  
And find I'm speaking Spanish.

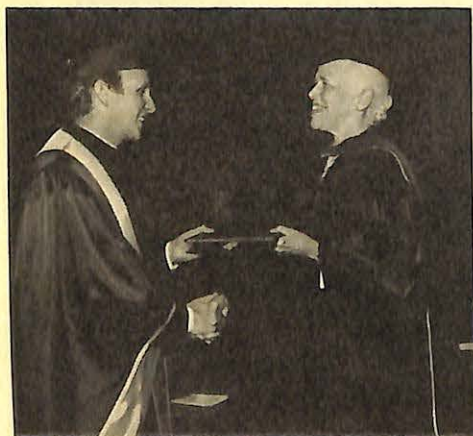
Dick Hayman





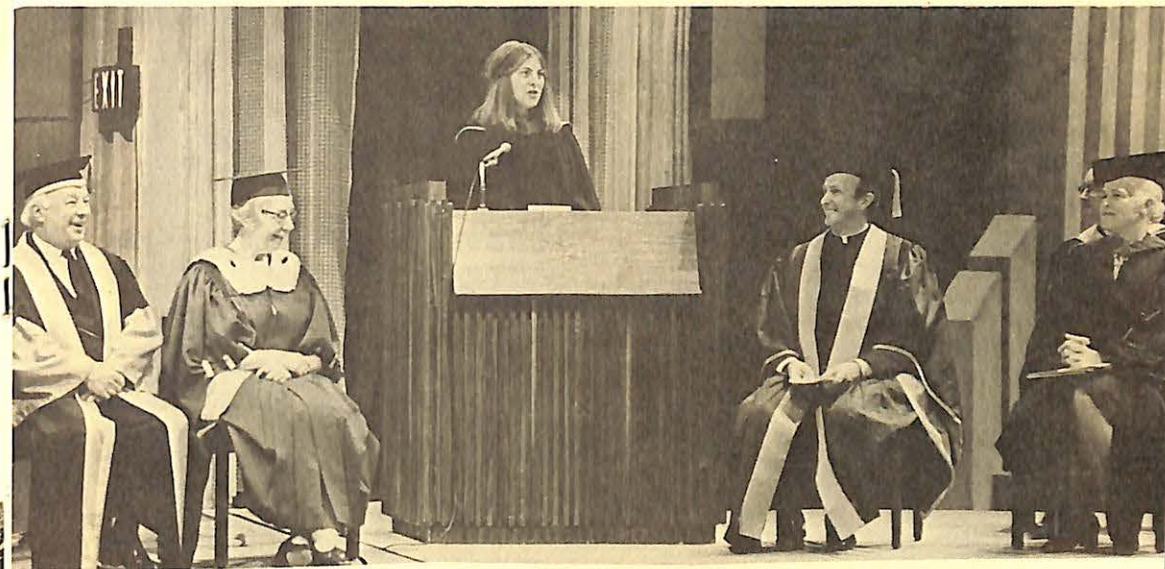


*Convocation Photographs by  
Wamboldt-Waterfield*

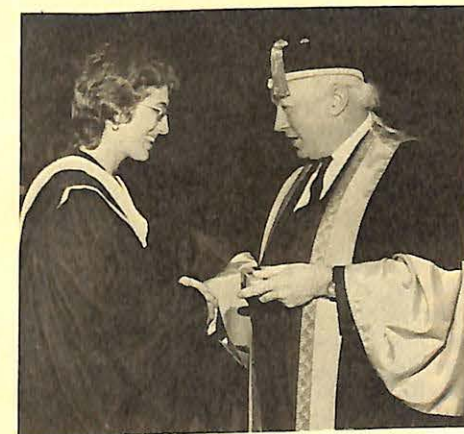


*Diploma graduates Anne Marie Beck and Paula Anne Marie Perrin flank Melinda McLean, guest speaker for the diploma exercises.*

*The Most Reverend James M. Hayes presents the honorary degree of Doctor of Humane Letters to Mrs. Florence Bird.*



*Linda Milley gives the expression of gratitude following Mrs. Bird's Convocation Address. Seated left to right, Senator Hicks, President Sister Mary Albertus, Archbishop Hayes, Mrs. Bird.*



*Valedictorian Mary Josephine Brazel, B.Sc.N.*

*Senator Henry Hicks presents the Governor General's Award to Victoria Lynn Shankel.*



# Convocation Address

During this year's convocation on May 12, Mount Saint Vincent University bestowed the honorary degree of Doctor of Humane Letters on Mrs. Florence Bird, C.C. The honour was given in recognition of Mrs. Bird's having served as chairman of the Royal Commission on the Status of Women and in recognition of her many activities that called attention to or contributed toward the betterment of the status of women in Canada.

Her convocation address, which follows, bears testimony to her expertise and professionalism in her career as a broadcaster and journalist working under the name of Anne Francis.

by Mrs. Florence Bird, C.C., LL.D., D. Hum.L.

I am honoured and much moved by the degree that has been conferred upon me today. I assure you that I will try to live up to the fine traditions of Mount Saint Vincent University.

I congratulate those of you who have received academic degrees at this convocation. You should congratulate yourselves. You are justified in having a warm feeling of pride and satisfaction in what you have accomplished. After all, you have fulfilled a demanding assignment requiring discipline, application, patience and the use of intelligence. The parchment — the scroll — you have received today should mean a great deal to you because it is proof of what you have been able to do.

You are fortunate in having been able to attend Mount Saint Vincent University. For over a hundred years it has helped to bring the joys and rewards of learning to generations of students. It has given leadership in education, first as an academy for young women and now as a seat of learning for people of both sexes. From your professors you have learned how to use the instruments, the tools, which can help you continue your studies and enrich your life

during the years that lie ahead. The instruction you have received here has given you the foundation you need in order to build for personal fulfillment.

You are fortunate too in having been together in this academic atmosphere. I am sure you have learned a great deal from one another. And I know from experience that you will sorely miss the daily interchange of ideas now that the time has come for you to part. The importance of that interchange was emphasized by John Henry, Cardinal Newman, in his great book, *The Idea of a University*. Newman said that even if you did away with classes and professors and merely brought a number of young people together for three or four years you would be successful he said "in training, moulding and enlarging the mind. . .," He said: "When a multitude of young people, keen, open-hearted, sympathetic as young people are, come together and freely mix with each other, they are sure to learn from one another, even if there be no one to teach them. The conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought and distinct principles for judging and acting day by day."

I have a confession to make. In that passage I have just quoted, Cardinal Newman did not write young *people*: he wrote young *men*. I'm sure that if he were alive today he would have included women. After all this book was written in 1852 and at that time there were no women at Oxford or any other university in Britain or Canada. It's interesting, I think, that although the doors of higher learning were closed to women, the university itself was often alluded to as a woman. Undoubtedly Cardinal Newman frequently referred to Oxford as his *Alma Mater*, his nourishing mother.

The women and the men who have received degrees today are equally to be congratulated on not having been segregated, on having been able to work side by side as they will later in their families, on their jobs and in society in general.



Mrs Florence Bird

However, remembering the past I think that the women graduates deserve special congratulation on being alive today instead of a century ago. It was, after all, not until 1875 that Mount Allison became the first university in the British Empire to give a bachelor's degree to a

woman called Hattie Stewart. At that time all of the professional faculties — law, medicine, engineering — were closed to women.

Although many women were already involved in the educational process as teachers it was difficult for them to get the same sort of



training as men teachers. Back in 1849, a young woman from the Maritimes was a trail blazer in that area. After her application to attend teacher's college was turned down a number of times, she appealed to the Lieutenant-Governor who obtained an Order-In-Council which granted her admission. However the principal of the school set up special rules for her. She had to wear a veil; enter the classroom ten minutes before the other students; sit alone at the back of the room; withdraw before the lecture ended and leave the premises without speaking to the other students. I can't figure out whether the principal was trying to prevent her from corrupting the men or whether he was trying to protect her from them. Anyway, she was treated as if she was unclean, a leper, because she wanted to fit herself for a profession.

I hope that when men were admitted to this campus a few years ago they were not made to sit at the back of the room and forbidden to talk to the other students or made to wear a veil. That would have been discrimination against women as well as men.

Anyway, today all the faculties of our universities are open to women, and attitudes have changed so that no one is surprised if a girl elects not only to take a first degree but also to continue her formal education by doing graduate work either to prepare herself for a professional career or to widen her horizons.

A century ago it was quite a different matter. The experience of Carey Thomas, the famous president of Bryn Mawr College, is typical of the attitude toward women in the Victorian era. Carey Thomas graduated from Cornell in 1879. She was a brilliant scholar who wanted an academic career. Accordingly she decided to go to Leipzig University, where a few women had been allowed to study. Her father, a medical doctor and a Quaker of the old school, refused to give either permission or money to go abroad. He felt he had been very enlightened when he allowed his daughter to go to college but he did not want her to go traipsing off to Europe. He felt her education was finished and now she should be content to stay at home like a dutiful daughter, the way other girls did, presumably waiting patiently and hopefully for

some man to come along and marry her.

On the other hand Carey's mother was delighted by her daughter's ambition. When Dr. Thomas remained impervious to all arguments in favour of scholarship, Mrs. Thomas said, "Carey, there is nothing for it. Thee must cry thyself to Germany." Carey did cry her way to Germany. And her mother lent a helpful tear. For a fortnight the two women wept and sobbed, and sobbed and wept, until Dr. Thomas' spirit was broken.

Carey Thomas was an ardent feminist as was proper for an educated and intelligent woman at a time when women had so few rights. It must have been humiliating for her to recall that she had had to resort to such a shaming performance in order to be able to continue her education.

Today women need no longer demean themselves by deliberately crying their way to university. Bursaries, scholarships and student loans are open to them as they are to men. Nevertheless for some reason they are not yet fully taking advantage of the opportunities that beckon them. Too few are taking the higher degrees which should not only enable them to qualify for the better paid jobs but also, what is more important I think, the more stimulating and interesting jobs — degrees which will certainly enable them to have a more satisfying life.

The fact is that the higher education of women is moving on tortoise feet — very, very slowly. In fact, in some areas it is moving backward. Every year during the last three decades an increasing number of women have gone to university and taken post-graduate degrees but more men have also been seeking higher education so that the ratio of women to men has not moved ahead except at the first degree level.

In 1930, 25% of the bachelor's degrees went to women. Forty years later — in 1971 — 39% went to women. That is an encouraging increase but not as impressive as it might be, since half of the population is made up of women.

However it is depressing to find that in 1971 the proportion of women receiving masters' degrees was only 22% — just what it was half a

century earlier. In 1971 the proportion of women receiving doctorates was only 10% while forty years earlier it was 15%. This is not a record that makes the heart leap up with pride. And it certainly shows how the potential of women is being wasted.

The proportion of women in the professions is equally sad. In Canada only 9% of the physicians are women while in Britain, France, and Israel 24% of the doctors are women. In Canada only 3% of the dentists are women compared with 28% in France and Finland. I refuse to believe that British, French or Finnish women are more intelligent and have more ability than Canadian women. Perhaps they do have stronger motivation, higher ambitions and a better understanding of the importance of developing their potential as human beings.

I am inclined to lay the blame on parents, school teachers and school and university guidance counsellors. I think they have an obligation to encourage girls and young women as well as boys and men to use their abilities to the full. A young man or woman who fails to develop a potential is likely to grow into a frustrated and bitter human being because the mind has been allowed to lie untilled and no seed has grown. The waste of human resources is also deplorable. The world needs people who are trained in the humanities as well as in the sciences.

On a day like this I think it is important to realize that your education is in no way finished just because you have received a degree. On the contrary, it means that your education has made a good beginning. Education need not — indeed must not — ever be finished. It must flow on through an entire life like a river gathering depth and strength from the many tributaries that feed it.

That is why one of the great gifts that a university can give a student is the incentive to go on learning. I am sure that here on this campus you have received that incentive. If you have developed a burning desire to know, to understand, to search for wisdom as well as knowledge, then you will never be bored and your life will be an exciting adventure to the end. And you will have much to give to yourselves, your families and your

communities.

No doubt some of you are looking forward to going back to school again when autumn comes, while others are planning to take a job for a while and work for a higher degree later on. Probably some of you feel that a job will provide the learning experience you want. One thing is certain. Whatever you do, the time you have spent here at Mount Saint Vincent will have given you a sound, solid base from which to launch yourselves into the future.

One last word about the future. This is a troubled time in the long and troubled history of the world. No sensitive or intelligent person can help being worried about the materialism and the violence of our society, the pollution of our environment, and the threat of atomic war which hangs over us all. Certainly no sensitive or educated person should fail to be concerned by the knowledge that half of the people in the world are hungry, sick and poor.

This is not an easy time for you to begin a new phase in your lives. I hope that this university, with its great religious tradition, will have helped you to understand the importance of spiritual values. They are essential to our survival. If we lose them, we ourselves are lost.

I hope too that you will carry away with you a sense of responsibility toward society. It seems to me that there is neither common sense nor virtue in deciding to opt out of the world however much it repels us. We cannot stop the world and we cannot get off. What we can do is develop the talents and abilities we were born with and use them as best we can to change the things that so greatly need to be changed.

In conclusion. I have congratulated you on what you have accomplished. What then can I wish you for the future? Well, if I were your godmother with a magic wand, I would wave it over you and give you these gifts for your tomorrows: An inquiring mind, so that you will always be searching for knowledge, in the hope that it may be crowned by wisdom. Belief in yourselves so that you will not falter. Eyes that turn outward toward others so that you may be able to understand them and so help them. Faith so that you will never be alone. And courage for the journey.



# Up from Under

by Helen Lawlor, Student

We are all familiar with the age old cliché "women are seen and not heard". Such brain-washing and indoctrination have helped mold women into some of the dilemmas in which we have found ourselves and from which we are slowly coming "up from under". For a long time now women have been in a double bind and have been predominantly judged with a preponderance of male criteria, especially where achievement and work are concerned, in fact in nearly every facet of our daily performance. If we desire success and thereby emulate the masculine characteristics deemed essential for the job, we are then called "unfeminine", "aggressive" or "independent", characteristics which are most definitely non-complimentary for a woman. However, if we do not demonstrate these so-called masculine qualities, we may be most likely considered inadequate for the job. Then, there is still another derogation: "she got that job not because of any merit but just because she is a woman." No wonder women are in such a psychological, social, intellectual — and every other kind of "bind".

Many of the barriers preventing women from succeeding are for the most part embedded in society's conceptions (and misconceptions) of women and society's definition of work. Our school systems are geared to teaching stereo-typed roles to our boys and girls; textbooks typify this. Remarks such as "that's a real boy", "she's so sensitive, a typical woman", further reinforce masculinity and femininity. Of course, our school system is the product of the demands our society makes upon it.

In the past, too, women's passivity and dependence were not only condoned but required. For the most part, we were sex objects and for this alone had to possess these qualities. Thanks to the federal government today for doing something to allay some of the

discrimination against women; women's bureaus, labor movements and the Status of Women Report have all helped portray that women rightfully and equally have a place in the world with men. However, the way has not been smooth, but rather one of rebellion and discouragement on this journey for identity and justification. The past has been full of repercussion and negativism in our stance to prove ourselves "persons", not to say anything about being women with any worth. While Freud repressed femininity, even intellectuality, Erikson thought that women were crying out for fulfillment of their "inner space"; again women were assessed with male criteria. Church leaders wrote of women as something evil.

If, then, women are to conquer and transcend, we will, in the words of Bernard Shaw, have to repudiate ourselves, even our womanliness, to law, to society, to man. He believes that only if we repudiate ourselves will we achieve emancipation. In her book, the *Feminine Mystique*, Betty Friedan quotes the Rev. Theodore Parker as saying that one half of the human race is female, and to have one half of the world's human energies occupy the role of housewife is a "monstrous waste" of the most precious material "God ever made".

I think it will be necessary not just to have the role of masculine and feminine defined but the whole conventional idea of the past of male and female will have to change and continue to change for greater acceptance and understanding of man and woman as full human beings, with a view to better relationships of shared roles, for a better society. By maintaining our femininity sensibly, women will be better able to take our place in the world conjointly with men. I feel we will have to free ourselves of the neuroticism of women's "libbers" who are fanatically eccentric (maybe) in their

disgruntlement of dishpan hands, etc. and resolve ourselves to a feeling of dignity and worth. By combining work with motherhood when it is feasible, we can become persons of greater contribution to ourselves, our families and society. Relieved of the "just a housewife" notion, we can have new ideas, new and better relationships with our husbands and children because of added stimuli. However, for those who do wish to combine housework and motherhood, there should be ways whereby we can live more fruitful and less monotonous lives — by being trained to work in day care centers, getting involved in community work or by having some worthwhile hobby. We should rid ourselves of the idea of being "settled" in our plight of boredom, in our inability to take a job and compete. We do have the potential and there are paths open to us, if we but look. As Rev. Parker wrote in 1853 in Boston — "household duties would not exhaust female powers".

Women are not a homogeneous group (Status of Women Report) but we have needs and our needs are more than mere fulfillment of "inner space". We perhaps have a long way to go yet, but let us be optimistic in our advance and growth for equality and a place in the world. Carl Rogers predicts that the year 2000 will see the man-woman relationship one of the most enriching, joyful and fulfilling relationships. But what can we do in this span of a little more than a quarter of a century? There will have to be a continuous and ongoing "mental revolt" for the chosen few who have not accepted the "new world" ideas. For those who feel that "anatomy" is "destiny", they will have to resolve the fact that difference is not deficiency and in course take their places in society.

If, as Kohlberg says, most of "learning" is through "imitation", we can hopefully achieve our ends and still continue to be more than a

mere moronic status symbol and set identity. (More than thirty items in the Status of Women Report pertain to the tendency of advertising and the media to view women's role as a predator and "as a victim of prey"). Let us remember, regardless of our biological make-up, there is no proof that "men are more biologically equipped" to fill the roles that society has reserved for them. And regardless of our biological make-up, we should recognize our limitations (and men's) and develop our potential to the fullest, remembering that whatever we do or however we decide to take our place in the business world or whatever world, today's token is tomorrow's precedent. Women are not inherently incapable of performing jobs formerly reserved for men, jobs that demanded responsibility and power.



Remember When?





# Current Issues in Nutrition

by Dr. Margaret Kirkcaldy, Assistant Professor  
of Home Economics

Nutrition is a relatively young science, being only 75 to 100 years old. Although it is believed that all the important nutrients have been discovered and can now be synthesized in the laboratory, there still may be some "unknown food factors". Straightforward discoveries have led the way for more intricate research. The establishment of the way in which nutrients interact is now the prerogative of biochemical, nutritional, physiological and pharmacological research. The overlap between these disciplines shows the inter-relatedness of nutrition and decreases the chance of making strong, unequivocal statements at the consumer level.

It is difficult to reconcile the average person's growing interest in nutrition with the recent findings of the National Nutrition Canada Survey, an extensive survey of the nutritional status of the Canadian population conducted from 1969 to 1973. Individuals were exposed to comprehensive health surveys at mobile posts throughout each province in two opposing seasons of the year. Blood and urine samples were collected, dietary recalls were obtained, teeth were checked, fat skinfolds were measured, and thorough medical examinations were done.

The survey yielded both expected and unexpected findings. A fifty per-cent incidence of overweight verified the impression of nutrition educators that overweight and obesity are a widespread affliction of the Canadian population. The prevalence of iron deficiency was expected in menstruating and pregnant females and in growing children but not in as great a degree in adult males. The extent of protein deficiency found in children and older adults was surprising because of the liking for and the abundance of meat in the Canadian dietary. Vitamin C deficiency was anticipated to be greater than revealed due to a supposed dislike for, or a lowered availability of, vitamin

C-rich foods, as well as the easy loss of this nutrient in cooking and storage.

So, on the one hand, there is predominant overnutrition; on the other, some undernutrition, but more than would be assumed in a well-developed country. The question of overnutrition, however, cannot be blamed on only an excessive ingestion of calories. Energy balance is dependent, as well, on the energy expended in physical activity. The manner in which these factors interrelate in different individuals of varying ages is still not understood. However, the cure for whittling away accumulated fat should combine both a decrease of food calories with an increase of activity.

What implications do these findings have for future nutrition activities? The major suggestion points to improved communications between those affecting nutrition policy, nutrition facts, nutrition activities, and the food supply. The groups involved include government, industry, universities, health professionals, and consumers. Each must define its role, assume greater responsibility and make a greater commitment to the ideal of human betterment.

The government has already taken a first step towards implementing certain suggestions. A nutrition bureau has recently been formed at the federal level with the responsibility of formulating a national nutrition policy, monitoring the nutritional status of the population on an on-going basis, and stimulating and pioneering studies in many areas of applied nutrition where there are still no definitive answers. This is not to say that ready answers will be available in the foreseeable future, but at least there will be a framework established with priorities given to finding solutions to more immediate problems. Besides relating to consumer concerns, there will be fundamental issues requiring definition.

For instance, what are the minimal and optimal nutrient intakes for an individual? Although different countries have elaborated dietary standards throughout the years, often from the same sparse basic data, the figures derived by each committee have varied widely. It is obvious that philosophies have differed. The Canadian team has recently made a plea for greater agreement on dietary recommendations between countries.

Another important area for government is legislation. What food laws are required? Legislation regarding food additives has been in existence for some time; this requires continual updating. As well, legislation on labelling of market products is being considered. Here, specific information of the nutrient content of the product would have to be included on the label. Finally, the major role of the bureau is to facilitate communication between all nutrition-oriented groups.

The food industry has responsibility in these same areas. Industries now distribute special diet products which are modified as to sugar, salt, and fat content and which are intended for use in therapeutic diets. However, little emphasis is given in advertising to utilizing any of these foods for preventive purposes, a move which would increase the demand and the availability of such foods while decreasing the costs. Nutrient labelling has been sporadic with extensive information not readily available. The legislation being considered by the government would produce standardization.

Health professionals have been accused of failing to communicate nutrition information effectively. In judging the effectiveness of nutrition education by the present research findings, we must admit that long-term weight change has not been achieved in the obese. Recent trends utilize a team approach to establishing behaviour change; thus the nutrition scientist will need to work in

collaboration with the social scientist. For nutritionists and health educators to reach individuals in the community, the techniques developed by an astute advertising industry may have to be used. With the present interests of governments in lower health care costs and the resultant emphasis on preventive health care within the community, there is great scope for the effective nutrition educator. Thus, the role of universities becomes apparent: the development of effective nutrition educators, the elaboration of pertinent nutrition information, direct research, and the interpretation of such research.

Finally, what is the responsibility of the consumer in a system that is being geared more and more to predicting and satisfying consumer needs? Receptivity and understanding become prime qualities; the consumer must actively participate in improved physical fitness for all-round improved well-being. Above all, the consumer must appreciate the concern that has led to the coordination of effort at so many levels.

With time, the questions and issues will be solved, but always there will be more controversies in a discipline as dynamic and practical as nutrition.



# Mount Personalities

The Mount personalities highlighted in this issue of *Insight* are three women who have made substantial contributions to Mount Saint Vincent and who are leaving the university this year to seek other outlets for their energies. Sadly we watch them go, we wish them well, and we feel our loss.

Under **Sister Brenda Halton's** direction as chairman, the Department of Business has seen steady growth and progress. The degree of Bachelor of Business Administration has been added to the list of degrees granted by the Mount; two new secretarial specialties have been introduced leading to the awarding of medical secretarial and legal secretarial diplomas; and next year will witness the awarding of executive secretarial diplomas.

Sister Brenda grew up and was educated in Montreal. She began her college career in that city but interrupted it for more than a decade while she taught briefly in a private school and worked with a major life insurance company. She advanced to office supervisor with the insurance company before she decided to enter the congregation of the Sisters of Charity. Since entering, Sister Brenda earned a Bachelor of Arts degree from Mount Saint Vincent and was awarded a Master of Education degree from Boston University.

As chairman of the Mount's business department, Sister Brenda has worked hard to promote bilingualism among business women, to elevate the status of secretaries through encouraging them to achieve the Certified Professional Secretary designation and then continue toward a degree, and to encourage women to enter the business world with a desire for advancement.

Sister Brenda leaves Halifax to return to her native Montreal where she intends to become involved with and serve the city's disadvantaged. She confesses to a hope to do apostolic work with the critically-ill either full-time in a hospital or divided between hospital and parish.



Academic Dean **Sister Margaret Molloy**, first knew the Mount as a student. She received a Bachelor of Arts, a Diploma in Education and a Bachelor in Library Science degree during the time that the school was known as Mount Saint Vincent College. She has received Master in Arts degrees in history from Boston College and the University of Windsor.

Sister Margaret served as assistant librarian at the Mount before beginning her teaching career at St. Patrick's High School in Quebec and St. Peter's High School in Dartmouth. She became academic dean at MSVU in 1968, and having served in that post for six years, she feels it's time to turn the position over to a new dean.

A native of Newfoundland, Sister Margaret intends to spend a summer there with her parents, John Patrick Molloy and Alicia Cecilia Murray Molloy, before taking a sabbatical to study Canadian history. Ultimately, she hopes to return to the Mount as a teacher.



Miss **Marion MacDonald** is no stranger to thousands of alumnae of Mount Saint Vincent. Since 1964 she has been serving as executive-secretary for the Mount Saint Vincent Alumnae in the first and only alumnae office in the Mount's history. She has performed the many services and tasks of that office with such dedication and devotion that the alumnae presented her with a gift and a certificate of recognition during their annual meeting on May 28.

Miss MacDonald is a native Haligonian. She was educated in Halifax and was awarded a Bachelor of Science in Secretarial Studies from Mount Saint Vincent College. After several positions with insurance companies, she became an employee of Imperial Oil Company, working in the Maritime Marketing Division as secretary to the sales manager. When the Mount's alumnae office was created, Miss MacDonald was invited to serve as the alumnae's first executive secretary. In this position, she has kept track of all honours, births, marriages, deaths and moves of Mount alumnae — a full-time job in itself —, published a *Bulletin* of information for alumnae, acted as staff for the executive committee, and kept valuable records of historical significance.

After leaving the Mount, Miss MacDonald will enter an entirely new field for her, though not a new interest. She plans to sell real estate in the province and the metropolitan area that she knows as only a Haligonian can.



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