

# Insight

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## At the Gallery

### August 3 to September 4

**Six in Clay**, the work of Nova Scotian potters Carol Smeraldo, Tim Worthington, Pam Birdsall, David Taylor, Ed Goodstein and Elizabeth Stuart; organized by the artists.  
(Downstairs)

**Roses**, 37 prints, drawings and water colours; courtesy the Hunt Institute for Botanical Documentation, Carnegie-Mellon University, Pittsburg. Roses by artists from countries around the world, some dating back to the 17th century.  
(Upstairs)

### September 8 to October 1

**Paintings** by Graham Fowler of Halifax, 1975 graduate of N.S. College of Art and Design; images derived from nature, using multiple canvases, each a separate entity but forming a coherent whole when grouped.  
(Downstairs)

**Drawings** by Sally Spector, former American, now in Montreal, works using pen and ink and pencil.  
(Upstairs)

### October 4 to 22

**The Graphic Work of Felix Vallotton**, woodcuts, lithographs and other graphic works by the Swiss artist, organized by the Arts Council of Great Britain and the Pro Helvetia Foundation of Switzerland and circulated by the National Gallery, Ottawa.  
(Downstairs)

**Plants in Art Through the Centuries**, courtesy of Hunt Institute for Botanical Documentation, Carnegie-Mellon University, Pittsburg. Scientific illustrations of a wide variety of plants.  
(Upstairs)



photo by Paul Zwicker

Local mime artist, Robert Ziegler, performed interpretations of a variety of works by artist Julia Healey, which were on exhibit at the Art Gallery in the spring. Mr. Ziegler's delightful show was chosen by the gallery to celebrate International Museums Day with a mix of media — mime and painting — to demonstrate the significance of the role of museums and galleries.

### On the cover . . .

is a drawing entitled "The Strong Indian" by Micmac artist Leonard Paul, whose first one-man show, *Portrait of a People*, was held at the Mount Art Gallery this year. The artist said his goal was "... to illustrate the dignity and beauty of his ancestors and their works." Photo by David Haste.



# Gallery exhibitions officer: an unusual job

The Art Gallery has appointed its fifth exhibitions officer. This unique, one-year apprenticeship will be filled by Doug Kirton, a graduate of the Nova Scotia College of Art and Design.

The position is unusual because, generally, few training programs exist in galleries and museums and this is the only job of its kind in the country. It provides an opportunity for the individual to experience all phases of gallery work, including a week behind-the-scenes at the National Gallery in Ottawa.

Gallery director Mary Sparling says that the Gallery "... has gained immeasurably from the fresh influx of talent, energy and specialized interest which each of the exhibitions officers has brought to the position." However, she stresses, the success of such a position depends on the attitude and commitment of the director. She explained that the exhibitions officer must be allowed access to all areas of the job and that will, from time to time, relegate the director to do work usually performed by subordinates.

For example, this job was created by taking the salary formerly paid to a security guard and hiring an exhibitions officer instead. This results in the director taking a turn at such things as security duty, a duty shared with both the exhibitions officer and with the gallery accessionist-secretary, Lawna Stewart.

The Gallery staff usually works as a team, sharing most aspects of the work in a democratic fashion. Each of them aims to provide the visitor with as much solid information as possible. As a means of accomplishing this end, the secretary accompanies the exhibitions officer to the week-long training session at the National Gallery.

Mrs. Sparling has arranged for each exhibitions officer to attend an orientation course at the National Gallery. Organized by Richard Graburn, head of the national extension program, the sessions provide

access for our apprentice to the specialized curators. One of the many benefits of this, according to Mern O'Brien, the exhibitions officer before Doug, is making personal contact with a wide variety of professionals whose assistance and advice are always of help.

"Now," she said, "when I have a question about a specific problem, I can call or write someone I've met on a personal as well as professional basis."

The one week program includes a look at conservation, framing, workshop areas, crating, photography, drawing and the education department. These sessions are not meant to teach the trainees how to do all of the things shown but rather to make them aware of possibilities at the National Gallery and in the field on which they may draw in their work.

Ms. O'Brien lauded the position at the gallery for many reasons but especially because it is a continual learning experience: every show brings with it new challenges. She said also that working with Mary Sparling was especially valuable. Mrs. Sparling, she said, provided advice, guidance and instruction but also gave her the opportunity to try things on her own, to learn by doing.

She said she now feels more knowledgeable about hanging exhibits and about lighting. "To hang a show," she said, "you must understand the space you're working with and you must be sensitive to which works complement each other and which conflict when you're grouping them."

Understanding lighting is important, she said, because the wrong kind of light will damage the art work. For instance, intense light will fade works on paper and watercolours.

Ms. O'Brien said working at the gallery has taught her just how important conservation is. "I never realized how thoroughly and how frequently the work must be re-examined once it is up," she

said. "Minute changes may occur very suddenly unless watched all the time."

One of the duties of the exhibitions officer is to monitor the humidity level in the gallery. Day and night, summer and winter, temperature and humidity must be kept constant. The Mount meets National Gallery standards, one requirement of which is strict control of these factors. And because we do meet these standards, many shows circulated by the National Gallery are shared with us.

It is an excellent commentary on the credibility of this job that Ms. O'Brien has gone on to replace the curator at the Dalhousie Art Gallery while she is away on maternity leave.

The new exhibitions officer, Doug Kirton, is a native of London, Ontario. He graduated from NSCAD in 1978 with a Bachelor of Fine Arts degree in painting and drawing. Mr. Kirton said he is interested in gallery operations; his background is both studio work and art history. This position, he said, is good for his art because total concentration right

now on his own work could be detrimental.

"Maybe I'm idealistic," he said, "but to rely on selling my work for a living would change the nature of the work. I'm not ready for it."

At the end of his or her year, each exhibitions officer organizes a show from start to finish. Ms. O'Brien's was called *Beauty and the Basket*, a collection of contemporary, utilitarian basketry from around the world in which a wide variety of types and techniques were displayed. Mr. Kirton said he's not yet sure on what he'd like to focus but he is especially interested in the "symbolist" period from 1885 to 1900.

The exhibitions officer is a plus also for visitors to the Gallery. In most places a security guard is the only person available for visitors to question and often that person has little knowledge of art or of the works on display. The exhibitions officer at the Mount gallery is both interested and knowledgeable and his or her participation adds a lot to each visitor's experience.



photo by Don Robinson

Mern O'Brien, former exhibitions officer, is shown here with her replacement, Doug Kirton, in the gallery during the show **A Terrible Beauty: the art of Canada at war.**



# Reaction to deviation from social norms

by Jane Power

*The following paper was written for Dr. Jane Keyes, Sociology 100.*

While thinking about the norm I wanted to pick for the project, I was sitting on a bus. I noticed how the people sat as far apart from each other as possible. This led me to wonder why people like to 'keep their distance' from strangers. On occasion I have babysat children who on our first meeting will want to kiss me good night. They are, for the most part, much more open and affectionate towards strangers than adults. Also, older people are often most willing to strike up a conversation with anyone, as I have often found while travelling by bus. But social norms seem to prohibit those from late adolescence to about sixty-five from talking to, interacting with or even helping out strangers.

I tested my observation while standing in line to pay for some goods at Goodmans Textile store. A woman of about forty was paying for her purchase of several yards of ribbon. To her embarrassment though, she found she was about sixty-five cents short. Knowing I had some change in my purse, I offered her the money. The woman, who had not really noticed me up until then, looked at me in astonishment. When over the initial surprise, she stated that she couldn't accept money from a stranger. She went on to say she had a friend who lived around the corner, from whom she could borrow the money. Seeing how inconvenient this would be for her, I told her that she needn't make two trips and if she felt it necessary she could take down my name and address and send the money at a later time. The woman still refused, paid for part of the ribbon and left to go get sixty-five cents from her friend.

The cashier also had a look of surprise when I first made the suggestion, but remained silent during the conversation. She seemed impartial because she didn't help the woman make up her mind one way

or the other, and made no suggestions of her own.

The reasons why the two women acted as they did were an accumulation of the role they were playing (i.e. cashier, customer), the background and upbringing they had and how strong they interpret the norms existing in the situation to be. The woman felt extremely uncomfortable talking and interacting with me because I was a stranger. I noted fidgeting, distraught facial expressions and generally, an effort to get the conversation over. She most likely felt this way because she was unaccustomed to talking with strangers. Also, she exhibited the feeling that I shouldn't have approached her in the first place because I was interfering in her business. Another reason for the woman's refusal could be that she didn't want to accept 'charity' from me, especially because of my age. Although I did suggest that she could mail me the money, her embarrassment and pride prevent her from accepting the idea. She chose to borrow the money from a friend rather than from me because the inconvenience of making two trips was not as great to her as the embarrassment of accepting money from a stranger.

The fact that the saleswoman didn't respond is equally important. It showed that all she was interested in was getting the money; where it came from was of no significance to her. She stayed within the limits of her role as cashier by not getting involved or suggesting a solution. This was probably to prevent losing a customer by taking sides. I thought the cashier might let the woman go, saying she could pay next time she comes to shop, but she most likely didn't want to trust the woman for fear of risking her job. Also, she did not offer to pay the difference herself, probably because she thought that getting involved would be violating a norm. Also, she was probably not accustomed to being that generous. Her response showed that her job

was more important to her than showing generosity and concern for others.

In performing the violation I found it difficult to speak up at first because I didn't want to intimidate the woman by offering her money, especially since I was younger than she was. I wanted her to feel I could be her friend and that I was only trying to be nice but her discomfort at the idea seemed inevitable. I also didn't want to look as if I was eavesdropping on her conversation with the cashier when she told her she was short some change. Another problem encountered in this type of project is that I am evoking conversation and offering something to her on a one-to-one basis where she must become involved. Her stating a reaction to my violation was not a voluntary one. Again, because I was interfering in her life, not she in mine, this discomfort arises.

In violating any social norms different problems will come up, varying on what your project entails, whether you agree or not with the norm being broken, how brave you are to do it and what type of person or persons you are breaking it on. If you are impartial to, or agree with the norm you are breaking then you may sympathize with those from whom you are evoking a reaction. Therefore, your acting may not be as good, which could illicit different responses. Violating a norm may also only be taken as a joke or you may be thought of as a queer. In other words, it seldom promotes a change in people's thought. To make change to any real extent costs time and money; for example, forming a group or committee. In any project you must impose something on others which means there is the possibility of building enemies. Although the norms broken in this kind of project are not as strong as mores, some people strongly object to behavior patterns altering. Knowing this makes violation hard because of fear of other's reactions.

The insights I gained about the effect of culture and norms on society are mainly to do with trust, generosity, friendship and how open people are to one another. The norms to which the cashier conformed show that our society is structured so that trust is not common. This was shown by her silence. She did not tell the woman she

could pay for the rest of the purchase another day. Her reaction also went to prove Tonnies theory of *Gesellschaft* where trust, generosity and such things begin to disappear and more emphasis is put on one's job. This woman wanted only to get the money because that is her duty.

I also noted that generosity is not as common as I thought, at least among those who previously didn't know each other. Both women were quite surprised when I made the offer. This shows that in our society we seem to give only to friends. This could mean that we are generous, not because someone is in need, but because this person has earned our generosity. Also, among friends we know we will often receive something in return.

This norm also tells me something about society's basis for making friendships. Although interaction did take place, the woman did not encourage it. It seems to me that it is hard to form friendships anywhere except in institutions such as organizations, schools or social functions that society sets up for that purpose. People don't seem to be open to each other unless they are in these situations. On a bus or in a store for example, norms seem to be saying "act as if no one else were here". Therefore, our society is just not structured for natural social interaction. As was stated in the film *The Intervention of Adolescence*, "streets are made for traffic not social interaction".

From the project I also saw how touchy a subject money is. Our norms seem to regard money as extremely valued in our society. The customer felt very embarrassed by not having enough. It signified to her a loss of status, and more than that, pride. Another factor entered here. It is the age difference between us. Our norms seem to have the effect on the society so that people feel they are humbling themselves if they accept something from their juniors. Norms seem to point to the idea that as you get older the more you should possess, and therefore, the harder it is for people to accept "charity" from others.

It seems that accepting something from a stranger is much more difficult for a person to do than giving something. I saw a show

continued page 26



# Home computers and their effect on our future

by Debra Roode

*The following paper was written for Math 105, taught by Seig Deleu, director of computing services. It was entered in the Canadian Information Processing Society's national student competition and won for its author a \$100 prize.*

Is there a computer in your future? The answer to this question is being discussed world-wide, in almost every magazine one picks up these days, and every article comes up with the same definite 'yes', whether one likes the idea or not.

*"The hobby computer has given us a preview of what promises to become the most important home development since the roof. . . . What we have seen so far is only the emergence of a fast moving but small and parochial market. What we are about to see is the machine that has changed our lives become a part of them."*<sup>1</sup>

Since home computing began in 1975 with the computer kit Altair 8800, selling for \$4000, a virtual evolution has taken place. Intensely competitive electronics companies are continuously striving to find new ways of packing more components into less space, and succeeding.

*. . . chip capacities have been doubling every eighteen to 24 months, on the average, while costs go down. That combination makes micro-electronic circuits attractive for many new applications. . . . "We're going to paper the world with silicon," said engineer Joe Kroeger of Advanced Micro Devices (AMD) in Sunnyvale, Calif. "It's a strange kind of happening because even some people in the industry haven't realized that the micro-processor is a general purpose tool."*<sup>2</sup>

The manufacturers of the computers of tomorrow must be prepared to meet the demands of a different type of consumer than they are presently serving. The personal computer as it exists now appeals to hobbyists, those persons who enjoy spending time and money on their toys. In order to satisfy the general consumer, sometimes referred to as 'the naive computer user', manufacturers must avoid the 'do it yourself' appeal of the present personal computers, which so attracts hobbyists. Since the computer buyer of the future will be a classic end-user, not wishing to learn anything about the workings of his computer or to make return trips to the vendor, manufacturers must stress modularity and simplicity.

*We define the naive computer user as a person who is not an expert in computer technology but who uses a computer system to assist him in the performance of a task . . . the inter-face between a naive user and a computer system has to be both a link with the required facilities and a barrier protecting him from contact with all other facets of the system.*<sup>3</sup>

Although the general public has a tendency to be rather skeptical about computers, every day more and more people are becoming convinced of their great potential, realizing how close a computerized world is in the future. Even though the prospect of a computer in every house on the block seems very far off now, the speed at which electronics companies are improving micro processors, memory capacities, and input/output units, makes the arrival of the home computer a certainty.

Why should a normal, middle-class family want a computer in their home? For the same reason that any household welcomes new, innovative appearances: to decrease the work load of family members and to provide a new source of

entertainment. With the adoption of the home computer as a member of the family, everyone will find their new 'sibling' to be the most helpful, resourceful and amusing, brother or sister any family could ever give a home to.

The analogy just described is not so far off when one considers that the computer of the future will be so advanced that voice input/output will be a common feature. How can one help but 'hold dear to his heart', a little machine that responds to each individual's voice and replies to any query with his own unique voice.

What are the capabilities of this new family member of the future? It will in essence, be able to run the household as well as entertain and teach family members. Although some people may fear that their computer would be able to take over the household, this could never be the case, as a computer will always remain only as powerful as it's owner has programmed him to be.

In a family where the wife/mother is a member of the working class, the computer will be able to perform many of her daily household functions. When she wakes in the morning — upon a signal from the computer, she can obtain the day's agenda of household duties including the daily menu, which of course will be based on a nutritious food guide. She need not order groceries as the computer, being connected to the grocery store, will make sure that every supply required for the day's meals is either already on the shelf or else ordered from the store.

If she puts breakfast in the oven, or on the stove before retiring the night before, the computer will turn the stove on at such a time that breakfast will be ready for serving once the family has arisen. Manual chores such as loading the dishwasher or washer/dryer machine must be done before she leaves for work. The computer, however, being connected to all household appliances, will take over after that and finish those chores. Meals need only be put in the proper container and place for cooking, before leaving the house and upon returning the computer will have turned the appliance on, and off, at the appropriate time, and lunch/supper will be waiting.

While the family is away from home, the computer will take care of everything. Only the voice tones of the computer's family can open doors, so no intruders can enter the house. If the lawn needs watering the computer will sense this and activate the lawn watering mechanism. Should snow begin to fall, hot water will begin to flow through the pipes under the driveway and walks, thus melting the precipitation. Any temperature fluctuations will be registered by the computer, which will in turn appropriately effect a change in either the heating or air conditioning systems. Any family pet can be let in or out of the house by scratching a specific door which then either opens or closes.

Young children can be entertained by toys operated by the computer. Swings will swing the child and toy trains will run merely upon command. Besides operating toys, the computer can provide a form of intellectually challenging entertainment. A game such as Star Trek, shows the potential for game programmes.

*. . . roles such as ruler of a country, candidate in a political election, pilot of a lunar landing module, and president of a company can be chosen. These 'games' are not only very entertaining; they are, in a very important way, educational. They offer the opportunity to make important decisions under pressure, based on the facts provided by the simulated experience, without real risk.*<sup>4</sup>

Adults will find a tough opponent in their computer with respect to such games as chess, backgammon and cards.

There are other possibilities of the computer involving even more emphasis on education: programmes which teach academic courses, hobbies such as sports and handicrafts, provide marriage counselling, analyze the stock market, give weather and astrological forecasts, control personal finances, and keep an inventory of all possessions. In this way parents can justify the expense of a home computer because of its contributions, not only as an entertainer, but also as an educator and an endless source of information.



Outside the home, one can see many future computer applications in such fields as scientific research. With the aid of his computer, a chemist could always be kept up to date with respect to the work of his fellow colleagues. Trips to the library would become obsolete as one would merely have to ask his computer for any background research he required. Scientists would no longer have to spend hours interpreting results of experiments as a scientifically programmed computer would be capable of a more complete and accurate explanation of any data than most scientists. In many chemical applications, the scientist would not even need to enter data in his computer as his analytical equipment would be plugged right into the computer. Analysis of any material, by say an ultra-violet spectrophotometer, would necessitate only the placing of the sample in the machine, and the computer would print out the results of the analysis as well as a conclusive explanation. In essence a chemist ten years in the future will be able to devote more time directly to his research, as the laboratory computer will alleviate many time consuming chores and make research a much more efficient business.

Some people feel that although a computer is an asset in many cases where it has the advantage of efficiency, there are other cases where it could be somewhat of a hindrance. "For many household operations, however, micro computers are clearly inferior to simpler and less expensive devices. Like fingers."<sup>5</sup> With a computer in every home, running the household, might we not all become very lazy? True the computer will give every family member much more leisure time, but hasn't it been said that that is half the problem with today's society. We already have more spare time than we know what to do with and many social theorists blame the increasing delinquency, crime and divorce rates on this. One must therefore consider whether the advantages of computer efficiency are worth it. Can society survive tomorrow's 'volkskomputer'?

On the other hand computers are advertised as providing a new style of

entertainment. Maybe these diversions will be enough to compensate for the increased amount of free time. Will courses provided by the home computer still interest the people of the future? They may not find themselves motivated enough to bother when they need only direct any query to their computer and receive a very complete and accurate reply. Why take the time to learn how to read and write a foreign language when your own personal computer can translate anything?

Although home computers are predicted to be a common household appliance by 1988, it will probably take another ten years to iron out all the bugs that could possibly exist in a computerized society. Portia Isaacson, contributing editor of *Datamation*, illustrates the possible problems in the following hypothetical situation.

*Suppose a few thousand people owned home computers along with identical stock market analysis programs. Further suppose that these few thousand people made identical moves in the stock market based on the recommendations of the program. Wow! This unobvious possibility is probably typical of many subtle traps waiting for us when home computers become commonplace.*<sup>6</sup>

In January, 1972 Dr. J. M. Rosenberg discussed computers and man's psychological submission and loss of privacy to them at the November meeting of the CIPS' Toronto section. His concerns then still worry today's general consumer who is beginning to feel the effects of being computerized and being recognized by his social insurance number before his name. Does society relish the thought of government having detailed reports on every aspect of an individual's life stored in their computers? These are some of Dr. Rosenberg's thoughts on the matter back in 1972.

*We could become carbon copies of one another: conforming, dull and psychologically equivalent to the computer — heartless and non-emotional. . . . With greater integration, control is further*

*centralized and the autonomy of groups reduced. . . . Citizens want to have the right to a personal diary. . . . It would be a tyranny over mind and destiny. . . . there is little doubt that, as computerized systems spread, surveillance by data processing is bound to increase. . . . The snowballing effect of computers is very real indeed. The more you know, the more you want to know, and the better your methods will become to get and integrate this information. In the end, will there be any place to hide?"*<sup>7</sup>

Already the average consumer has begun to be conditioned to accepting data processing systems, merely by the widespread marketing of the hand-held calculator. Will the future consumer stop to consider the effects of allowing computers to 'run the world', or will he simply want to take advantage of the efficiency and versatility of his personal computer? Will he consider the lack of social interaction his family might suffer from as a result of bringing a computer into the home? In the past century the family nucleus has undergone many changes and is practically nonexistent in many cases. Perhaps the computer will tempt family members into staying at home more by providing a means of entertainment and education right in the home environment. They again the necessity of the wife/mother staying at home to do household chores will be reduced by 'mother's little helper', the home computer, and she will be able to pursue her own interests outside the home to a greater extent.

Will the computer have any effect on our religious views? Certainly the all encompassing power of the computer of the future, will tempt many people into believing its awesome power to be a stiff competitor with the Lord.

Whatever the consequences may be, there can be no doubt in anyone's mind, that the computer is indeed here to stay, and society will learn to appreciate its

many benefits as well as to cope and adapt to it, just as we have done with every major breakthrough in scientific technology.

*The coming widespread availability of the personal computer ranks with other great technology-based revolutions — the printing press, the assembly line, and the automobile.*<sup>8</sup>

## Footnotes

1. Alan R. Kaplan, "Home Computers Versus Hobby Computers" *Datamation* (Illinois, July, 1977), Vol. 23, No. 7, p. 75.
2. Jim Scheffer, "Microelectronics" *Popular Science* (New York, Jan. 1978) Vol. 212, No. 1 p. 53.
3. K. D. Eason, "Understanding the naive computer user" *Computer Journal* (London, Feb. 16, 1976), Vol. 19, No. 1, p. 3.
4. Portia Isaacson, "Personal Computing" *Datamation* (Illinois, Dec. 1977), Vol. 23, No. 12, p. 234.
5. "Plugging in Everyman" *Time* (New York, Sept. 5, 1977), Vol. 110, No. 10, p. 33.
6. Portia Isaacson, *Datamation*, p. 235.
7. "Details 'Invasion' Threat" *CIPS Magazine* (Toronto, Jan. 1972), Vol. 2, No. 10, pp. 5-9.
8. Portia Isaacson, "Personal Computing" *Datamation* (Illinois, Oct. 1977), Vol. 23, No. 10, p. 210.

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# Violation of a social norm

by Timothy R. Peers

*The following paper was written for Dr. Jane Keyes, Sociology 100.*

Etiquette is a form of social behavior which we experience and perform on a daily basis. It is something that is introduced to us as children and something we use right up to the day we die.

With the purpose of this project being to select a social norm, violate it and record its affects on others, I have chosen just one of the many thousands which come under the classification of etiquette.

The norm I have selected is clearly stated as follows. When invited for dinner to a friend's we are required to compliment the host about her cooking in a positive manner. Even in situations where the meal prepared was terrible, our comments to the host should still be offered in the same manner described above.

This area of social norms has always been of interest to me, going all the way back to my childhood. Let me point out that in my family, as probably so many others, proper conduct in regard to etiquette was taken very seriously. Whether it be shaking hands, polite conversation, or table manners, we were constantly being watched, for violation of such often resulted in undesirable treatment. Yet, many of these norms were hard to learn and the one I have chosen to violate was no exception.

For example I can recall going to dinner at the home of one of my parents friends and with the training we had all gone through we stated that everything was great and could not be better. The fact of the matter was that we all took sick (four children) as a result of the meal and were forced to leave early. There we were filing out the door one by one uttering polite words while at the same time trying to restrain ourselves from a most undesirable physical complication that occurs when one eats something that doesn't quite agree

with him. The woman had a beautiful carpet, and fortunately for us we were able to let it remain as such.

Although this is only personal experience, norms do have a tendency to control our personality in certain situations and hopefully the project I carried out will show this unique form of behavior.

My wife and I were invited out for dinner by a couple of her old classmates while visiting her home town. To set the scene, neither one of these girls had ever met me before and my wife had no prior knowledge or idea whatsoever of what I was going to do. Violation of the norm I have chosen was basically simple. We walked in, talked for a while and then sat down to eat. I then began to complain about the food. Let me point out at this time, that up to the time we ate, I was my usual self and did not act in an unusual fashion. This only occurred while we were eating (complaining).

Obviously it is impossible to predict whether or not a meal prepared by others is going to be our own liking, thus the results of this project can only be attributed to general complaining about the meal regardless of its quality. The question of whether or not one has a right to complain if indeed the meal is bad will be raised later on.

My complaints about the food while eating consisted of the following statements:

- a) "I do not like them. (referring to a particular type of vegetable)
- b) "Do you like your meat overcooked like this".
- c) "My mother cooks her meat such and such a way".
- d) "I'm sorry but I can't eat this". (I left the table, went into the living room and sat down, but remained close enough to the table so that I could hear and see them.)

## Observations of Those Present

The results of my ignorance at the table can be summed up into two words: dead silence. Nothing was said as long as I remained at the table (approximately 3 minutes) even after my remarks. As far as facial expressions go, if the looks on those girls faces could kill, I would have died a most violent death.

Upon leaving the table, my wife obviously suffering from a heavy dose of embarrassment began to talk about anything under the sun. Our hosts picked at their food while my wife ate vigorously like I had never seen before, complimenting the girls about their cooking efforts several times until they had all finished. Our hosts then immediately went to the kitchen and my wife immediately to me. She talked to me expressing her embarrassment and humiliation while the two hosts could be heard whispering in the kitchen, banging dishes and pots to cover up what they were saying.

Approximately five minutes past and when the hosts returned to the livingroom they apologized to me about their cooking. At this point I had felt I had gone far enough and in turn apologized for my actions and began to explain my reasons for doing so.

I am not a psychologist, therefore for me to explain the girls reactions to the situation I imposed upon them can only be related to my own personal knowledge of people and to past experiences, although I am sure a psychologists' or even a sociologists' explanation would prove to be most interesting.

There seemed to be three distinct characteristics of the groups responses.

### a) Shock:

When I began to expose my ignorance, there seemed to be a sense of shock among the group for they all had surprised looks upon their faces as if to say "Your not suppose to say that". I think that if they were expecting any comment at all it would have been one of a complimentary nature.

### b) Disgust:

After the initial shock the expressions

of the group turned to more of an unpleasant nature, the type of expressions one would give himself if upset or mad at something. This turned to verbal disgust as indicated by the talking going on in the kitchen and by my being approached and lectured by my wife in the livingroom.

### c) Guilt:

Our hosts expressed their guilt to me later by apologizing for the food they had prepared. (I believe they were sincere.)

This area does not really apply to my wife despite the girls apology, she was furious with me regardless of how the others felt, and that I should never had acted that way in the first place. If she was guilty of anything, it was due to the fact she brought me there in the first place!

There was however one characteristic which stood out in my mind as being the most relevant, not only to the project but to everyday life in general.

In many cases such as in this particular project we are put into a situation whereby the social aspects of our personality take over and our individual feelings, though they exist are kept out of the picture. This was true of the hosts, for they treated me in a social manner saving their individual feelings for each other in the kitchen. They were in fact responding to the situation in a way which was expected of them (politeness) and keeping their opinions to themselves.

Fortunately for myself what started out as a potentially damaging and upsetting situation turned out to be an interesting and laughable experience. After much discussion when asked if in fact if the food was bad in the same type of situation did a person have the right to complain, we all replied "no" simply because of the social consequences were too high.

The only real problem I encountered in carrying out this project was getting myself to do it. Having accomplished that aspect of it everything else seemed to go very well, well in the sense that I could observe what was going on.

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# Flexible working hours

by Joan Kiuru CPS

Joan Kiuru received a Bachelor of Arts in Business and Economics at Spring Convocation. She submitted this to Mr. Robert Weagley's Consumer Economics 315 and received a mark of 28 out of a possible 30.

## Outline

1. Introduction
2. How Flextime Works
3. Basic Flextime Schedule
4. Variations to Basic Flextime
  - (a) Flexible Lunch Period
  - (b) Weekly Flexibility
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5. Benefits of Flextime
6. Flextime Benefits Society
  - (a) More Relaxed Workers
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  - (c) Less Traffic Congestion
  - (d) Fewer Traffic Accidents
  - (e) Reduced Public Transportation Costs
  - (f) Reduced Weekend Congestion
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7. Flextime Improves Employer/Employee Relations
  - (a) More Democratic
  - (b) Improved Communication
  - (c) More Employee Participation
  - (d) Increased Training Opportunities
  - (e) Improved Recruitment - Reduced Turnover
  - (f) Less Emphasis on Time: More Emphasis on Job
8. The Employee Benefits From Flextime
  - (a) Employee Sets Own Schedule
  - (b) Work Rhythm
  - (c) Time for Personal Affairs
  - (d) Increased Leisure

- (e) Reduced Commuting Time and Expense
- (f) Increased Responsibility
- (g) Reduced Free Work
- (h) Abolition of Privileges
- (i) Improved Atmosphere - Job Enrichment

## 9. Management Gains From Flextime

- (a) Improved Management
- (b) Reduced Absenteeism - Zero Tardiness
- (c) Increased Production
- (d) Fluctuating Work Loads
- (e) Easier Introduction of Shorter Hours
- (f) Attracts Applicants
- (g) Less Employee Resistance
- (h) Low Cost Fringe Benefit

## 10. Disadvantages of Flextime

- (a) Time Recording
- (b) Labour Union Reaction

## 11. Conclusions

## Flexible Working Hours

### 1. Introduction

Flexible working hours, commonly called Flextime, originated in Germany where *Gleitzeit*, literally gliding time, was introduced in 1967 at the Messerschmidt Aerospace firm. Since that time it has spread like wildfire in Western Europe, being adopted in over 5000 firms.<sup>1</sup>

More recently Flextime has been gaining ground in the United States and Canada. Acceptance by the employees has been favourable everywhere it has been tried.

The current trend is toward more individuality in life style leading to a demand for flexibility in working hours as well as starting and finishing times. Flextime provides this

advantage at minimum cost to the employer while at the same time it improves employee morale and attitude. To quote from the *Harvard Business Review*: "If the United States experience parallels Europe's, flexible working hours should sweep the country during the next few years."<sup>2</sup>

### 2. How Flextime Works

In Flextime, fixed working hours (e.g. 9:00 a.m. - 5:00 p.m.) are replaced by flexible schedules consisting of two parts:

*Core Time* - where everyone must be at work.

*Flexible Time* - period in the morning and afternoon when employees may depart and arrive at times they prefer.

In order for Flextime to work, all employees must agree to be present for the designated core time and must work the required number of hours in a day, week or accounting period as specified by the plan the company adopts.

### 3. Basic Flextime Schedule

The easiest schedule to adopt is that of daily flexibility as follows:

- (a) *Morning Flextime* - 7 a.m. to 9 a.m.
- (b) *Core Time* - 9 a.m. to 4 p.m. compulsory, includes lunch period 12 noon to 1 p.m.
- (c) *Afternoon Flextime* - 4 p.m. to 6 p.m.

(example for 8-hour typical day)

The employee must work the daily hours (typically 8 hours) each day and be present for the core period. The 8-hour period could be made up in many ways, such as:

7 a.m. - 4 p.m. or 9 a.m. - 6 p.m.

In this plan only daily flexibility is allowed, with no carryover of hours from one day to the next.

### 4. Variations to Basic Flextime

#### (a) Flexible Lunch Period

Lunch period must be taken between 12 noon and 2 p.m. with a duration of 30, 60 or 90 minutes. The starting or finishing times must be adjusted by the employee to result in an 8-hour day.

#### (b) Weekly Flexibility

Under the weekly flexibility in addition to a choice of starting and finishing times, the employee may work more or less than 8 hours a day as long as the weekly total hours adds up to 40. Everyone must be at work during the core period but days can be varied in length from typically 6 hours to 10 hours according to the employee's wishes.

#### (c) Monthly Flexibility

Monthly flexibility allows a carryover of credit and debit hours from week to week requiring only the monthly hours to total the required number. It is usually possible in most plans to carry over up to 10 credit or debit hours into the next month. This system can also be applied to bi-weekly accounting periods. The carryover is usually limited to one period and must be made up in the next period by working more or fewer flexible hours.

### 5. Benefits of Flextime

Flextime has been accepted enthusiastically by both management and employees everywhere that it has been tried. By placing more responsibility on the employee there is a change in attitude. The participatory climate it creates improves morale and often increases productivity. Employees who can choose their own times are no longer slaves to the rules imposed by management but free agents. Experience indicates that they work longer hours when the workload is heavy and take time off when it is



light, resulting in better overall efficiency. Flextime is a low cost fringe benefit that employees appreciate and one from which everyone stands to gain.

#### 6. *Flextime Benefits Society*

As soon as Flextime is established in a significant number of firms, society as a whole will receive many benefits:

- (a) *More Relaxed Workers*  
When relieved of the fear of arriving late or taking too long a lunch hour, workers develop a more relaxed lifestyle improving in both physical and mental health.
- (b) *Lower Turnover*  
Employees on Flextime stay at one job longer reducing the cost of retraining and job change, which is often borne by the public.
- (c) *Less Traffic Congestion*  
Flextime leads naturally to staggered arrival and departure times. People will travel to and from work at times of least congestion, eliminating rush hours altogether.
- (d) *Fewer Traffic Accidents*  
A large proportion of accidents happen during the stressful rush-hour period. People in a hurry are more careless. Flextime eliminates the time constraint as arrival time at work is not fixed. Drivers can arrive relaxed knowing that the day starts when they get there.
- (e) *Reduced Public Transportation Costs*  
The elimination of rush hour with its heavy passenger load over a short period will lead to savings as fewer buses, trains, etc., will be needed to serve the same number of people whose arrival is spread out over a 2-3 hour period rather than being concentrated in a half-hour slot.

- (f) *Reduced Weekend Congestion*  
Flextime with its early departure from work allows recreation during the evenings decreasing the congestion on weekends. Earlier quitting time on Friday also reduces the Friday night rush to vacation areas.

- (g) *Improved Use of Facilities*  
Flextime allows businesses to remain open all five days for up to 12 hours, while employees still benefit from a shorter work week. As a result, facilities are better utilized while customers benefit from longer service hours. Customers can visit shopping centers, etc., during the week due to Flextime decreasing the weekend rush.

#### 7. *Flextime Improves Employer/Employee Relations*

- (a) *More Democratic*  
The proper use of Flextime requires cooperation and sharing of responsibility between the employer and employee. The employee can participate in setting hours of work but in return he agrees to maintain production at previous levels or better. The employee takes more responsibility in regulating himself and is subject to fewer regulations and controls imposed by management.
- (b) *Improved Communication*  
Flextime increases the need for better communications as supervisors must leave clear instructions for periods when they will not be there.
- (c) *More Employee Participation*  
The successful introduction of Flextime requires participation by the employee. This participatory attitude must remain if Flextime is to work satisfactorily. The climate generated will improve employer/employee communications relating to other matters as well.

- (d) *Increased Training Opportunities*  
The need for work to continue during periods when supervisors are absent increases the training of assistants to take over. This training equips the worker for future promotions when openings become available. Cross-training benefits also appear when employees are trained in another job to enable them to cover it for the remainder of the day. Those benefits would not likely occur in the absence of Flextime.
- (e) *Improved Recruitment - Reduced Turnover*  
Prospective employees perceive Flextime as a highly desirable benefit. Flextime companies are considered leaders and employees like to be part of such a company. Flextime also allows the employee to adjust his working hours to meet changing personal requirements. Turnover is reduced as you no longer have to change jobs to change working hours.
- (f) *Less Emphasis on Time: More Emphasis on Job*  
Under Flextime, the worker becomes job-oriented rather than time-oriented and stays until the job is finished. Since time is now under the employee's control, it ceases to be a subject of regulatory authority enabling the employee to concentrate on the work itself.

#### 8. *The Employee Benefits from Flextime*

"The advantages of flexible working hours for the workers can be summed up as greater freedom, the abolition of checks on punctuality, the cessation of gratuitous work, the abolition of privileges, adjustment to the individual's routine and life style, better use of leisure, a fuller social life and a better atmosphere at work.<sup>3</sup>

- (a) *Employee Sets Own Schedule*  
Flextime allows the employee to vary his starting and quitting

times from day to day to suit his own requirements. He can arrive early (7 a.m.) some days to get off early (3 p.m.) or if he had a late night out, he can arrive late (10 a.m.) without the stigma of tardiness. Punctuality is no longer an issue: the day starts when you get there.

- (b) *Work Rhythm*  
Some people work best early in the morning while others work best in the late afternoon. Flextime allows everyone to adjust his schedule for optimum performance. If carry-over from day to day is allowed, there is even more opportunity to vary the schedule to include leisure activities.
- (c) *Time for Personal Affairs*  
Many personal affairs can be done during regular hours thanks to Flextime. By adjusting his schedule an employee can take advantage of many opportunities that were not available during fixed hours. If a special event comes up, he can attend it without pretending to be ill or asking for time off.
- (d) *Increased Leisure*  
Flextime provides for increased leisure while retaining essentially the same work week. You can start early and get off early to play golf in the afternoon or leave early Friday for a weekend and arrive late Monday. Early arrival and late departure from campgrounds and resorts also decreases the traffic congestion by avoiding the Friday evening and Sunday afternoon rush periods. This all adds up to a more relaxed weekend and greater enjoyment of leisure hours.
- (e) *Reduced Commuting Time and Expense*  
By avoiding the rush hour traffic, the Flextime employee can get to and from work faster using less



fuel and with a lower rate of accidents. Carpooling also becomes easier because flextime employees can adjust their departure times to the requirements of the other passengers. Flextime can also make the money and energy-saving benefits of carpooling available to many who would otherwise have to drive alone.

(f) *Increased Responsibility*

"Flextime requires a more responsible attitude towards work on the part of the employee, and a great deal of trust on the part of the employer. Experience has shown that employees are prepared to adopt this responsible attitude in return for the personal advantages which accrue to them."<sup>4</sup>

(g) *Reduced Free Work*

During the fixed hours system many zealous employees arrived early or stayed late and worked without getting paid. Flextime ends this injustice making it possible to pay for all the hours that are worked, or to receive equivalent hours off in compensation.

(h) *Abolition of Privileges*

When hours of work are rigidly scheduled, it is often accepted that certain categories of personnel, especially office workers and supervisory staff, need not keep strictly to the scheduled hours. The introduction of flexible working hours puts an end to these privileges or advantages attached to positions and rank, whether for whole categories of staff or for individuals."<sup>5</sup>

(i) *Improved Atmosphere - Job Enrichment*

Flextime results in an improvement of the general atmosphere and human relations in a company because of the adjustment of work hours to

individual needs, the abolition of special privileges and the reduction of pressures of time and punctuality.

This harmonious working relationship in an atmosphere of mutual trust and respect contributes to the ultimate enhancement of the pleasure of work leading to job enrichment of the employee.

9. *Management Gains From Flextime*

From the employer's point of view, Flextime brings higher productivity, a reduction in staff turnover, less waste of working time, less overtime and improved management. Many of the benefits are the result of an improved atmosphere where management and employee work together towards a common goal.

(a) *Improved Management*

"Some managers, perhaps for the first time, will have to manage rather than merely attempt to supervise."<sup>6</sup> Considering that managers will not always be present, management will need to issue precise communications to subordinates. They will have to delegate more authority and allow workers to make more decisions. Management has lost control over the comings and goings of employees leaving them free to concentrate on the broader issues of policy.

(b) *Reduced Absenteeism — Zero Tardiness*

When employees can schedule their own time, they are less inclined to miss work. There is no longer any embarrassment to coming in late making one less likely to take the day off.

Considering that the day starts when you get there, tardiness no longer occurs, benefiting both employee and supervisor who no longer has to act as a disciplinarian.

(c) *Increased Production*

When given a choice, employees will work during their most productive hours. When extra hours can be carried over, as in some flextime systems, there is a tendency to stay with a job until it is finished resulting in an increase in production.

(d) *Fluctuating Work Loads*

Under Flextime, the employees can adjust their schedule to suit the work load. They can work more hours during peak periods and fewer hours during slack periods.

(e) *Easier Introduction of Shorter Hours*

Work weeks shorter than 40 hours are becoming increasingly popular. Under Flextime the hours can be shortened without any change in routine or hours of service to the public. The employees merely make a small adjustment to their flexible time in the morning or evening to compensate for the shorter work day. The change necessary is usually less than an hour per day.

(f) *Attracts Applicants*

Flextime is perceived as a benefit and new employees tend to come to those companies that have this feature.

(g) *Less Employee Resistance*

Switching to Flextime allows the employee to retain his regular hours or make the change gradually. This is a decided advantage over other schedules such as the 4-day week which requires longer hours on a rigid schedule that may not suit the employee's life style.

(h) *Low Cost Fringe Benefit*

The power to choose hours of work is a satisfier in itself. Management can confer the "Flextime benefit" without forfeiting any hours of work or other costly items.

10. *Disadvantages of Flextime*

The few disadvantages of Flextime can be circumvented if appropriate action is taken in installing the system.

(a) *Time Recording*

Flexible hours make it necessary for each employee's time to be recorded either by machine or manually by time sheet. A time recorder will cost approximately \$60 per employee to install.

In a book entitled *Flexible Working Hours*, J. Harvey Bolton states: "If time recording is to be objective, the very best way to carry it out is by mechanical means."<sup>7</sup> Janice Neipert Hedges says: "Time clocks or other mechanical controls for keeping track of hours worked usually are a part of flexible work week systems."<sup>8</sup>

Companies who have tried it have found that the overwhelming advantages of Flextime overcome the minor disadvantage of the time clock.

In firms where employees regularly make out time sheets, the task of recording can easily be carried out in the usual way with a few changes to the time sheet.

As one article describes it, "Anyone introducing the system needs to approach it gently, but elsewhere the clocking-in-problem has proven a paper tiger."<sup>9</sup>

(d) *Labour Union Reaction*

Labour unions often suspect that management will use Flextime to its own advantage to cut down on overtime and to increase productivity without giving the employee a share of the profits this creates. In Germany where Flextime has been in use longer than anywhere else there is no problem. *Business Week* reports,



"German labour is neither hindering flexible hours nor promoting them."<sup>10</sup>

Germany's largest white-collar labour union D.A.G. calls Flextime "a major step forward" and "a gain in freedom of the individual for our members."<sup>11</sup>

If the union members are consulted before the system is established, any objections should be eliminated resulting in a smooth transition into Flextime.

happier, more productive work force; while the employee gains the freedom to follow a more individualistic life style — where personal satisfaction includes far more than a job and survival.

Flextime is a benefit no one can afford to pass up!

#### Footnotes

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## 11. Conclusions

Experience indicates that both management and employees who have tried it are very pleased with Flextime. In addition to the positive benefits discussed, there is the added benefit of a co-operative, highly-motivated work force, working *with* management — not against them.

The early fears of management about scheduling, production and supervision were unnecessary. They found that employees, when given the opportunity, proved that they could handle the responsibility for getting the job done. Employees have even started to supervise and manage themselves by making arrangements to keep the work flowing smoothly.

Employees are enthusiastic about their newfound freedom of choice! Gone is the work-to-rule rigidity. Now it's voluntary co-operation that gets the job done. Flextime must work successfully because success will ensure that Flextime becomes a permanent company benefit.

The improvement in teamwork and employee morale is the greatest benefit by far. The environment of participation and mutual trust that Flextime creates between the employee and management provides a setting for continuing co-operative exchange.

Flextime is today's opportunity! It will provide the employer with a

## Appendix A

### Case History - Maritime Life Assurance Company

#### Location:

Head Office, Halifax

#### Employees:

185

#### Schedule:

Bandwidth - 7:30 a.m. to 6:00 p.m.  
Core Time - 9:30 a.m. to 3:30 p.m.  
Lunch - (1 hour) 12 noon to 2:00 p.m.

#### Accounting Period:

Within the month hours must average 7 hours per working day. No carryover.

#### Employee Reaction:

- (a) Excellent productivity
- (b) Increase in voluntary (unpaid) overtime
- (c) Eliminate nuisance absenteeism
- (d) Improved commuting
- (e) Better morale

## Appendix C

### Case History - Provincial & Federal Governments

#### Location:

N.S. Departments of Public Health, Development, Highways, Education and Social Services, Federal Public Works, and Environment

#### Employees:

3000 in six offices

#### Schedule:

Bandwidth - 7:00 a.m. to 6:00 p.m.  
Core Time - 10:00 a.m. to 3:00 p.m.

## Appendix B

### Case History - City of Halifax

#### Location:

City Hall, Scotia Square offices

#### Employees:

235

#### Schedule:

Bandwidth - 7:00 a.m. to 6:00 p.m.  
Core Time - 10:00 a.m. to 3:00 p.m.  
Lunch - 30 to 90 minutes between 11:30 a.m. and 2:00 p.m.

#### Accounting Period:

Five working days of 6½ hours for a 32½ hour working week.

#### Employee Reaction:

- (a) Everyone satisfied with trial period
- (b) Spreading of arrival and departure times causing less load on transit system
- (c) Decided to retain on a permanent basis
- (d) Makes work more enjoyable

Flexible Lunch hour between 12 noon and 2:00 p.m.

#### Accounting Period:

7 hours daily required

#### Employee Reaction:

- (a) Enthusiastic acceptance of Flextime
- (b) More people work 7 hours/day than before
- (c) Fewer sick days
- (d) Increased self discipline
- (e) More time for shopping at noon hour
- (f) Car poolers benefit — early arrival and departure



# University government: a brief history

by Sister Cathleen Dunne  
Public Relations Director — Sisters of Charity

Many people with a richness of personal, academic, professional, social and religious background are involved in the government of Mount Saint Vincent University. The work of corporation, board of governors and senate involves Sisters of Charity, community leaders, faculty and students in directing the activities of the university and helping it to achieve its purpose.

Before the Mount Saint Vincent University Act, 1966, was proclaimed by the Government of Nova Scotia, Mount Saint Vincent College was governed directly by the superior general of the Sisters of Charity, her three assistants, the secretary and treasurer general of the congregation. They constituted the general council of the Congregation of the Sisters of Charity and also the board of governors of the college. The president was appointed by and reported directly to this board. The board decided all major and most minor matters of policy.

The members of the legislature who prepared the bill when the Sisters of Charity wished to open the college decided to make the process as simple as possible. They asked that Mount Saint Vincent Academy become Mount Saint Vincent College with the right to grant degrees. This is how the college received the original charter which remained in effect until 1966.

During her term as president (1954-1965), Sister Francis d'Assisi discussed the need of a new charter with Sister Irene Farmer, then superior general and president of the university board of governors. Both sisters were convinced that the situation as it existed, although it had served to meet the needs of a small college, would not be adequate to meet the developing situation. The Mount was growing, new departments were being opened and registration was continually

increasing. After study and consultation, a bill was drafted and presented to the Nova Scotia Legislature.

In 1966, after Doctor Catherine Wallace had assumed the presidency, the new charter was granted. It provided for the present government of the Mount and for a change in the Mount's status from a college to a university.

## Corporation

The superior general, her assistants, the secretary and treasurer general, and the holders of such offices in the Sisters of Charity as may from time to time be prescribed by by-law, are incorporated under the name of Mount Saint Vincent University and referred to as the corporation. No one may be a member of the corporation who is not a Sister of Charity.

The corporation owns the university and has power to make by-laws, rules and regulations respecting the government, conduct, management and control of the institution. Much of this power has been delegated to a board of governors, as noted below.

The corporation has its annual meeting usually in the month of April and meets regularly as the affairs of the university require it.

The present members of the corporation are: Sister Katherine O'Toole, president of the corporation; Sister Rita MacDonald; Sister Elizabeth Hayes; Sister Ann Harvey; Sister Anne Hunter; Sister Maria Frances Sutherland, provincial superior of the Halifax Province of the Sisters of Charity and Sister Mary Lua, who represents the religious faculty of the university. Beginning this coming year, two sisters will represent the religious faculty of the university.

## Board of Governors

The new charter also provided for the

establishment of a board of governors to assist in directing the affairs of the university.

The corporation established the first board which had its initial meeting in May 1968. At present the board is authorized:

- to recommend to the university the appointment and removal of the president and the deans;
- to appoint and remove, on the recommendation of the president of the university, the heads of all faculties and schools, the chairpersons of academic departments the professors, and other members of the academic staff and all agents and employees of the university;
- to recommend to the university the establishment, maintenance or discontinuance of faculties, schools, institutes, departments, chairs and courses of instruction;
- to determine the number, duties, salaries and other emoluments of all officers, agents, and employees of the university, and to delegate such power to the appropriate academic and administrative officers and committees;
- to appoint committees of the board and to confer authority upon any of such committees to act for it with respect to any matter or class or classes of matters;
- subject to the approval of the university, to control receipts, expenditures, property, and affairs of the university and to do and to perform all acts and functions not inconsistent with the charter or by-laws;
- subject to the approval of the university to make by-laws, rules and regulations governing those matters which are assigned to the board.

The board of governors must comprise no less than 15 and no more than 30 members. At least four members must be from the corporation. Two are appointed by the provincial government, two by Dalhousie University, two represent Mount Saint Vincent University faculty, two represent administration; two are appointed by the alumnae and two by the students. The corporation appoints all other members.

Appointment to the board is for two years; a member may be appointed for a second and third term. The chairperson is elected by the board. To date, John Dickey, Q.C.; Gordon Mader, Florence Wall and Ruth Goldbloom have served as chairpersons.

The by-laws state that this board meet at least six times a year; in practice, the board usually meets monthly.

The present members of the board of governors are: Mrs. Ruth Goldbloom, chairperson; Rev. James M. Hayes; Sister Katherine O'Toole; Sister Rita MacDonald; Sister Anne Hunter; Sister Maria F. Sutherland; Dr. E. Margaret Fulton; Dr. Walter J. Shelton; Mrs. Jane Archibald; Mrs. Margot Aucoin; Mrs. John Sapp; Father Louis Caissie; Mr. John Dickey, Q.C.; Mr. Eric Duggan; Mr. J. Gerald Godsoe, Jr.; Rev. Thomas Mabey; Mr. Larry Hayes; Miss Patricia Martin; Ms. Barbara Shea; Mr. J. Philip Vaughan; Sister Patricia Mullins; Mrs. Wendy Doyle; Ms. Diane Wright; Ms. Rachel Martin; Mr. John W. Graham; Mrs. Peter Green; Mr. R. A. McCulloch; Mr. J. D. Simpson; Mrs. Hugh McDonald; Mrs. Janet Murray. Two representatives are still to be appointed by the government to replace Mr. Gordon Mader and Mr. Robert Stewart who have concluded three terms on the board.

photo Don Robinson



Mrs. Richard Goldbloom, chairman,  
board of governors



In selecting members of the board, the corporation tries to choose in a manner that will provide a broad range of professional expertise.

The executive committee of the board, which always includes a member of the corporation, meets regularly once a month prior to the general meeting of the board. This committee includes the chairperson of the board, the vice-chairperson, the secretary (who is usually the university president) and the chairpersons of the standing committees of the board. If the past chairman continues as a member of the board, he/she is a member of the executive committee during the year following his/her term as chairman.

### **Senate**

The senate of the university is responsible for the educational policy of the university. Subject to the approval of the board of governors insofar as expenditures are concerned, it may enact regulations for the conduct of its affairs.

The senate has power:

- to regulate the academic programs pursued in the university, and the conduct, activities, and discipline of the students;
- to determine standards for admission to the university, and the conduct, activities, and discipline of the students;
- to determine standards for admission to the university, courses of study and qualifications for degrees;
- to deal with matters arising in connection with fellowships, scholarships, bursaries, medals, prizes and other awards;
- to conduct examinations and appoint examiners;
- to elect an executive committee and such other committees as it may deem advisable, and to delegate to any such committee any of its powers;
- to approve recipients of degrees, certificates, and diplomas to be granted by the university;
- to provide for the convening and conduct of convocations;
- to make regulations regarding the academic qualifications for appointment and promotion of



*Sister Katherine O'Toole, superior general, Sisters of Charity*

members of the academic staff of the university;

- to determine, subject to ratification by the board, the academic terms on which any faculty, school, institute, department chair, or course of instruction may be established or discontinued in the university, and any agreement for academic cooperation made with individuals or groups outside the university;
- to exercise such functions, powers and duties as may from time to time be conferred upon it by the board.

The senate has several ex-officio members: university president, who is chairperson; academic dean; registrar; librarian; director of student services; director of continuing education and summer school; and the assistant dean.

The faculty elects 15 members and the students elect four. The senate of Dalhousie University may send three representatives. The term of members for other than those who are ex officio members is three years. Members may be re-elected.

The present members of the senate are: Dr. E. Margaret Fulton, president; Dr. Walter J. Shelton, academic dean; Mr. Lucian Bianchini, chief librarian; Ms. Wendy Blackwood, director of student services; Mrs. Jean Hartley, registrar; Dr. Wayne Ingalls, assistant dean; Dr. Mairi

Macdonald, director of continuing education; Miss Sheva Medjuck; Dr. David Monaghan; Sister Yvonne Pothier; Mrs. Wendy Doyle; Sister Mary Evelyn Fitzgerald; Dr. Janet Kendall; Dr. Anne Krane; Sister Patricia Mullins; Miss Joan Ryan; Sister Rosemarie Sampson; Mrs. Catherine Rubinger; Dr. Lillian Wainwright; Dr. Elizabeth Weber; Sister Agnes Martha Westwater; Professor J. B. Wheaton.

The Dalhousie representatives are: Professor J. E. Flint, Dr. J. L. Gray and Professor E. T. Marriott.

The three student representatives are Diane Wright, president of student council, Nancy Chan and Jenette White.

The senate meets regularly on the last Monday of each month. In addition, the senate has standing committees that meet regularly and help to carry out the work of this body.

### **Chancellor**

The corporation appoints the chancellor, the titular head of the university and the person who confers degrees. The present chancellor is Most Reverend James M. Hayes, D.D., J.C.D., Archbishop of Halifax.

### **President of the University**

The president, who is chief executive officer of the university, is appointed by the corporation on the recommendation of the board of governors. E. Margaret Fulton, B.A., M.A., Ph.D., assumed this office in July 1978.

The president is vice-chancellor of the university and chairperson of the senate. She supervises the direction of the academic work and general administration of the university, the teaching staff, officers, employees and students.

### **Summary**

In practice, each group has the authority granted it by the charter and by-laws. Some decisions are submitted to a higher group, as these same by-laws prescribe. The corporation does not often make decisions



*Dr. E. Margaret Fulton, president, MSVU*

by initiating action. More often, it responds to matters referred to it by the board or the corporation may refer something of moment to the board for consideration.

The Sisters of Charity continue to be award that, as owners of the university, they still have the responsibility to uphold the tradition of the Mount as expressed in the *Philosophy and Objectives*. (See **Insight**, Winter, 1977) They rely on the cooperation of all other groups and persons involved in the university in striving to fulfill this responsibility.

As planning for the future and the development of the university continue, administrative structures within the university will probably change. But it seems almost certain that such structures will continue to involve such groups as are now serving the cause of higher education at Mount Saint Vincent University in such a generous manner.



# The play's the thing . . .

by Sister Geraldine Anthony, Ph.D.  
Professor, English Department (theatre trip  
convener)

Odds or evens? If it's an odd year it's New York, an even year — London! And that's the way it's been for the past six years as faculty and students contemplate the annual M.S.V.U. Theatre Trip arranged and sponsored by the English Department for the week of the February break.

The first trip in 1973 was planned with the support and cooperation of the Chairman, Dr. Olga Broomfield, and the stimulation of the late Dr. Paul McIsaac who became an annual participant. Paul found these yearly culture treks fulfilling to his unique artistic tastes not only in theatre but in art and film as well. Galleries, cinema houses and museums of every type became his habitats on these yearly forays and it was his enthusiasm that encouraged the convener of the trips to continue year after year the arrangements necessary to bring faculty and students from every department and division in the Mount University community together.

The vice-president of Atlas Travel Agency, Mr. Charles Renouf, continues to give his full cooperation to this yearly tour as he did in that first venture in 1973. Aware that students cannot afford an expensive trip, Mr. Renouf makes every effort through Arthur Frommer International, a tour wholesaler in Toronto, to keep the costs to a bare minimum. He will also arrange payment on the installment plan when necessary. Comfortable and safe second class hotels are chosen, located near the theatre districts. In London the group has enjoyed the British courtesy of the staff at the Tavistock Hotel on Tavistock Square, a beautiful old hotel of the 1930's vintage in the Bloomsbury section of London near the British Museum. Each morning in the dignified dining room the group enjoyed a full breakfast which was included in the modest hotel fee. Twin-bedded rooms with bath were also provided everyone. Located

just down the street from the underground, the hotel is within easy reach of central London.

In New York City the group always stay at the old Taft Hotel on 7th Avenue and West 50th Street, one short block from the great White Way, the mecca of the theatre district. This huge hotel was once the centre of affluence, the home of some of the great jazz and swing bands of the twenties and thirties. Today it is a modest, quiet place serving student groups from many parts of Canada and the U.S. Within this huge complex are located lounges, coffee shops and restaurants. Just up the street is Rockefeller Plaza and the famous RCA building, Radio City and Saint Patrick's Cathedral. The American staff always prove generous and helpful.

The theatres to which students have been exposed both in London's West End and on Broadway have been rich in theatrical traditions. In London the famous old theatres of Victorian architecture have been beautiful to behold, and the new, modern theatre complex on the Thames River with its Olivier theatre and other large theatres all housed together, fronted by a long patio inviting strollers to behold London on the Thames at night, has been an exciting place to witness some of Britain's greatest actors and actresses in the performance of major British and Irish dramas.



Faculty members as well as students enjoy these trips. Here (left to right) are Dr. Marjorie Cook, Dr. Dorothy Lampard and Dr. Geraldine Anthony in the lobby of the Tavistock Hotel, London.

On Broadway the experiences are parallel. Famous old theatres dating back to the early 20th and late 19th centuries are still drawing audiences. Acoustics are excellent in these old theatres. Then there are the new modern theatres such as that in the Uris Building on West 50th Street, a large theatre-in-the-round; or the new proscenium theatre built in traditional style but allowing such ample space between rows that no one has to rise to permit a latercomer entrance. The Lincoln Centre of the Performing Arts is very attractive to the students. Here the Metropolitan Opera House, the New York State Theatre, Symphony Hall, the Beaumont Theatre — all face the huge central plaza with its great fountain. In the daytime there are free musical concerts given on this plaza and in the evening one can look up and see the magnificent Chagall paintings through the huge picture windows of the Met and the Henry Moore sculpture in the middle of a broad pool of water.

A careful selection of plays by the convener has provided the group with the best in drama, opera and ballet. Usually the London tickets, provided by the Frommer agency free with the trip, have been popular British comedies, satisfactory to some of the group. The more discriminating theatregoers have simply gone to the various theatres in London and purchased their own tickets. As a result the Mount group have enjoyed Shakespearean drama performed by the Royal Shakespeare Company; they have seen Shavian plays as only the British can present them; they have enjoyed Gilbert and Sullivan operettas at the original Sadlers Wells Theatre; they have pondered the meaning of the latest serious and satiric dramas now being written by young British playwrights.

The theatre tickets for the New York trip are not provided by the tour and therefore are chosen with care by the convener through the mail — a slow process because occasionally the play unexpectedly closes before the group arrives in New York. Then another play must be arranged for. The *New Yorker* magazine and the theatre section of the *New York Times* have been indispensable in the selection of the right plays. In fact not one play chosen for the

1973, '75, and '77 trips to New York has bombed! All have been major dramas, both new (e.g. *That Championship Season*) and revivals of great American plays (e.g. those of Tennessee Williams and Arthur Miller). Fabulous American musicals, serious Black companies, experimental American plays, presentations of Greek and European dramas with such great European actresses as Irene Pappas in *Medea* and Liv Ullman in *The Doll's House* have been the ordinary fare of Mount students and faculty on these trips.

Theatre occupies the evenings — seven plays in seven days! But during the daytime an effort is made to acquaint the group with the cultures of these respective countries. Trips are planned to Canterbury, Windsor Castle, Oxford and Cambridge, to Winchester, Salisbury Cathedral and Stonehenge. In New York the area covered is more limited. A bus tour to upper and lower Manhattan, to Chinatown, Greenwich Village, Wall Street, the Battery, and a boatride to the Statue of Liberty, as well as a visit to the twin World Trade Buildings, the tallest buildings in the world, constitute the sightseeing for the group in New York.

Dining out is another way of getting to know the cities and people. Both London and New York are noted for their cuisine. Only the natives know where to find the best restaurants with the lowest prices. Two members of our faculty on sabbatical year in London, Sister Mary Olga and Dr. Olga Broomfield, acted as guides to Greek, Italian, French and Spanish restaurants. The British "Cream Teas" were served in most of the main department stores and in tearooms in the shopping areas. Most of the students and faculty found modestly-priced lunches in the local pubs. Here also were to be found the typical British youth of that local area. In fact one's "local" is more or less one's club or tavern but it has a much more community-styled spirit than either Canadian or American taverns.

In New York one can find the best Chinese food in Chinatown itself. Restaurants in skyscrapers, such as "The Top of the Sixes" at 666 Fifth Avenue, provide breathtaking views of Fifth Avenue



and Central Park. Nightlife in both cities is exciting. A favorite spot for our group in New York is Jimmy Ryan's Dixieland only a few short blocks from the Taft Hotel. Here one can hear some of the original jazz players still entertaining.

Shopping in London and New York are unforgettable experiences. In London it is Harrods, Liberty of London, Selfridges, and the famous Petticoat Lane on Sunday morning; in New York it is Saks Fifth Avenue, Lord and Taylor's, B. Altman's, Bloomingdale's, Macy's and Gimbel's. Meeting our students suddenly on crowded sidewalks, arms laden with packages, eyes sparkling with excitement, one was suddenly aware how much this theatre trip meant to them. Indeed perhaps the best part of the trip for the convener was these chance meetings or visiting the students' rooms at night and being entertained with news of all they had accomplished that day and their chance encounters with strangers, their appraisals of the people: customs, manner of speaking, unusual vocabulary, outlook on life. An education indeed! It is not unusual to find students and some faculty signing up for the next trip upon arrival home from this one.

Six years of theatre trips with more than thirty students on each, means that some



*All the theatre-goes pause for a brief moment and a picture.*

180 or more students have thus far taken advantage of our theatre tours. Such an education in drama, culture, customs, cannot be measured by examinations, certificates or degrees. In February 1979 the seventh annual theatre trip will hopefully get under way, and because it is an odd year it will be — yes, you have it — New York. Once again students, faculty and staff will have the opportunity to indulge their respective cultural tastes!

## Reaction to deviation from social norms

continued from page 5

on television where a man and woman went up to people on the street and asked them for their advice for a fictitious problem to see people's reactions. They found in the experiment that the people were all very helpful and gave them all sorts of suggestions. But in my case the woman was not asked to help me but was asked to accept my help.

What I found out about myself was how hard it was to speak up in a situation which normally does not warrant it. My behavior

gets to be a series of habits, and even slight deviations are hard to adjust to. I also found that, although norms are usually present for good reasons, I conform to norms not because I agree with the basis of the norm, but just to conform with society or out of habituation. I see now that I do not question norms enough and that I do not think enough about why I behave the way I do. Culture and norms shape much of the "me" part of my behavior and thinking, and I am often unconscious of how and why it does.

## Violation of a social norm

continued from page 11

As far as the accuracy of the observations are concerned that is a completely different story.

For example in this project most of the observations were dependant of my actions and mine alone. My forms of speech, physical actions, facial expressions, all had a definite influence on how the group reacted. If another person carried out the same project I would be very surprised if his observations matched those gathered by myself to the point where there was little difference in the results. The personality that I possess in comparison to his could alone produce completely different results. eg. quiet vs very loud and talkative.

And then of course there is the comparatively small size of the group observed. It would not take much energy to produce a new set of subjects, all with different personalities. It is true that social norms affect all of us, but how we as individuals interpret them can affect how we respond to them.

All of the above points I have made can be applied to observation projects in general for the problems surrounding them are numerous. The ways in which we observe, what we see all influence the end results.

The results of this project could only be used to begin to suggest that some form of the responses observed exist. For a more accurate picture, this norm would have to be violated hundreds of more times among all types of people, in different parts of the country and so on before any real understanding of this area could be made.

This project along with the knowledge acquired in the classroom in regard to the effects of culture and norms on society certainly does carry a lot of weight and possible solutions to some of the problems that confront us.

If the members of particular culture simply took the time to study the effects which culture and norms impose upon them, they are certainly bound to gain a better understanding of how they function as a group and where they fit in as

individuals. Better still, having established this if we could then take a look at another culture and its norms without letting our ethnocentrism get in the way we just might be on to something.

In a country such as Canada where we have two cultures within our boundaries (French and English) it is becoming more evident everyday that such a situation must exist if we are to remain in Confederation. If we continue to judge the French speaking culture on the basis that our culture is superior and that theirs is only secondary we will still be where we were ten years ago.

How can we condemn a culture we know nothing about? We recognize the fact that it is different than ours, but we cannot seem to grasp hold of the fact that like ours it is as unique to them as ours is to us and that the two cannot be compared, only accepted for what they are. (Verstehen). A little education of the public in regard to culture would in my mind help us tremendously. We obviously need it.

The effects of culture and norms have always been around and felt by all, including myself. Some of them I have known about, while others were unknown to me until confronted with them in the classroom.

Unfortunately for me, I, like many others, have simply taken this subject for granted, for it is an area I have never really given much thought to or questioned.

This is the type of unreflective thinking that is so common today and yet I was part of it. It was when I sat back and began to realize how much of my own individual characteristics, which I have always thought were unique in the sense that they were mine, were in fact determined by cultural norms.

Am I implying that I don't know who I am, that society with its culture and norms determine my personality? No, for society is responsible for only a part of it, the other part being shaped by me.

The fact that I am aware of this distinction, that there is indeed a specific difference, shall enhance both.



# Home Ec students survey Halifax

Five home economics students spent the summer studying the use of vitamin and mineral supplements by people in Halifax. The project, funded by Young Canada Works, was developed and carried out by Linda Webster, project manager, Kathryn Glynn, Nan Baillieul, Susan Myketyn and Pam MacDonald, all food and nutrition majors. Faculty members Susan Wright and Agnes Casey acted as sponsors for the project.

The idea grew out of a mini-project Linda and Sue did for Mrs. Casey's Food and Nutrition, 309. Through conversation with Mrs. Casey and Mrs. Wright they discovered that little research had been done in this area: the extent to which vitamin and mineral supplements are used, and perhaps abused, by the general public. The possibility of gathering some pertinent data in this area seemed to the students a worthwhile one of real service to their community. In addition, the project provided summer employment for all of them.

For help in choosing a sample population they called on Dr. Susan Clark, Sociology Department. On her advice they used the most recent Halifax polling list, picked the thirty-ninth name as a starting point and used every seventy-second one after that. This gave them a sample of about 1,100, of which approximately 400 were disqualified because people had moved and not left forwarding addresses, had died or simply were not available. The resulting group numbered about 550.

Dr. Clark also helped them to design their questionnaire. (See page 30). Mr. Deleu and his staff at computing services helped them enter their information in the computer and analyze and interpret the results. The students also called on other Mount resources throughout their project. Mrs. Cherry in the business office kept financial records for them, the print shop produced their survey form and a pamphlet the group designed (about food sources of various vitamins and minerals.) Also, they were able to use office space, equipment and telephones in the home

economics department.

As an important first step the group drafted an explanatory letter which they sent to all people in their sample. Ms. Webster said this proved to be an excellent means of introduction because later, when the students arrived on doorsteps, or called for an appointment, people said they'd been expecting to hear from them.

At the time this article is being written the final analysis of the data is not complete but Ms. Webster said the group's assumption in creating the survey was that the use of vitamin and mineral supplementation is widespread. The survey was to determine the extent and the motivation for this consumption. The questionnaire also asked questions about eating habits which will allow the group to determine how well people follow proper nutrition rules, especially as recommended in the Canada food guide.

A third set of questions regarding age, education, sex, etc., will enable the students to delineate results according to each such variables.

Following their analysis of the data the students plan to return to the individuals they interviewed and report on the results. They will take with them nutrition information, including a pamphlet they are designing (see page 29) which lists needed vitamins and minerals and their food sources and they'll answer any questions the respondents might have.

Ms. Webster said the project was "great" because it gave them an opportunity to sample many new experiences, such as designing the questionnaire and learning to analyze the data. They also had a chance to experiment with interviewing, to sharpen conversational and organizational skills and had to learn to present their ideas clearly in order to obtain funding and sponsors. Through their own efforts the group gained the non-financial support of the Canadian Diabetic Association, the N.S. Pharmaceutical Society, the N.S. Dietetic Association and the N.S. Heart Foundation.

(The material below was included in a pamphlet produced by the student survey group.)

Nutrient	Main Function	Food Group	Examples of Common Food Sources
Vitamin A	maintains the health of the eyes and skin	milk and milk products fruits and vegetables meat and alternates	whole milk cheeses carrots egg yolks, liver
Vitamin D	aids in the formation and maintenance of strong bones and teeth	milk and milk products meat and alternates	all fortified milks fish liver oils
Vitamin E	protects the body's supply of Vitamin A and seems to maintain cell membranes	bread and cereals	wheat germ vegetable oils
Vitamin C	healthy teeth and gums	fruit and vegetables	citrus fruits potatoes
B Vitamins thiamin riboflavin niacin	necessary to maintain a normal nervous system	bread and cereals meat and alternates fruits and vegetables	enriched bread organ meats peas, orange juice
Folic Acid	red blood cell formation	fruits and vegetables meat and alternates	orange juice pork liver
Calcium and Phosphorus	strong teeth and bones	milk and milk products	cheese yoghurt
Iron	an essential part of red blood cells	fruit and vegetables bread and cereals meat and alternates	legumes whole grain cereals red meats, liver
Carbohydrate	supplies energy	bread and cereals fruits and vegetables	
Fat	supplies energy and fat soluble vitamins	milk and milk products meat and alternates	
Protein	necessary for growth and repair	milk and milk products bread and cereals meat and alternates	

References: Guthrie, Helen. *Introductory Nutrition*. The C.V. Mosby Co., U.S.A., 1975.  
Health and Welfare Canada. *Shopping for Food and Nutrition*. Ottawa, 1978.



# Use and abuse of vitamin and mineral supplements

Your name has been selected at random from people in the Halifax area to participate in this survey. Your cooperation in filling out this questionnaire would be much appreciated. Your answers will be held in the strictest confidence and all results will be written in such a way that individuals cannot be identified by their answers.

**INSTRUCTIONS:** Please circle the most appropriate answer for each question.

## SECTION I — Vitamin and Mineral Supplements

1. Do you use vitamin and/or mineral supplements?
  1. yes
  2. no
2. Does anyone else in your household use supplements?
  1. yes
  2. no (if no, please refer to question 13)
3. If yes, how many people?
  1. one
  2. two
  3. three
  4. four
  5. five
  6. six
  7. seven
  8. eight or more
4. How many people are under 16 years of age?
  1. none
  2. one
  3. two
  4. three
  5. four
  6. five
  7. six or more
5. Which brand or brands do you buy most often?
  1. Allbee (plus C)
2. Chocks
3. Flintstones
4. Geriplex
5. Geritol
6. Gevracon
7. Life
8. Maltevol
9. Maltevol-12
10. Nutrifor
11. One-A-Day
12. One-A-Day plus iron
13. Panto-Plex
14. Paramettes
15. Paramettes plus iron
16. Pardec
17. Wampole
18. Vitamin A
19. B-complex
20. Vitamin C
21. Vitamine E
22. aqueous K
23. iron
24. cod liver oil
25. other — please specify \_\_\_\_\_
6. Do you follow the directions on the label?
  1. yes
  2. no
7. If no, do you take
  1. more
  2. less
8. If more, when do you take more?
  1. always
  2. usually
  3. now and then
9. If less, when do you take less?
  1. always
  2. usually
  3. now and then
10. Do you believe that supplementation is necessary to maintain good health?
  1. yes
  2. no

11. Where did you receive your information concerning supplement usage? (please circle only one)
  1. family
  2. friend
  3. doctor
  4. qualified dietitian/nutritionist
  5. pharmacist
  6. media (magazines, TV)
  7. health food personnel
  8. other — please specify \_\_\_\_\_
12. What is your reason for taking supplements?
  1. recommended by doctor/nurse
  2. recommended by qualified dietitian/nutritionist
  3. food intake not adequate
  4. other — please specify \_\_\_\_\_

## SECTION II — Canada's Food Guide

13. Are you familiar with the NEW Canada's Food Guide?
  1. yes
  2. no
14. How many servings (8-oz cup per serving) of milk and/or milk products (1½ oz cheese, 1 cup yoghurt or cottage cheese) do you eat daily?
  1. none
  2. one
  3. two
  4. three
  5. four
  6. five or more
15. Do you eat at least two servings (2-3 oz per serving) of meat, fish or poultry and/or meat alternates (1 cup dried beans, 2 eggs, 4 tablespoons peanut butter) every day?
  1. yes
  2. no
16. Please list all fruits and vegetables (and their juices) that you ate yesterday.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.

17. Do you eat at least four servings (½ cup fruit or vegetables per serving) of fruits and/or vegetables each day?
  1. yes
  2. no
18. Do you eat at least three servings of bread and cereals each day? (one serving is equal to 1 slice bread, 1 cup cereal, ½ cup rice, spaghetti, etc.)
  1. yes
  2. no
19. Do you eat liver at least twice a month?
  1. yes
  2. no

## SECTION III

The following information is essential for complete results. Again, it is emphasized that this information will be kept in strictest confidence.

20. Are you
  1. male
  2. female
21. What is your marital status?
  1. single
  2. married
  3. divorced
  4. widowed
  5. separated
22. What is your age range?
  1. 18-29
  2. 30-39
  3. 40-49
  4. 50-59
  5. 60 and over
23. What is your total annual household income? (include wages, unemployment insurance, baby bonus, etc.)
  1. 4,999 or below
  2. 5,000- 5,999
  3. 6,000- 6,999
  4. 7,000- 7,999
  5. 8,000- 8,999
  6. 9,000- 9,999
  7. 10,000-10,999



- |                   |                   |  |
|-------------------|-------------------|--|
| 8. 11,000-11,999  | 23. 26,000-26,999 | 24. What is <b>your</b> highest level of education/training? |
| 9. 12,000-12,999  | 24. 27,000-27,999 | 1. completed elementary or partial elementary                |
| 10. 13,000-13,999 | 25. 28,000-28,999 | 2. partial high school                                       |
| 11. 14,000-14,999 | 26. 29,000-29,999 | 3. completed high school                                     |
| 12. 15,000-15,999 | 27. 30,000-30,999 | 4. partial university  |
| 13. 16,000-16,999 | 28. 31,000-31,999 | 5. completed university                                      |
| 14. 17,000-17,999 | 29. 32,000-32,999 | 6. post graduate   |
| 15. 18,000-18,999 | 30. 33,000-33,999 | 7. vocational/trade/technical school                         |
| 16. 19,000-19,999 | 31. 34,000-34,999 | 8. other — please specify _____                              |
| 17. 20,000-20,999 | 32. 35,000-35,999 |  |
| 18. 21,000-21,999 | 33. 36,000-36,999 |  |
| 19. 22,000-22,999 | 34. 37,000-37,999 |  |
| 20. 23,000-23,999 | 35. 38,000-38,999 |  |
| 21. 24,000-24,999 | 36. 39,000-39,999 |  |
| 22. 25,000-25,999 | 37. 40,000 plus   |  |

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Halifax B3J 2R5

Home Economics Department  
Mount Saint Vincent University  
Halifax B3M 2J6

#### WHEN ARE SUPPLEMENTS NEEDED?

There is no need for most healthy persons to take vitamin and/or mineral supplements as long as a variety of foods is eaten according to Canada's Food Guide.

The use of specific supplements **may** be wise for certain people such as:

- Individuals who do not consume milk and milk products may need both calcium and Vitamin D supplements.
- Vegetarians who consume little or no products of animal origin, such as eggs, milk and milk products, should consult their physician about the advisability of a Vitamin B<sub>12</sub> supplement, as well as supplementary calcium and Vitamin D.
- Pregnant and lactating women often need iron and folic acid supplements.
- Women who are using oral contraceptives may need supplements of Vitamin B<sub>6</sub>
- Children who obtain their drinking water from a source which contains neither naturally occurring or added fluorides may need fluorine supplements.

A multivitamin or mineral supplement cannot replace good food habits because it contains only a few of the over 50 important nutrients needed every day by the body.

NOTE: Taking too much of certain vitamin and/or mineral supplements can be dangerous.

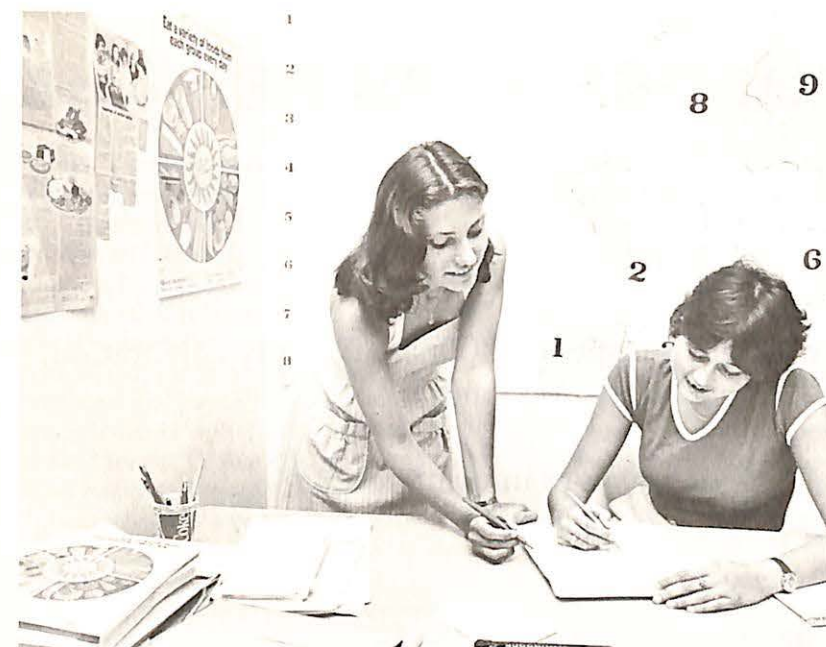


Photo by Don Robinson

Kathryn Glynn (left) and Linda Webster (right) are shown here reviewing the data collected by the group in the survey on vitamin and mineral supplements.



Photo by Don Robinson

All five students participated in every phase of the project — from writing the questionnaire to analyzing the results. Three of the students are (left to right) Susan Myketyn, Nan Baillieul and Pam MacDonald.



# GOLDEN JUBILEE

Attention all home economics graduates!

You're invited to the department's 50th anniversary celebration,  
October 6, 7 and 8.

Call for more information.



photo by Wamboldt-Waterfield

For the past several months a large committee of home ec alumnae have been busy planning the Golden Jubilee celebration. The three above — Lynda MacCulloch '75, Colleen Meahan '60 and Debbie Pottie '74 — have been instrumental in the planning and urge all their fellow graduates to attend.

## Accessibility is Key to Success

Mrs. Jean Newton is the new personnel officer at the Mount. She comes to us from the Council of Maritime Premiers Secretariat where she was supervisor of personnel, responsible for the maintenance and control of records for the council and its agencies, recruiting and salary research. Prior to that she was chief clerk in the personnel and payroll department of the Nova Scotia Hospital. Mrs. Newton also worked for the Graham Royal Commission as secretary and speech-writer and for Volvo Canada as a personnel/production clerk.

Mrs. Newton says she believes that the success of any personnel office is based on "accessibility and availability." For her that means "... the same fair treatment for everyone; no favorites."

She is the past provincial president of the N.S. Federation of Home and School Association, with whom she held many executive positions. A member of the St. Mark's Anglican Church, she is diocesan president and dominion vice-president of the Canadian Mothers' Union. A member in good standing of the Maritime Personnel Association, she is currently taking personnel management courses at St. Mary's University.

Born Jean Menzies Taylor in Southampton, England, she originally set out in the work world as a junior draftsman in the aeronautics field. She arrived in Canada in 1954 for a two month visit and immediately met Albert Newton. A year later they were married. Today they have three children: the eldest, Paula, now Mrs. Corey Ozon; David, 19 and Jillian, 14.

