

# Insight

MOUNT SAINT VINCENT UNIVERSITY, HALIFAX, NOVA SCOTIA

VOL.1 NO.2 MARCH 1972

**“humanity**  
IS HUMAN  
**brotherhood**  
AND THE EDUCATOR'S  
MAIN ENERGY  
SHOULD BE PUT TO  
PROMOTING  
**rational**  
HUMAN  
**behaviour”**

(see page 3)

March '72



## Calendar of Events

4	Art Exhibition — "Eric Cameron — Paintings" (Will run to April 4) Gallery
6	Lectures Resume Meeting — CARPT — Small boardroom — Evaristus 2 p.m.
7	Open Days for High School Students Art Film — AMERICAN BOOK OF THE DEAD, MURAL SAC 1 p.m.
8	Open Days for High School Students Meeting — Committee for Academic Affairs — 3 p.m. S 530
9	Open Days for High School Students Film Society — SOME LIKE IT HOT — 7:30 p.m. S.A.C. Auditorium C
13	Meeting — CARPT — Small boardroom — Evaristus 2 p.m.
14	Art Film — CLAES OLDENBURG, JASPER JOHNS — SAC 1 p.m. Drama Society — "The Cat and the Moon" by W. B. Yeats "Riders to the Sea" by J. M. Synge SAC 8:30 p.m.
15	Meeting — Committee for Academic Affairs — 3 p.m. S 530
20	Meeting — Senate Executive — Small Dining Room — 12 noon Meeting — CARPT — Small boardroom — Evaristus — 2 p.m. Faculty Association Meeting — 8 p.m. — SAC Faculty Lounge
21	Art Film — JACK LEVINE, ARTISTS PROOF — SAC 1 p.m.
22	Meeting — Committee for Academic Affairs — 3 p.m. S 530
24	Feature Film — A MAN FOR ALL SEASONS 8 p.m. SAC Auditorium C
27	Meeting — CARPT — Small board room — Evaristus 2 p.m. Meeting — Senate — Board Room, Rosaria 7:30 p.m.
28	Art Film — NEW ABSTRACTIONS: FRANK STELLA AND LARRY POONS SAC 1 p.m.
29	Meeting — Committee for Academic Affairs — 3 p.m. S 530 Meeting — Department Chairmen 4 p.m. — Seton Board Room
30	The Lord's Supper — Chapel, Evaristus Hall — 8 p.m.
31	Easter vacation begins. Celebration of the Passion — Chapel, Evaristus Hall — 3 p.m.

REMOVE COVER AND POST ON YOUR

# Insight

"Insight" is published by the Public Relations and Development Office of Mount Saint Vincent University, Halifax, N.S., four times each academic year and is distributed by mail free of charge to members of the faculty, students, staff, parents and friends of the University.

Correspondence to "Insight" should be addressed to:  
Director of Public Relations & Development  
Mount Saint Vincent University  
Halifax, Nova Scotia.  
Telephone: 453-4450

### Editorial Board:

Miss Florence Wall  
(Board of Governors & Alumnae)  
Mr. David Roe (Faculty)  
Miss Lois Hartnett  
(Student Union)  
Mr. H. A. Etheridge  
(Administration)  
Mr. H. A. Etheridge  
Mrs. Frances Maclean  
Eagles & Radcliffe Ltd.  
Wamboldt-Waterfield.

Editor:  
Editorial Consultant:  
Design Consultants:  
Photography:

Material published in this magazine may be reprinted without consent.  
A Mount Saint Vincent University "Insight" credit is requested.



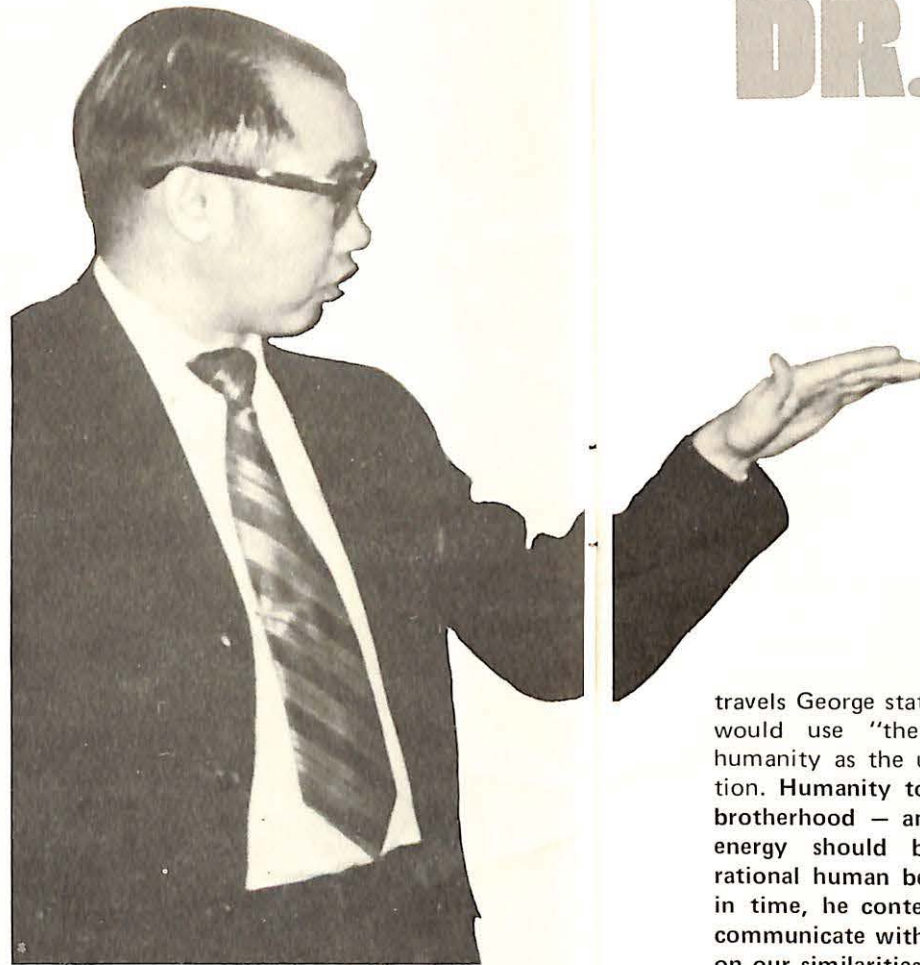
More than 300 attend the opening of the Art Gallery in Seton Academic Centre. (Story page 19).



When is an educational psychologist a human being? We have the answer at the Mount — when he's George Cheong. George is a man, husband, father psychologist, philosopher, teacher, debater and humorist all rolled into one diminutive but dynamic package. You must make it a point to talk with him. This is no ordinary person!

Born in Canton Province, China, George escaped at an early age to Hong Kong. His early education had been received in the Chinese mode, and in Hong Kong he began what might be called the British-style of training in the secondary and college levels of his education. George received his B.A. from the University of Hong Kong and was then faced with a dilemma — a dilemma induced by academic excellence. He was offered two scholarships — one by the East-West Scholarships established by the U.S. government, the other by the Federal Republic of West Germany. After careful consideration, George chose the American offer, and enrolled in the University of Hawaii where he graduated Master of Education. After Hawaii, further ambition took George to the University of Wisconsin from which he gained his doctorate in educational psychology. So much for his academic pedigree.

For a year following graduation from Wisconsin Dr. Cheong taught in a teacher's college in Cambridge, Massachusetts. He then joined Honeywell Electronic Data Processing as an Educational Consultant. After a brief stay in the corporate life George then went back to Hong Kong, now as a member of the University Faculty. Political unrest prompted him to apply for entrance to Canada and, in 1967, he joined the education department of Mount Allison University where he stayed until June, 1971, at which time he accepted an invitation to join us at the Mount.



An academic profile and a job history can sound so drab and dull. Let me assure you that there is nothing drab or dull about George Cheong. Ask him sometime how he and his wife chose the names Phillip and Patrick for their sons, and, while you're at it, ask him, too, about the alternate name, Theresa, they had selected in the event of the arrival of a girl child. Then, of paramount importance, ask him how he views man and the role of the educator. Based on his varied training, his experiences, and his

# DR. G. CHEONG

BY DAVID ROE

travels George states emphatically that he would use "the ultimate pursuit of humanity as the ultimate goal of education. **Humanity to Dr. Cheong is human brotherhood — and the educator's main energy should be put to promoting rational human behaviour. To this point in time, he contends, we have failed to communicate with each other, to cash in on our similarities so as to overcome our differences.** On the issue of the innate goodness of man, George takes the stance that human beings are basically neutral and that it is environment that swings them one way or the other. He feels that the tragedy of our time is that the potential of people for goodness is neglected by most of the social forces — including the school. He has many penetrating views on the whole business of teacher training, and he is not hesitant in expressing them. At the Graham Royal Commission hearings George gave proof of this!

George is always perfectly frank in his responses. In answer to a question asking him to compare students as he has found them in Canada with students he has met elsewhere, he'll tell you in no uncertain terms that our students, in his opinion, are not sufficiently interested in academic excellence. He has his views on the argument that prevails vis-a-vis the large and the small universities. Ask him, and reflect on his ideas! George is quick to say that he has found a freedom here at the Mount — he finds this refreshing because he feels a partner to decision making. I think he hints at the fact that we aren't all as friendly as we might be. And perhaps here we can all review our attitudes!

In these limited columns justice cannot be done to the variety that is George Cheong. In discussion he is pithy and incisive. He turns a neat phrase and in my observation of him at work he doesn't say anything that isn't worth listening to. George has a ready and delightful sense of humour — and he appreciates it as much as any other! I like the man. I recommend that you get to know him.

As I am in the process of penning these words, George Cheong hands me a piece of paper on which are written the words, "I'm biased against all forms of discrimination or bigotry — racial, ideological, religious, social, economical, and geographical." That ties in neatly with his pursuit of humanity. And it's that kind of bias that the world can stand in abundance!

Incidentally, George Cheong need have no concern in this time of easy declaration of academic redundancy. Tomorrow he can get a job anywhere as a Public Health Inspector. You see, he also holds the Diploma for Public Health Inspectors awarded by the Royal Society of Public Health in London. You see what I mean when I call George Cheong a man of variety? ■



# YOUTH

---

## IT'S YOUR TURN . . .

---

Nova Scotia youth are critical of the federal government's past performance.

---



*Mount Saint Vincent University is currently conducting research to determine its own response to the Report of the Committee on Youth that was submitted to the Secretary of State July 26th, 1971. From that report, we have extracted portions dealing particularly with the opinions of Nova Scotia youth. The relevance cannot be over-emphasized. The following are specific demands, desires and suggestions made by the youth of Nova Scotia.*

**N**ova Scotia youth looked to the federal government for assistance in a wide range of activities. However, even more intense than in New Brunswick were their doubts about Ottawa's past record in relation to the Atlantic provinces.

**I**n spite of their suspicions, many young Nova Scotians saw a role for the federal government in the educational field. As in other Atlantic provinces, they wanted Ottawa to set national standards.

Many felt that such uniformity would offset the parochialism and economic disadvantages of the province. They also wanted the federal government to change the re-payment requirements for student loans to benefit young members of poorer families. Both English- and French-speaking students wanted school curricula to be more relevant to everyday life. Students also asked for training programmes not usually provided in schools. Leaders among the young emphasized their own need for "better training." These requests converged in a demand for a broadly-based leadership training programme at the provincial level with the federal government establishing the curricula and providing funds.

**M**any young Nova Scotians asked that the federal government form some agency to provide information and leadership for the development of leisure-time activities including travel. They felt that the federal government's existing travel and exchange programme should last longer so that youth could understand their new environments more fully. They also demanded a change in procedures for the selection of young travellers . . .

---

**They claim adults respond to their ideas with hostility.**

---

### Parent Education

**Y**oung Nova Scotians also hoped the federal government would involve itself in other essential services. **One response requested a national programme of education for parents to help them cope with social change and the strains it placed on relationships between adults and youth.** Many wanted governments to provide accommodation and counselling for young persons who had left home because of conflict within the family.

**A**n increasing number of young Nova Scotians were taking part in social-action programmes, dealing with everything from tenants' rights to civil liberties. This group hoped the federal government would support such citizens' groups financially, particularly if their function was worthwhile and young people participated . . .

**T**he concern expressed was the importance of ensuring that the local community had the leadership resources and desire to take over and maintain useful projects. Unfortunately, all these innovations will not erase Nova Scotia's major ill — its depressed economy. It cannot provide jobs for all its young people and as a result many must leave. Even those who stay often must accept menial jobs. Of course, many students are unable to find summer employment. In easing the difficulties of finding a job, the major agency is Manpower. Most young people are unrelentingly critical of the inefficiency, red tape and de-humanization encountered when they approach the centres. As an alternative, a few suggested a Youth Manpower Programme should operate year around but concentrate on summer employment.

. . .The continuing breakdown of the school environment as the principal instrument of socialization is strongly evident. **The young refer to teachers as "second-rate professionals,"** and obstacles to valid teaching programmes as a "horse and buggy mentality in a jet-age world." Dissatisfaction can also be seen in the high drop-out rate. Young people show less interest in school certificates; they feel it is not worth going to school just to obtain a diploma. Students are becoming indifferent to courses at technical and vocational schools. They believe these courses train candidates for non-existent jobs.



## Human, Fallible, Complex and Changing.

"... The University is a human, fallible, complex and changing society of people working at expanding and sharing knowledge — no more and no less. It is not a wonder drug for what ails society or the family. It is not a substitute for the home or the church. It should discover facts which may help society with some of its problems. Some of the findings of its researchers may be challenged, some may be resented, some may be upset. The University is not engaged in a popularity contest or image creation adventure of the "P.R. type." Quite the contrary. If members of the university community are doing their job well, there should be a disturbing effect on society at large...."

Louis Desrochers,  
Chancellor  
University of Alberta.  
(Extracted from a speech).

## Canadian Editor Speaks.

"University-educated women in Canada are being used like our natural resources — we don't need to use them carefully because we're affluent — we squander them. We can afford to educate women and not employ their skills afterwards." This statement opened a public lecture given by Doris Anderson, editor of *Chatelaine Magazine*, at the University of Prince Edward Island.

"... the brains of women in North America are a great source of human potential we're ignoring. For the last 30 years, we've educated girls almost the same as boys through public and high schools and then diverted bright girls into

"soft" courses or "female" courses at university. More women should be going into medicine, psychiatry, economics, city planning, law, architecture. We need the special point of view of both sexes in these important areas of Canadian life," the lecturer stated.

Doris Anderson  
Editor  
*Chatelaine Magazine*

## Continuous Semester System.

One way to beat the summer hippie problem would be the use of a perpetual university calendar. If the universities ran full time without the present four to five month break, we could keep a lot of those shaggy protesters in the classrooms where they come from, and if the teachers stay the students are bound to follow. This wouldn't eliminate the problem entirely but it would certainly lessen the number considerably.

The perpetual calendar or continuous semester system is not a new idea and every time it comes up you hear all sorts of arguments against it, mainly from the university administrators and senior professors. But let's face it, universities are big business. In fact by all the common measures of operating budgets, capital expenditures, number of employees, and number and variety of products turned out, they really are big business. As such they should run like one and operate as efficiently as possible.

Mr. Robert J. Byers,  
Reprinted from the *Manitoba Professional Engineer*.

Congratulations on a jewel of a brochure on MSVU .... It could not have reached me at a more auspicious time since we at *Publicité-Services Ltée* have taken up a brand new challenge with the first of the year: that of P.R. counsel to Bishop's University, Lennoxville, P.Q. Next week, on behalf of Bishop's, I'm travelling to Quebec City for a meeting of directors of public relations and information of Quebec universities and I intend to take along "Insight" to show it to my colleagues. You, your collaborators and others concerned with this first issue are to be greatly commended for this most refreshing approach in the field of college and university publications. It now seems that we'll have to go to Nova Scotia for new original design.

Guy Beaudry,  
Vice-President  
*Publicité-Services Ltée*,  
Montreal, P.Q.

Congratulations on the first issue of "Insight" — although I think you made a tactical mistake in publishing such a good first edition. You now have the problem of what to do for an encore. I was particularly impressed with the article by Margaret During — I've been hoping that some student would say that for a couple of years now. I might have known that it would take a woman's good sense to cut through a lot of the irrelevant arguments we have heard in recent years.

Jeffrey Holmes  
Executive Director  
Association of Atlantic Universities

I really like "Insight." A great little book with a good format.

Mr. George Hancocks,  
Editor,  
Toronto.

May I compliment you and your associates on the classy concept and format of Vol. 1, No. 1 of "Insight" and on the design of your new symbol for Mount Saint Vincent University. It comes across to the reader so quickly and so fully, one need not even read the descriptive background to the creation of the new symbol. One of our faculty observed that "the U also reflects the unity within your university." And that's a bonus!

Joseph E. Fehrenbach,  
University of St. Jerome's College,  
Waterloo, Ont.

Thank you very much for Vol 1 of "Insight". I enjoyed reading this informative edition from cover to cover.

The article "The Care and Feeding of Bucky" was delightful and interesting; one could really understand what a fine person there is in Buckminster Fuller. Wishing you success in the future with "Insight".

(Mrs.) Mary M. Gordon  
2663 Oxford Street  
Halifax, N.S.

Congratulations on your first issue of "Insight." It is candid, interesting and informative. Miss Margaret During's response deserves a hearing!

Sister Catherine MacNeil,  
St. Bernard College,  
Antigonish, N.S.

I have just read the first issue of "Insight" and most thoroughly enjoyed it. Not only were the contents of interest, but it's good print and visually attractive. Sincere congratulations on the first issue.

Mrs. R. A. Whyte,  
N.S. Department of Education



# Registrar

Jean Hartley



English-born Mrs. Jean Hartley is now in her third year as registrar at Mount St. Vincent University. For five years previously, she taught chemistry at the University, while completing her master's degree program at Dalhousie University.

Her student and professional years at universities in England and Canada provide an interesting contrast. She was the only woman in the 60-member honours chemistry class ('53) of Imperial College, London; in 1964, she began teaching at Mount St. Vincent College, where all students were women. (Today, with a co-education enrolment, the University still has under 100 male students.)

Mrs. Hartley had worked for three years in a commercial research laboratory in Surrey.

She was not certain that she was in the best field for her and, on impulse, she

decided in 1958 to come to Canada. She arrived in Halifax, where her physicist brother, John Osborne, was living, and worked for biochemist Dr. Gordin Kaplan, then at Dalhousie University. After a brief period with IBM in New York, she returned to Halifax, where, for the next four years, she worked on a research project in organic chemistry at the Nova Scotia Technical College.

During this period, she married Roger Hartley, who, several years later, suffered a cerebral haemorrhage from which he was not fully recovered.

Her husband's disability led Mrs. Hartley to reconsider her plans for the future. After seven years in chemistry research she decided to enter the field of university teaching. This decision brought her to Mount St. Vincent University and eventually to her multi-faceted position as "the registrar".

## My Job — Mrs. Hartley:

University registrars are in the forefront of the battleline. They are subject to a life of pressures and responsibility, and only the fit survive. Whenever I meet my fellow registrars, however, I'm always impressed by their individual and collective good humour and air of relaxation. Perhaps all of them enjoy their work as much as I do.

What does a registrar do? In a small university like this, with the considerable help of an assistant and an office staff of three, she does quite a lot.

Let me take you briefly through the seasons of the academic year, for a registrar's work has quite a regular rhythm of activity.

## The Term Opens

In the fall and early winter, we visit high schools in Nova Scotia and try to meet all interested students. From January onwards, applications for the next fall arrive in a steady stream. Many students and their parents come in for personal meetings, which we encourage. Last year, we received 1,000 applications and finally registered 450 new students. The admissions office is open year round, and it's fortunate for me that I now have an assistant registrar to look after this.

My year really begins with registration in September. If you feel frazzled when you've finally chosen your courses, spare a sneaking thought for us! It may be that we feel worse!

At the end of registration — and after the class change free-for-all, — we know (we hope) who is taking what. From this date, the registrar produces class lists and,

also, tries to keep track of all those room changes by professors who don't want to teach where the registrar has put them. So, if English 100 and French 200 arrive simultaneously in room 308, probably either the registrar has slipped up or a professor hasn't checked up. But guess who is blamed?

October can be quite busy, with lots of forms to sign and students to count. Statistics Canada want to know who is here, what they are taking, where they come from, how old they are ... and much more. We don't own a computer (it's cheaper by hand), so we count all those green cards, and really it can even be fun.

## Exams, Scholarships, Graduation.

Some formal exams occur — always in April and sometimes in December, too. When they do, the registrar and staff organize the operation and persuade faculty to release marks by a certain deadline. We record, check, and report to the students. Doubtless, you wonder why it takes so long, but one late set of marks delays the whole process. And there's always at least one late set.

Exam results can lead to such pleasant things as scholarships and, eventually, graduation. The registrar is chairman of the scholarship committee and usually has to play Scrooge in making sure that the committee sticks to its budget. At Convocation, the registrar is kept on her toes trying to make sure that each diploma reaches the right hands, having first made sure that each happy graduate has indeed fulfilled the degree regulations — all 250 of them.

As soon as Convocation is over, registration pops up again for the two summer school sessions, and already, it's past time to plan for the coming year.



Mainly, I have to make up a timetable for the fall, which is not too easy. In places, it is impossible, with only eight hours per day and five days a week. Of course we know that students really only like classes on Mondays, Wednesdays, and Fridays, between 10 a.m. and 2 p.m. — with an hour for lunch. Students are late for early classes (and so are some faculty, I hear) and doze during the afternoon. They depart early on Friday for the week end, returning late on Monday. It really does make it difficult to please everyone, especially in home economics. Now there is a problem. Perhaps some year, we'll get it right.

Thinking about the timetable has brought us right back to **registration**. Let's have a look in depth at this frustrating ritual. Let's try to find out what the student wants, what the faculty wants, and what the registrar wants. There should be a way to reconcile all this and to make it fairly painless. The registrar wants accurate data — nothing more! The faculty member wants to speak to each student who wishes to take his courses and, most important, the student wants to choose his or her courses, with faculty advice.



In Committee

Students in the professional areas — business, home economics, education, and nursing — need advice to ensure that they have included the required courses. Students in arts and science, with a much freer choice, need guidance so that they can make the best choice available for their particular situation.

Obviously, registration is **not** the best time to obtain the necessary counselling. We all agree that it's too crowded, too rushed altogether, and the counselling process should be undertaken at some other time. But when? For the new student from high school, the only real time is during the summer. But the faculty are not then generally available — they are on holiday, teaching summer school, or "doing their thing." This is a problem which isn't too easy to solve. I think September counselling and registration for new students is probably inevitable, but I intend to take a whole new look at the problem.

For the returning student, there is a way out, which we have partially explored. This is pre-registration, or shall we call it, **spring registration**?



with Secretary

What is necessary for a successful spring registration? First, we must know in February the titles of all courses to be offered the following September. All new courses must be prepared by departments, examined by the Academic Committee, and finally approved by the University Senate. This is quite a lengthy process, but it does ensure that worthwhile courses be offered. In some cases, the introduction of a new course depends on the availability of a new professor. So it's difficult indeed to have a final list by February; nevertheless, it must be done.

When the courses are known, the registrar can then construct and print a timetable. With this available, spring registration may begin. March is the critical time. The weeks between March study-break and Easter must be used for counselling and, spread over two or three weeks, the process can be fairly leisurely and reasonably satisfactory for all. Finally, the student hands his or her approved choice of courses to the registrar, who can then predict class sizes for the following year and, perhaps, eliminate troublesome conflicts from the timetable.

Well, we've done this before — or tried to — the last few years, in fact. The trouble is that we have not taken pre-registration too seriously, and final lists of courses are not always available. Consequently, we have always felt it necessary to have registration repeated in the fall with a "final" timetable.

This year, I want to make the spring registration as complete and final as possible. We will give students the opportunity to confirm their spring choice and to pay a deposit by mail, and the "rites" in September should be reduced to a brief check-in for health tests and updating of ID cards. Then we would have some time to counsel the new students.

Well, by next September, we'll know whether registration by mail is possible!

Some final thoughts about my job . . . The most important thing is to be accessible to the students. If a student has a problem that I can fix, or needs some advice that I may be able to give them, I want to see that student with as little formality as possible. Sometimes I have a meeting to go to, or a big task that can't wait, and then my secretary will make an appointment for us. But whenever possible, I like to see students when they want to meet — and I do try.

Part of the job is to enforce certain rules. I rarely get to make the rules. Universities are very democratic and the rules are mostly created by committees and maybe, like the camel in an old joke, a bit unwieldy. Over the last year or two, I've learned the acid test of a rule. It's very simple — just ask "why"? For my part, if there isn't a good reason why, then I don't like enforcing the rule, and I'll do what I can to get it changed.

Finally, I make a few mistakes. Not too many, but a few are inevitable. Mistakes are common to all humanity, even registrars! But registrar's mistakes cannot be hidden — they always come to the surface, have to be acknowledged, and put right. Which is as it ought to be. ■



Interviewing Student



# Poetry

The following verses, the work of an English student at the Mount,  
are submitted to INSIGHT by Dr. Michael Blonar, Chairman of the English Department.

## CREATION

Yes, my darling husband,  
It is time now.  
Time to begin the miracle  
Of our first child.

Let us come together with great  
tenderness  
And great joy —  
For this is the beginning of Life  
And we have now done all we can  
To prepare our world for it.

Rejoice with me in glowing health,  
Carefree steps and sparkling eyes,  
As my body welcomes this precious guest  
To his first home.

Laugh with me as our united love  
Grows in me and stretches me  
Round and smooth.

Thrill with me to his first feeble  
movements  
As he flexes his tiny muscles.  
Feel him grow steadily stronger  
Already struggling for independence  
From his mother's warmth and care.

Marvel with me as I fill  
With the milk of our love.  
Our love  
Which will always be there  
To feed him.

Glory with me as the silently rushing time  
Slips like a river to the crest of a waterfall  
To be released in wild and wonderful  
rapture.

Come with me and hold my hands.  
Hear in each yell the promise and wonder  
Of new life.  
Share his beginnings in the world  
As you shared his beginnings in life.  
With me.

Come Come  
With joy and love  
With wonder and rapture

Come Come  
Let us begin a miracle!

REE FOLLEST

## LAUGH

Laugh catches ears and pulls  
one from each side  
till listener's face is grinning wide!

Laugh conquers heart  
invades mind  
Shines —  
till not one place for sorrow  
gloom or sadness lingers behind.

Laugh holds the soul  
in gay enthrall.  
Laugh reaches out  
Conquers all.

REE FOLLEST

# Mary Dee GIRROIR



Vital ... artistic ... disciplined ... sensitive ... persevering ... witty ...  
honest ... accomplished ... genuine.

These are the qualities, not of a fictitious character, but of a real and living woman. She is Halifax-born Mary Dee Girroir, instructor of fine arts at Mount St. Vincent University and internationally known as the conductor of the Armdale Chorus.

An interview with "Mary Dee" as she is called, or a talk with her former and present students, or a look through her scrapbook of newspaper and magazine stories and photographs is an introduction to a rare and competent woman. ►



**"She has undoubtedly been the greatest influence in my life."**

As an accomplished musician and conductor, Mary Dee Girroir has consistently advanced the cultural life of Canadians. One music columnist has stated (in a university newspaper): "If it's excellence you want in music, then you can be sure if you see the name Mary Dee Girroir that it is excellence you will get."

Mr. Endre Gaal, a Hungarian professor of music at Budapest's famed Liszt Academy, with 35 years of professional musical experience, once commented: "In Canada, excellent work is being done ... and very often with no great public recognition. On Good Friday, for example, we heard a woman's choir singing from Halifax. It was so excellent that my wife and I were near to tears. If that is not culture, I fail to understand what the word signifies."

The choir was, of course, the Armdale Chorus in whose members Mary Dee Girroir has instilled a loving and knowledgeable respect for music as an art. This group originated in 1938, when Mrs. Girroir, then Mary Dee and a student of music at Mount St. Vincent College, formed a rhythm band of children aged four to ten. She had been inspired to do this when two little neighbourhood girls asked her if she taught tap dancing (which she didn't). Instead, she organized the band which, after two happy and successful years, became a music club. The boys dropped out, but the girls continued, singing in festivals, and then, for others. During the years of World War II, they sang for service men, sometimes on board ship, and for many war charities.

Their personable conductor, Mary Dee Girroir, received a bachelor of music degree at the age of 19. After teaching for

two years, she studied voice and choral conducting at the famed Julliard School of Music, New York. Back in Halifax, she taught piano, but soon gave it up in favor of singing and became head of the vocal department of the Maritime Academy of Music. Throughout all this, she maintained her interest in the group of singers at Armdale. The Chorus took its name from Armdale, a suburb at the head of the North West Arm, where Mary Dee and her family were living when the group began.

For eleven years, the Armdale Chorus performed over the CBC Radio network every Friday evening. As well, the broadcasts were beamed to Canadians based in Europe and South America.

A Canadian returned to Halifax recounted that a large group were sitting together one evening in Germany, listening to radio. As the radio was turned on, a choir was heard. Someone commented that the German people certainly knew their choir work. Then came the announcement: "The Armdale Chorus from Halifax, Canada!"

The most recent performance of the Armdale Chorus was before President Tito of Yugoslavia, at a dinner held by the Government of Nova Scotia.

The Chorus sings authentic folk songs and show tunes, with West Indian folk songs a specialty of the present group. Mrs. Girroir has visited the West Indies several times and recently acquired a cottage in Jamaica.

"The present group is younger than it was before," explains Mrs. Girroir. Her choristers are mainly high school and university students.

She works her students hard. At the same time she balances and lightens an atmosphere of intensity with cheerful and witty comments.

Writing in the Toronto Daily Star, Dr. Leslie Bell, former director of the Leslie Bell Singers, commented: "These girls perform with a zest and freedom of tone which give vitality to their singing without any loss of choral blend. Their work is obviously an expression of the personality of their conductor, Mary Dee Girroir."

How does she view contemporary trends, especially the "anything goes" outlook in music? First of all, she frowns upon fads; instead she would choose that which has the hallmark of durability.

"The kind of 'freedom' which some people are looking for, would be disastrous in music. Without discipline, there would be chaos in this art."

As well as teaching a course in the history and appreciation of music, Mrs. Girroir has more than 50 private students. If you think this would be enough to keep her busy, you are wrong! She also directs the Mount St. Vincent University Chorale, is organist for all weddings held in the city's two synagogues and in churches where her Chorus sings, and keeps in touch with many former students.

She is more than an average teacher; she teaches by very high standards which are also conveyed through her contagious cheerfulness and inner strength," said a former student and Armdale chorister who is now married and occupied in raising a family.

Whenever necessary, she makes pointed remarks to her students so that they will raise their entire level of performance.

The degree of her influence is evident in the words of a former student and chorister: "She has undoubtedly been the greatest influence in my life. I would say even more so than my parents. She gives fully to each person and teaches not only the fundamentals, but also in many little ways which add up. Her great perseverance is such an example. Her sensitivity to moods, coupled with her marvellous understanding of human nature, helped me to be better aware of others. She gives credit where credit is due, and somehow manages to keep a fine balance between praise and admonition. Never letting herself become discouraged, she does not allow others to indulge in self-pity, whatever the personal or professional problem may be. Her relationship with each person is real and honest."

Mrs. Girroir's professional life does not overshadow her family bonds. She cares for her aging mother and occasionally takes time to fly to Saint John to visit her only daughter, Anne Marie (Mrs. Peter Dockrill who teaches French in a junior high school), and her little granddaughter, Susan. Her husband Edward Girroir, whom she married in 1940, is very much part of her life. In addition, she is noted as a fine hostess.

A truly genuine woman, teacher, and artist. ■



with M.S.V.U. chorale



## YOUTH continued

### Recreation

The changing recreational scene in the province offers few options. In the past, community, town and city life gravitated around the church. However, young people are increasingly freeing themselves from the church's influence and authority and turning towards new centres of interest, pastimes and recreational facilities.

The inability of the government, economically strapped, to provide recreational buildings, facilities and directors has aroused much criticism among young people. Although the Nova Scotia Youth Agency has a highly qualified staff for its role of encouraging participation, it has managed to reach only the most enterprising youth because it also lacks funds.

The few traditional youth organizations fail to interest young people because of their conservative nature and predominance of adults. Youth resent the fact that school facilities are not open for recreational activities.

### Social Action

Young Nova Scotians remain interested in political and social action, particularly in the area of community development. Implementation of their ideas is minimal since they claim adults refuse to co-operate with them and respond to their ideas with indifference, paternalism, conservatism and even hostility.

The climate of bitterness, apathy and dejection results not only from adult rejection. Young people lack the necessary resolution and self-confidence to put their social action projects into practice without adult co-operation. School, government and education have done nothing to encourage the self-confidence of youth. . .

*It's your turn. Mount Saint Vincent University would appreciate receiving your views so as to determine its own response to the Report. Write to: The Editor, Insight, Mount Saint Vincent University, Halifax, N.S.*

### IN MEMORIAM

It is with sincere regret that we announce the death of Alice M. Hagen, noted Nova Scotia artist and pioneer potter. She attended Mount Saint Vincent Academy and in 1966 presented to the University the permanent collection of pictures, pottery and china which is on display in Rosaria Hall.

## Remember when?



In the year 1916, in front of the main entrance to Mount St. Vincent Academy. Among students gathered after sports activities are: Marjorie McDougall, Mrs. B. Archibald, Helen Kelly (Mrs. O. P. Cormier), Ethel Reardon (Sister Louise Francis), Hilda Glasston, Gertie Skerry, Mary McIsaac, Annie McIsaac, Eileen Sullivan and Kit Brown. Do you recognize any others?

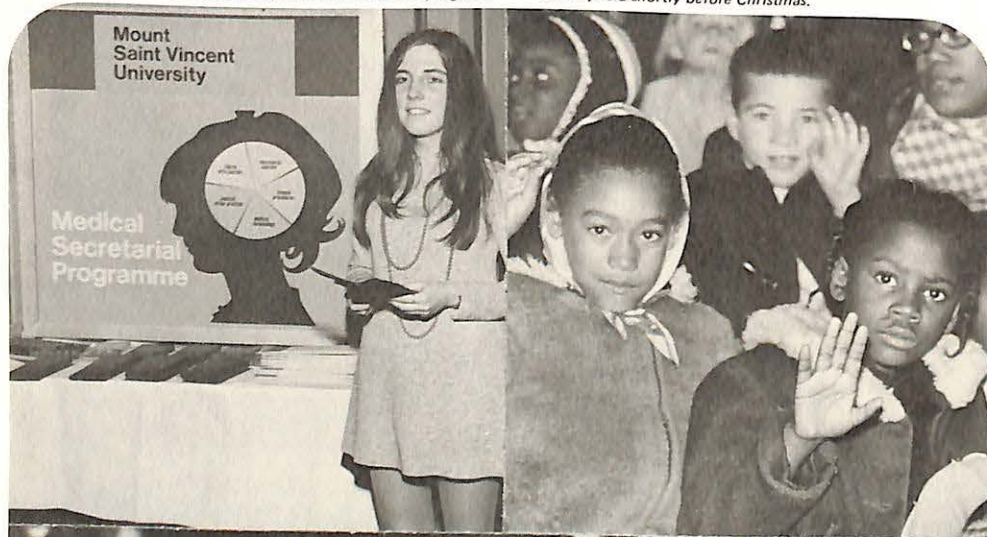


# Campus

## ACTIVITIES

The Business Department sponsored an information booth at annual meeting of Nova Scotia Medical Society late November to stimulate interest among doctors in the Mount's medical secretarial program.

Expressive faces photographed during Children's Day at the Mount, held shortly before Christmas.



As a fund-raising project, students in the Business Department at the Mount volunteered to sell programmes this year at the Nova Scotia Winter Fair in the Halifax Forum. Among the most distinguished purchasers was Opposition Leader Robert Stanfield.

# Art Gallery Opens

The new art gallery in the Seton Academic Centre was officially opened December 12 by Jean Paul Morriset, visual arts and museum officer in the department of the Secretary of State, Ottawa, and an inaugural exhibition of 98 prints, drawings and paintings by Alan Weinstein.

More than 300 patrons of the arts, faculty, students and friends of the University attended the opening ceremonies and reception. Mr. Don Oland, a member of the Board of Governors, officiated as master of ceremonies, and Sister Margaret Molloy, Academic Dean, represented the President who was on vacation.

The new gallery is located on the main floor of the Seton Academic Centre and will be open six days a week — Tuesday to Sunday from noon to 8 p.m. The general public and students are admitted without charge. It will operate throughout the year with changing exhibitions.

Mrs. Margaret Crompton, director of the gallery, said the aim is to emphasize Canadian art, encourage Maritime art, and periodically accent the program with international art.

This will bring about, it is hoped, an increased awareness of Canada's cultural heritage. "Particular care will be taken to have the gallery open during evenings and other leisure hours," Mrs. Crompton said.

As a member of the Atlantic Provinces Art Circuit, the gallery will send one annual exhibition to each of the major galleries in Newfoundland, Nova Scotia, Prince Edward Island, and New Brunswick.

The art gallery program includes art films, lectures, and studio workshops. An introductory series of workshops with emphasis on ceramics, weaving, and macrame already has brought excellent response. Eventually it is planned that this program will be expanded to provide studio workshop instruction to disadvantaged members of the community in their local centres, Mrs. Crompton said.

The first exhibitor, Alan Weinstein, had a long list of credentials. The opening exhibition consisted of 14 prints, 14 drawings, and the balance comprising paintings, either oil or gouache. All depicted the human figure in a multitude of moods and positions.



Alan Weinstein attends the Art Gallery opening.



## OPEN DAYS MARCH 7, 8 and 9

Open Days at the Mount will be held March 7, 8 and 9 and there will be a number of changes in the format to attract more students from Grades 11 and 12 in Nova Scotia schools.

Guidance counsellors from all Nova Scotia high schools have been invited by Mrs. Karin Neal, admissions officer, to bring groups of students to the Mount for one of the three days.

To the extent possible, students will be integrated into the life of the university during the period of the visit. It will attempt to arrange for them to attend a lecture in the department of their choice. In addition, members of the faculty will give short talks on the various aspects of courses available at the University. Tours will be arranged of classrooms, student areas and Seton Academic Centre.

Visitors will be briefed on residence facilities by Sister Mary Jean Burns, Dean of Students, and will have lunch in the cafeteria with friends, faculty, and members of the student body.

Mrs. Neal anticipates that guidance counsellors will arrange their own transportation to the Mount, with the visitors arriving at 10 a.m. on each of the three days. Visits will end at 2 p.m., to allow time for out-of-town students to return.

March driving conditions should make it more feasible for out-of-town students to join us on this occasion," said Mrs. Neal. "Our university calendars are informative, but they don't tell the prospective student everything about how our faculty conduct their classes ... or the spirit of residence life."

## MERIT SCHOLARSHIPS WHO AND HOW?

Merit Scholarships at Mount Saint Vincent University are open to students completing either Grade 11 or Grade 12 in High School and the value of the scholarships range from \$300 to \$1,000.

A student must have attained an 80 per cent average or better in high school work to become eligible for scholarship consideration. Generally speaking, a combination of marks, SACU scores, guidance counsellors' comments and extra-curricular activities will be used to judge the student and value of the award. The major emphasis, however, is upon marks.

Scholarships are awarded initially for one year, but further scholarships are awarded annually if satisfactory progress is maintained. Closing date for scholarship consideration is May 1.

The University cannot guarantee scholarships to students whose averages border upon 80 per cent because the number of eligible students usually exceeds the number of scholarships available. Nonetheless, there is a very good possibility they would receive an award, upon application.

Applications for scholarships should be made to the Registrar, Mount Saint Vincent University.

The President's report for 1970-71 noted that during the year \$59,475 had been awarded in scholarships and bursaries to high school graduates from more than 30 secondary schools and to Mount upper-class students. Approximately 83 per cent of this went to Nova Scotia students while 16 per cent went to students from other Atlantic Provinces.

## April '72



## Calendar of Events

- |    |   |
|----|---|
| 1  | Celebration of Easter Vigil and the Resurrection – Chapel, Evaristus Hall – 11 p.m.   |
| 3  | Meeting – CARPT – Small board room Evaristus 2 p.m.   |
| 4  | Lectures Resume   |
| 5  | Meeting – Committee for Academic Affairs – 3 p.m. S 530   |
| 10 | Meeting – CARPT – Small board room Evaristus 2 p.m.   |
| 12 | Meeting – Committee for Academic Affairs – 3 p.m. S 530<br>Art Exhibition – "Picasso Ceramics" "Tommie Gallie Sculptures"<br>(Will run to April 23) |
| 17 | Meeting – Senate Executive – Small Dining Room 12 noon<br>Meeting – CARPT – Small board room Evaristus 2 p.m.                                       |
| 19 | Meeting – Committee for Academic Affairs 3 p.m. S 530   |
| 21 | Classes end   |
| 25 | Final Examinations  |



