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Lead, follow or get out of the way

The Shapiro report on education comes in for some criticism by Dr. Terry Piper, Dean of Education

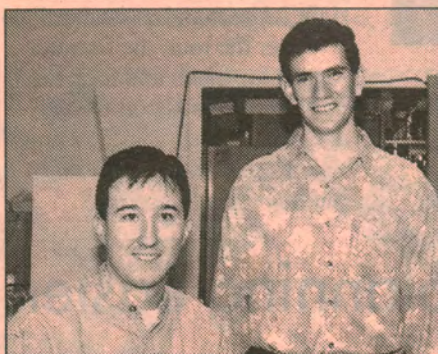
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The way we were

Ten members of Saint Mary's University remember what it was like 25 years ago

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Academic audits make course planning easier



Len MacGillivray, left, and Scott Furey

Chemistry students win

NSERC 67

Friday, March 4, two hours before they were to write a mid-term exam, Len MacGillivray and Scott Furey, 4th year chemistry students, were given some very good news—they have each been named NSERC 1967 post-graduate research award recipients.

The NSERC (Natural Sciences and Engineering Research Council) 67s are the Council's top award, granted annually to approximately 55 university science students in Canada. The recipients must have maintained high academic standing throughout their undergraduate careers and plan to pursue post-graduate studies.

Unlike most other awards, the NSERC 67s, which provide the recipient with \$21,300 each year for four years, can be used for studies conducted outside of Canada, a possibility that both Len and Scott are considering.

In addition to reviewing notes and chapters for their upcoming exam, Len and Scott found the time to call friends and family to share the news.

THIS SPRING, returning students in the Faculties of Arts and Commerce will have registration help in the form of the Academic Audit, a computer print-out that helps them choose courses needed to complete their degrees.

The Academic Audit is a summary of each student's academic history. It lists what the University has on

Computer program tracks academic progress of students and helps plan courses

record about the student; from his or her major, minor, and intended degree, to the number of credits taken, a statement of QPA (quality point average) earned and a list of all the

courses the student is currently enrolled in at Saint Mary's. Most important perhaps, is a list of the credits required to graduate.

Dr. Paul Dixon, former acting dean of Commerce, has been instrumental in getting the Audit up and running. This past year, he spent much of his sabbatical time writing the Audit's computer program.

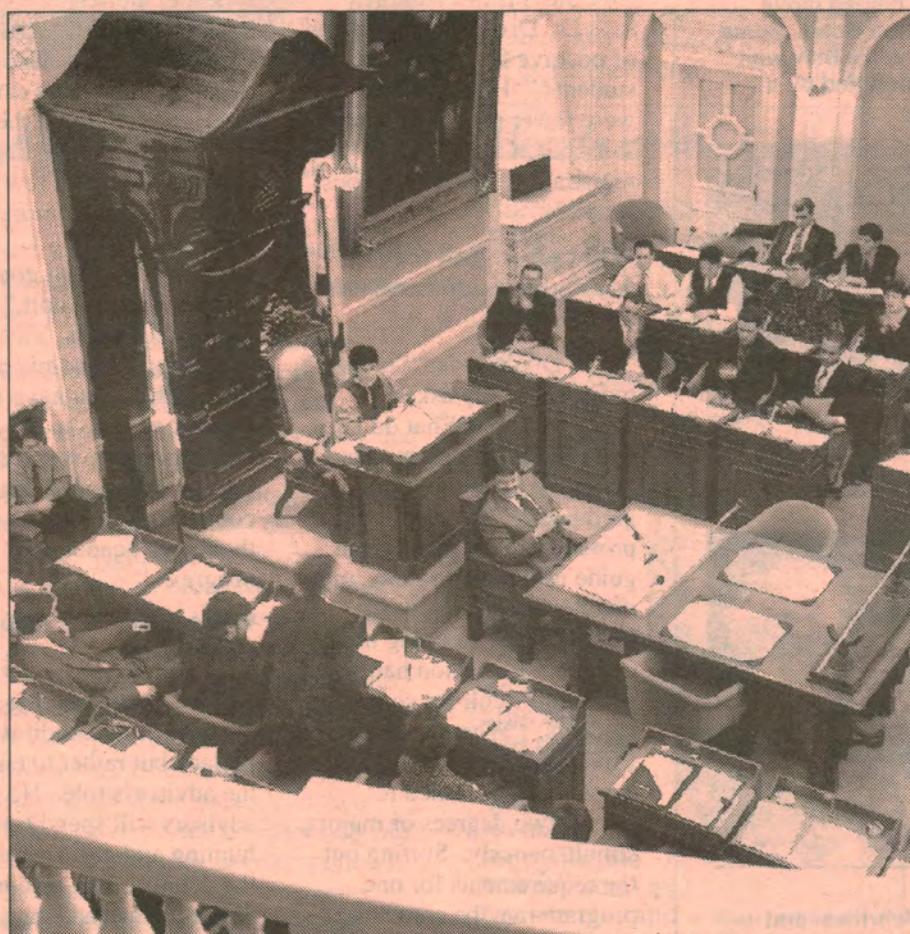
Tailoring the program is a meticulous task. Dr. Dixon has read through the academic calendar to determine the requirements for each major, and then written appropriate commands into the Audit's program. "We started with Commerce because its programs were a little easier to code," explains Dr. Dixon.

The first use of the Audit came in November 1992, just two months after the software was brought to campus. "We ran a check of 400 potential Commerce grads," says Dr. Dixon. "In the past, this check had been carried out manually, and took a few weeks to complete. With the Audit, we were finished in a couple of days."

This spring, the Faculty of Commerce will send all returning students copies of their own audits, in



Dr. Paul Dixon



Robinson-Campbell photo

Members of Canadian Politics classes taught by Dr. Thérèse Arseneau and Dr. Don Naulls took over Province House recently for a debating exercise. Story and pictures page 3.

See page 2

Around campus



Snow Bowl

January 28 saw the annual Snow Bowl, in which members of the Huskies football team gather for an afternoon of fun and games on the snow-covered turf at Husky Stadium.

Criminology program speaker month



March is a busy month for the Criminology program. Four speakers have been scheduled to speak to students and other interested parties. Seen here, professors (l) Dr. Sandra Bell, and Dr. David Perrier (r) greet Halifax lawyer, Anne Derrick. Derrick was on campus March 3 to talk on "Wrongful conviction."



Thanks again

Dr. Ozmon hosted a reception at the Courtside Lounge on February 15 to thank the volunteers who helped move students from Rice residence into the Hilton Hotel. Some of the volunteers are seen here, chatting while they wait for the prize-draw to begin. Prizes were donated by a number of local businesses.



Stars on ice

Members of the CBC comedy show "This Hour has 22 Minutes" have been popping up all over Halifax, using a number of locations to tape their half-hour news-spoof show. Cast and crew hit the ice in January and February at Saint Mary's.



Irish Chair dinner

The annual D'Arcy McGee Chair of Irish Studies dinner, held February 26 in the Theatre Auditorium, was once again a resounding success in its fund raising efforts for the Irish Chair.

University members, politicians, local celebrities, and even the Irish Ambassador to Canada, Antóin MacUnfraidh, gathered to enjoy the musical entertainment and the fine food, and to toast the Irish Canadian of the Year, CBC personality, Max Ferguson, pictured above.



Premier tours Centre for Disabled

Valentine's Day saw Premier John Savage at Saint Mary's. During his visit, the Premier was given a tour of the facilities at the Atlantic Centre of Support for Disabled Students and of the Ferguson Tape Library for print-handicapped students.

Dr. David Leitch, Director of the Atlantic Centre showed the Premier some of the Centre's equipment, including



a braille computer printer, a print magnifier and the Computer Learning Laboratory. Seen here, the Premier examines a one-page

print-out from the braille printer.

Dr. Leitch says, "Premier Savage's visit was a chance for us to show him how much our students can achieve, with the right support and assistance."

After the tour, the Premier stayed for lunch and took the opportunity to become acquainted with some students who use the Atlantic Centre's facilities.

Academic audits make planning easier

From page 1
time for early registration. "We did this last summer," says Dr. Dixon, "and got lots of positive feedback from the students." He adds that there were fewer problems with the subsequent mail-in registration than in previous years.

What effect will the Academic Audit have on students?

Dr. Dixon says, "Students' most frequently asked questions are, 'What do I need for this program?' and 'What do I need to graduate?'" The Audit will provide a clear, printed-out guide in answer to these and other questions.

In the past, keeping track of such information had proven difficult for some students. "When I was dean, I frequently encountered students who wished to pursue two degrees or majors simultaneously. Sorting out the requirements for one program may be confusing, two makes the task chaotic. Some students were taking more credits than they needed or ones that did not fit

their program. For these students, this meant wasted time and money."

Currently, only Arts and Commerce deans and departmental chairs can access the Audit on their computers through the Novell network. But in a few years, it should become more widely available.

"Our long term goal with the Academic Audit," says Dr. Colin Dodds, Vice President, Academic and Research, "is to have direct student access, so they can log into the network through labs or phone in using home computers for details of their own academic progress."

What about the faculty members?

Dr. Dixon says that the purpose of the Audit is not to replace but rather to enhance the advisor's role. He says advisors will spend less time hunting and guessing about the details of the student's record. "Instead," he says, "departmental chairs and professors can focus on discussing career decisions and graduate studies

considerations with their students."

The Audit also has the potential to be used for program management. By examining enrolment figures for any one course or program, faculties will be able to predict bottlenecks or increased demands for certain courses and adjust for them accordingly.

"The Academic Audit has a lot of potential uses," says Dr. Dixon. "This is the kind of thing computers were designed to do."



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Mock-parliament transcends acting

Students take over Canada's oldest legislative building

by Anne West

ON WEDNESDAY, February 16, the Nova Scotia legislature began a new session. Black Rod led the Speaker into the chamber, followed by the Queen's representative and parliamentarians of all stripes. The Governor General read the speech from the throne; members took part in the cut and thrust of debate, and question period saw the rapid fire of party politics. The Speaker of the House maintained order by imposing rules hallowed by time and tradition.

But wait, the provincial legislature doesn't reopen until April. The Governor General is Hants East MLA Ron Russell, the Speaker is Dr. Thérèse Arseneau of the Political Science Department and the Clerk is Dr. Don Naulls, Chairperson of the Political Science Department. Although the politicians on the Speaker's right are Liberals, opposite them sit Reform Party members and representatives of Her Majesty's not-so-loyal opposition, the Bloc Québécois. There is something strange, too, about the matters under debate; the national debt, the Young Offenders Act, and the future of the armed forces; not normally provincial matters.

This is Province House, but for a day

— Points of view —



Robinson-Campbell photos

Liberal member, left, and opposition member, right, address arguments to Speaker Dr. Thérèse Arseneau. Dr. Don Naulls fills in as Clerk of the House at table in photo at left.

Canada's oldest legislative building is masquerading as the House of Commons, to allow members of Dr. Arseneau and Dr. Naulls' "Canadian Politics" classes to bring political science to life by taking part in a mock-parliament.

Students in the two classes spent the first weeks of the semester choosing and studying their ridings, learning parliamentary procedure and planning their speeches and questions. Dr.

Arseneau's students represented the government, while Dr. Naulls' class played the opposition role.

When the day arrived, the young parliamentarians were quickly caught up in the atmosphere of historic Province House. As they applauded their colleagues, booed their opponents or bowed to Madam Speaker before leaving the chamber, they seemed half engaged in playing a game of politics, but half in awe of something that transcended it—a sense of democracy in action.

Total Quality Management students to assess university

TQM students tackle Saint Mary's

HOW SHOULD AN organization practice quality management? In today's highly competitive market, a little white "Inspected by..." sticker isn't quite enough to ensure customer confidence or loyalty. Instead, more organizations, including Saint Mary's are adopting a philosophy of Total Quality Management (TQM).

"The idea of TQM has been around for a long time," says Dr. Harvey Millar, Finance and Management Science. "In the late 70s or early 80s, Japanese consumer goods were penetrating the U.S. market. On the American show, NBC Nightly, they asked, 'If Japan can produce products of high quality, why can't we?' In answer, North Americans began to examine their own approaches to doing business."

North Americans saw that while quality control focused on post-production assessments, Japanese companies took a more holistic approach, to ensure the highest standards were being met at every stage of production.

"With TQM you start at the beginning, and make sure the design,

the process of production, the worker training programs, accounting, financing, everything contributes to the best possible output," says Dr. Millar. He adds, "It's important to remember that 'best' isn't always 'least expensive'. The goal of TQM is to provide a product or service that meets or exceeds the customer's requirements."

Implementing a TQM program takes a lot of work, as students in Dr. Millar's TQM course are learning. This is the first time he is teaching this course, and for the pilot class project, the students have taken on a fairly large organization as their client—Saint Mary's University.

"The students and myself, we all belong to this institution, we all have a stake in how well it operates, so I thought it would make for a good client," explains Dr. Millar. "Also, students are a university's 'customers,' so it's important to find out their demands and expectations, as well as their suggestions for improvements."

With the endorsement of Dr. Kenneth Ozmon, the University President, Dr. Millar's students are preparing their report. The first step in the project was to define "Quality in



L to r: Management student Sharon Sandall, Head Librarian Ron Lewis, students Kim Etter and Bob Chisolm discuss library methods and procedures as part of their class project—an assessment of Saint Mary's.

Education," and determine measurements of excellence. The next step has been to conduct quality assessments. For this, students, faculty and administrators from various departments are being interviewed. The interviews will lead to the students identifying areas which present opportunities for improvement. Finally, each student work group will focus on one area and create a detailed quality plan. The projects will be completed under the guidance of Dr. Millar, who will collate the reports and present them to Dr. Ozmon at the end of this term.

"I hope to achieve three things with

this project," says Dr. Millar. "First, through the interviews, more of our department members will think about and discuss the issue of TQM; Second, with this project, I hope the students will understand the difficulties in implementing a TQM program, they'll see you can't just walk into an organization and expect everything to happen quickly and easily; Third, I hope the University takes the findings and suggestions seriously. With any TQM program, some of the changes require an immediate outlay of funds, but the payback may take a while. You need patience, commitment and belief that the changes are going to lead to improvement."

Dr. Millar adds that a number of American universities are involved in TQM assessments. He says, "Canadian universities are slowly coming on board. If our students are successful in raising the interest of the administrators in TQM, and if their findings are taken seriously, Saint Mary's could become a leader in advancing the application of TQM." He says this is a necessary step, given shrinking budgets, declining enrollments, increased competition for students and private funding.

Teacher Education in Nova Scotia

Lead, follow, or get out of the way

By Dr. Terry Piper

Dean of Education

IF THE SHAPIRO report on Education has done anything, it has at least brought teacher education into the open for debate and discussion. Now the important questions can be posed and, more importantly, the answers provided.

What was the intent of the "revitalization" process, particularly as it concerns teacher education?

I thought I knew until I read the Shapiro report and listened to the Chair of the Nova Scotia Council on Higher Education, Dr. Janet Halliwell, in her news conference on February 8.

Was the purpose to save the province money? If so, it was a reasonable one because we have to face the hard facts of this province's poverty. But if this were the purpose, we would have expected, at least, to see financial data and calculations of projected savings. There were none, and none were requested until after the Shapiro report was written and released.

Was the purpose to reduce the number of teachers now being certified? That might be a reasonable goal. However, Saint Mary's had already announced plans to cut its BEd admissions by 50 per cent. If teacher reduction was in fact the goal, the Council might have tried asking other institutions to do the same.

Changing the school system:

English experience relevant here

A book that comes out only months after the event...no, it's not the story of Olympic athletes gone bad. It's an examination of education in England, covering 18 months, completed by students enrolled in the Bachelor of Education program at Saint Mary's.

The book, titled, *Contemporary education in England*, was researched and written by students in the fall session of Dr. Frank Phillips' Comparative Education course.

This timely piece covered events in England, from early 1992 to the summer of 1993. During this time, a bitter battle took place between the British government and teachers over the recently created National Assessment of pupils aged seven, 11 and 14. Many teachers refused to administer the Standard Assessment Tasks (SAT), claiming they are unreliable and time-consuming. The controversy led to anxiety for teachers, parents and students, and eventually the battles were taken to the High

Was the purpose to reduce redundancy in the system? Redundancy in academic programs can often be a positive force, rather than a negative since it promotes healthy competition and forces us to keep current.

Was the purpose to improve the quality of teacher education in Nova Scotia? I would hope so! I would hate to think of more than a few cents of our tax dollars going to an education review with any less lofty aims. If so, where is the analysis of existing program quality? Don't bother to look. There isn't one.

Yet, the review team felt confident in recommending drastic measures: eliminating programs from institutions which already have them and adding them to universities which do not, moving faculty members around Nova Scotia campuses, and ignoring the interests of and economic constraints on students. They have recommended these changes completely oblivious of the impact they will have on the structure and functions of the universities, on faculty, and on students.

When I came to Nova Scotia three and one half years ago, I would likely have made the same mistakes as the Shapiro team, but now after working within the system, I can compare Nova Scotian universities with big universities in Edmonton, Calgary and Vancouver and tell you from first-hand experience

that this system has strengths which the team could not have begun to appreciate.

Dr. Shapiro says his team began by asking, "How can we build the best possible teacher education program for Nova Scotia?" This is an admirable goal, but it was not realized. The question arises, in fact, whether it was even attainable, given his methodology and the fact that much of the data he used was wrong. What input did his reviewers receive during their short stay in Nova Scotia? I am confident in answering: very little.

A little more than a year ago, we began to look toward a major overhaul of our teacher education program. Here is what we have done.

- We conducted a rigorous internal analysis of our programs. This was a painful process because we forced ourselves to face up to the fact that while we had made progress in some areas (such as accessibility for the disabled, global education, and gender issues), we were lagging behind in others. We were guided by the following questions: Are we doing what we should be doing? Are we doing it as well as we can? In other words, has our program kept pace, and what needs to change? We sought input from students and alumni.
- We consulted with the profession. Education is a professional enterprise, and I can't imagine a commerce faculty, a medical or a law faculty making major changes to their programs without the participation of those who practice in those professions. We wanted to know exactly how teaching has changed over the past few decades and in what ways teachers feel ill-equipped to cope with these changes.
- We took a deep breath and, without knowing what the response would be, asked teachers in our own graduate courses and curriculum supervisors from around the province to tell us what we should be doing. We took their replies very seriously.
- We took the further step of looking at our courses and degrees within the context of the lifetime professional development of a teacher, asking whether existing structures best served the needs of a profession which must deal with rapid change.
- We looked at the labour market: Are we training too many teachers? We discovered approximately one half of our graduates had teaching positions one year after graduation. We also learned that what we

suspected was true: that the communication and organizational skills acquired in the process of learning to become teachers served students well in other career endeavours. A Bank of Nova Scotia manager once told me how impressed he was with the abilities BEd graduates brought to the banking business.



Dr. Terry Piper

- Finally, we asked ourselves how best to deploy our own resources. Since our primary concern is with education and since we have limited resources, surely those resources should be directed toward educating fewer teachers better.
- In June of this year, we submitted to the Nova Scotia Council on Higher Education a detailed outline of our plans. These included:
1. A two year post-baccalaureate program.
 2. A program differentiated at the undergraduate level for subject matter which recognizes the cultural pluralism of Nova Scotia's schools. We recommended that potential teachers take courses in language and in the literature of other cultures. We also reinstated our Business major in recognition of the fact that not all high school students are university bound and schools must be able to prepare students for the working world.
 3. Cohort entry. To increase program length and quality, we would admit students every second year, reducing the total number of certificants by one half.



Education faculties meet

Education deans, chairs and faculty from across the province gathered Saturday, February 5 in the Theatre Auditorium. The focus of discussions was Dr. Bernard Shapiro's report on teacher education, which was released in January. Participants in the forum worked at forming position statements in reply to the report.

Although the cost to individual students would be greater, we could mount the improved program for essentially the same institutional cost. Data from the Maritime Provinces Higher Education Council indicates we would still be offering the program at less expense than the one year program at other Metro institutions.

4. A revitalization of our graduate level courses. We concluded that course-based degree programs may not be the best option for all teachers. Not only do graduate level courses take time to develop, but there are certain issues in teaching which do not require an entire course. A weekend or an intensive week may be sufficient. We proposed moveable boundaries on our post-BEd offerings, not doing away with master's degrees, but working more closely with teachers to provide the professional experiences they require, using more fluid delivery systems. We also proposed these ventures on a full cost-recovery basis. This model already works well in our Teaching English as a Second Language (TESL) Centre. The TESL Centre brings in students from outside Nova Scotia and Canada to study English in a variety of course configurations and offers short training courses for teachers.
5. To guide us and to keep us current, we planned an advisory board of members of the profession and other communities to monitor our progress. We are already doing this in our distant locations in Bridgewater, PEI, and Truro.

Saint Mary's University has led the way in innovative practice, in accessibility, in fiscal responsibility, and in change. Given the opportunity, we will continue to do so. We would invite Dr. Halliwell and the Nova Scotia Council on Higher Education to lead, follow or get out of way.



Seen here (l to r), authors Reggie Atkins and Simone Clark look on while Dr. Donald Weeren accepts a copy of the book from BEd student Lynne Clayton. Missing from the photo are Mary Hammond, Marilyn Kelly and Gilles Belliveau, each of whom contributed a chapter. Dr. Weeren will be presenting the book to his class.

Court of England.

Dr. Phillips says these events "have relevance for Nova Scotia, which has been introducing standardized testing in public schools."

With that in mind, he and his six students decided to make a lasting record of their studies, and to share them with their counterparts in the Comparative Education course taught in Truro by Dr. Donald Weeren.

Historian re-examines European and aboriginal relations

Let's get our histories straight

"HUMAN BEINGS need to understand their history. We behave every day on the basis of our perceptions of the past, so we ought to get the story right," says Dr. John Reid, History Department.

During the first half of his 1993-94 sabbatical, Dr. Reid conducted research into treaties made between the British and aboriginal peoples of eastern North America. The study is complementary to a more comprehensive examination of treaties by historian William Wicken, and this in turn is part of a large project conducted by the Royal Commission on Aboriginal Peoples (RCAP), whose mandate is to examine the history, present and future development of aboriginal peoples in Canada.

In the future, Dr. Reid's research may have some bearing on land claim decisions. For the present, it can be used to develop a more realistic understanding of European-aboriginal relations.

Dr. Reid examined the history of treaty making prior to 1720, concentrating on relationships between Britain and the Abenaki, Mi'kmaq and Maliseet peoples.

A letter written in 1715 complains that oral agreements between natives and settlers were later rewritten by order of the Governor of Massachusetts



Dr. John Reid

Most of the materials upon which he based his research were British documents and records, including transcripts of the treaty negotiations. However, Dr. Reid knew that with such transcripts, the possibility of items left out or distorted to serve the interests of the British was quite high.

"You have to maintain a constant, critical appraisal of the work you examine," explains Dr. Reid. "The well-respected historian E.P. Thompson advised the researcher to be in a state of 'attentive disbelief'."

As if in confirmation of this advice, Dr. Reid found a personal letter written in 1715 by a resident of Massachusetts, criticizing the treaty negotiations. Thomas Bannister complained of the duplicity he had witnessed on the part of the British during treaty talks. He wrote that oral agreements between natives and non-natives would later be completely changed in written form, by express order of the Governor of Massachusetts.

Bannister's charges may have been about the 1713 Treaty of Dartmouth, says Dr. Reid. He explains that in later negotiations, the Abenaki asserted that the British had agreed to build no more forts in their region, but this agreement appeared in no written accounts.

Using a contemporary view of the available documents, Dr. Reid found in the British, "a profound ambiguity, in which the British

recognized the need for a relationship with the natives, but in the case of territorial issues, they were incapable of recognizing the fundamental claims of the aboriginal people." Dr. Reid adds, "When it came to ownership claims, British officials often resorted to threats and blustering."

Dr. Reid notes that while old stereotypes of aggressive aboriginals are generally untrue, so too we cannot assume that all British living in North America were unreasonable. "Bannister was one example of a New Englander sensitive to some of the things going on."

Dr. Reid also points out the old views of a conflict/conquest relationship between natives and non-natives are too simplistic. "At times," he says, "we can catch glimpses of a complex dynamic relationship in which both parties, but especially the natives, tried to find creative solutions for a peaceful co-existence. At other times, the aggression of colonial officials prevailed."

Re-examining the past, taking different perspectives, is part of our development, says Dr. Reid. "If in the 1990s we were still seeing our past in the same way that historians did 50 years ago, then we'd be in trouble."

Guide gives access to Canadian collections

Guide to Oral History Collections in Canada/Guide des fonds d'histoire orale au Canada

Canadian Oral History Journal \$25.00

Dr. James Morrison, History, was in Ottawa late this January, to attend the launching of the *Guide to Oral History Collections in Canada/Guide des fonds d'histoire orale au Canada*, hosted by the National Archives of Canada.

"Oral history has been a tradition for centuries," says Dr. Morrison, "but it's only in the last 10 years or so that it has grown in popularity with historians. Today, most archives in Canada have a sound section for oral documents. This guide will help researchers find what they need."

Although oral traditions have long been in existence, Dr. Morrison explains that for many years, most historical research was based on written documentation. In many instances, this meant only the experiences of the few who could write were studied. "For many years, all we really knew about were the activities of middle-class white males," says Dr. Morrison.

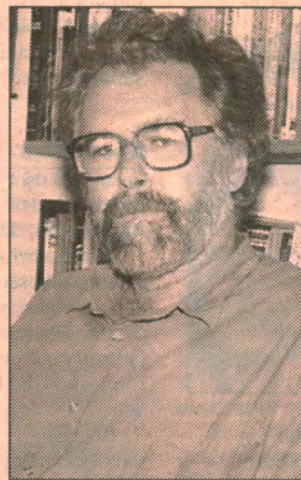
"With oral history collections, we can fill in the gaps of our knowledge about the past. We get a much more inclusive view, 'life on the bottom

rail', so to speak."

The collections are recorded or transcribed accounts taken from people who lived through an event. Many people have audio tapes of memories of an elderly friend or relative, but Dr. Morrison says these generally are not considered to be true oral history documents.

In his Oral Research Methods course, Dr. Morrison tells his students that the information must be collected "from an eyewitness who gives you an account of an event or person, in an interview setting. The information can be opinion, but it must be collected during the rigor of the interview, and the interviewer must have researched the event, so as to ask the right questions."

When the historian has done his or her research before the interview, the quality of the information



Dr. James Morrison

gathered, says Dr. Morrison, can be quite high. "Historians end up with a document that talks back, that immediately tells the researcher whether or not his or her interpretation of events is accurate."

Many people may see oral history as adding to our knowledge of times when few people had access to technology. However Dr. Morrison suggests that as we become more reliant on technology, we may turn to oral documentation. "Tools such as e-mail and voice messaging are wonderful for relaying information rapidly, but they are not so good for historians. As we make more use of electronic communication, we leave fewer records. To document events, we'll need to talk to someone who was there and who can remember what happened."

Dr. Morrison is the current editor of the Canadian Oral History Journal (COHJ). He joined forces with Richard Lohead, currently with the National Archives of Canada, to obtain a \$43,235 grant from the Social Science and Humanities Research Council (SSHRC) to produce the inventory of oral history collections in Canada. Normand Fortier was hired to collect and compile information on collections throughout the country.

Those interested in obtaining a copy of the guide can contact Dr. Morrison or the COHJ.

The way we were

Elizabeth A. Chard

Registrar

Started work at Saint Mary's: July 2, 1961

Elizabeth came to Saint Mary's as an instructor in the Department of History. She became Department Chair in 1969, and Registrar in 1973.

She says, "The Saint Mary's University of 1961 was vastly different, both externally and internally from what it is today. Externally, there was only one



building - McNally - in somewhat of an estate-like setting, with a number of remnants from the Collins Estate still evident. The football field ran perpendicular to Huskies Stadium and parking was not a problem."

"Internally, one was given a choice of offices, in that there were plenty, and many went vacant from year to year. The south wing of the McNally Building was reserved for the Jesuit Fathers, the cafeteria was in the main wing on the third floor, and on the second floor, where the engineering division is now housed, the E.H. Horne Library was located."

The Saint Mary's experience for students was somewhat different than it is today. "Some women students were here, studying on a part-time basis in evening courses only. For the day-time all-male student body, 15 out of 21 courses were mandatory, primarily in areas of Philosophy and Theology."

Dress regulations were in effect. Male students and faculty members were to wear a shirt, tie and jacket. Those who did not obey the regulations were fined.

"I have often been asked whether it was better in the good old days than currently and I think it fair to say it is impossible to compare, but it was certainly different."

Kevin Cleary

Secretary to Senate

Started work at Saint Mary's: June 1, 1961

Kevin's connection with the University began in 1952, when he enrolled as an undergraduate student. He earned at BA, a BEd and an MA, in 1961, from Saint Mary's.

His working career began as Assistant to Father William Stewart, SJ, who was Dean of Studies. In 1964, he became Registrar, keeping that position for nine years, following it with postings as Executive Assistant to the administration, then Co-ordinator of Alumni Affairs, student counsellor and finally, in 1979, he became full-



time Secretary to Senate.

"When I started as Registrar, we had 500 students. My last year there, the numbers had exploded to 2,500."

Kevin says that even though much has changed since the early 1960s, some things have remained the same. "I was on my way to take courses at McGill when a family friend suggested I go to Saint Mary's. I had never heard of the place, but I liked what he said about the University. We still get a lot of students that way, who choose to come here through word-of-mouth from our alumni."

According to Kevin, Santamarians have spread the word about their alma mater far and wide. "In 1967, I went to my 10-year reunion, which lasted for three days. My old classmates came from all over Canada, including the North West Territories, California, and even the West Indies."

Kevin continues to go on recruiting trips for the University, a task he began as Registrar. He says he enjoys meeting potential students, and spread the good word about Saint Mary's.

Heather Davis

Senior Secretary to Senate Office

Started work at Saint Mary's: September 30, 1968

Heather has been able to claim a few "firsts" at the University. When she was hired by Dr. William Bridgeo, the Dean of Science, she became the first secretary for the Departments of Biology and Chemistry. The next year, she was the first secretary of the newly-created office of Vice-President, Academic. She was, in fact, secretary for the first six Academic V-Ps. In 1987, she became Secretary for fellow long-time Santamarian Kevin Cleary, the Secretary for the Senate.

For Heather, every department she has been in has provided enjoyable experiences. She says, "Working in a University environment

provides a daily educational challenge. No two days at Saint Mary's have been the same."

Of all her experiences here, those she treasures most are the ones shared with the friends she made at the University.

"One person who crossed my path over a quarter of a century ago was Dr. M.W. Burke-Gaffney, SJ-Jesuit, teacher, engineer, astronomer. Our intellectual conversations, coupled with the sharing of flower cuttings, Irish humor, and cups of tea shall never be forgotten." Heather adds, "Although Father Burke-Gaffney died in 1979, his spirit will live forever both at Saint Mary's and with me."



Emerson once wrote, "There is properly no history, only biography." Indeed, the history of Saint Mary's can be explored through talking to the many people who have seen the University through its days of

*growth and
Ten staff
years or more
"days gone*

Betty-Jean Frenette

Alumni Secretary

Started work at Saint Mary's: July 24, 1969

Betty Jean, or as most people call her, BJ, worked in the library until 1988 when she moved to the Alumni office.

Like her colleagues, BJ has good memories of the University and the people she worked with in the earlier days. Possibly the fondest of these recollections centre on the lunches she shared with Doug, the Saint Mary's student she married in 1972.

BJ has some photos to remind her of the first summer she worked here. In 1969, Huskies Stadium was built, and that summer it was the site of the Canada Games. "That was quite a coup for the University, to showcase itself and its new sports stadium to the country."

In one of the photos she has, a very youthful Pierre Trudeau is jumping out of a convertible to attend the Games. "In those days security wasn't quite as tight as it is today. When Trudeau came, my husband pretended he was a reporter, and got in with his camera, close enough to touch the Prime Minister. It was quite a time for us and for Saint Mary's."



Alice Hum

Library Assistant

Started work at Saint Mary's: August 24, 1966

Alice works in the library's cataloguing section, and she certainly has an eye and memory for detail. She remembers Father Gibson Hallum, SJ, the Chief Librarian who hired her 28 years ago.

She also remembers when the library moved from Burke building to its current location in the Patrick Power building.

"We moved in September, 1975. It took three days. We hired students who took carts full of books to the new building. The move was smooth and well organized. We had a great team. One day it rained, but we used plastic bags and raincoats and kept moving."

In 1966, the library had approximately 70,000 books. Now, thanks largely to the automated



Saint Mary's way back

In 1949, on the site of the former Gorsebrook Golf Club, construction of the McNally building began. Two years later, in 1951, St. Mary's High School and St. Mary's College moved from Windsor Street, where St. Vincent Guest House now stands, to the McNally Building, at 923 Robie Street.

The McNally building contained classrooms, offices, dormitories, a kitchen—everything back then for the education and residential accommodation of the 500-person all-male student body and the Jesuit fathers who ran the University. Evidence of the dormitories remain, in the form of sinks found in many

of the faculty offices. The High School began to expand. The Burke building. The Centre and the Science openings in 1967.

Residences were built. Huskies Stadium will host the Canada Summer Games. Through all the years, the University has remained essentially the same. Examination of the no spire over what today, the East wing

cataloguing system, introduced in 1980, the library regularly catalogues about 1,000 books each month, making for a collection of roughly 300,000 volumes.

"Before automation, we did everything by hand. All of the titles had to be typed on a master sheet, copied by the print shop, separated, proofed and filed into the card catalogue drawers. I can't believe we used to do that."

Christine MacGillivray

Administrative Assistant, Library

Started work at Saint Mary's: April 22, 1968

Much has changed since Christine began as secretary to the Chief Librarian, when all she worked with were, "a couple of good sharp pencils, a shorthand pad and a few strokes of luck-with my "Selective" typewriter."

Christine came to Saint Mary's

when the library was in what is now the Burke Education Building. "The Burke lobby was an annex to the Art Gallery, we used to have some wonderful exhibits there."

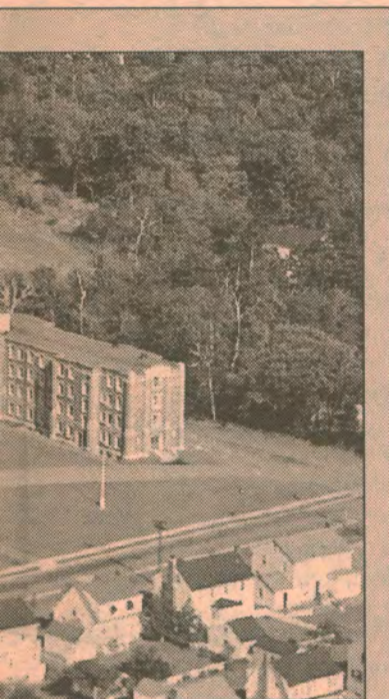
In 1968, the University officially went co-ed and according to Christine, "lots of girls from the Mount came here to join the guys. It was quite a time. It was the age of protests, peace symbols, long hair and short skirts."

Despite the changes, the University maintained its close atmosphere, sometimes to unusual extremes: "In those days students everywhere were holding protests. One time, there was a sit-in at the administration building and Laurie Smith, who was Administrative Vice President, went and served them all



25 years ago

...d change.
 ...ff members have been at Saint Mary's for 25
 ...ore. Here are a few of their memories of
 ...e by."



Back then

...s in McNally.
 ...ol closed in 1963, and the University
 ...n 1965 the library opened in the
 ...e O'Donnell-Hennessey Student
 ...ence building had their official
 ... Rice, Loyola and Vanier
 ...uilt between 1968 and 1971.
 ...was constructed in 1969, in time to
 ...summer Games.
 ...expansions, the exterior of McNally
 ...entially the same, although a close
 ...photo shows there was originally
 ...was then the College Chapel,
 ...ng.

...coffee. We all had quite a laugh
 ...over that. So much for student-staff
 ...conflicts."

Murray Martin
 Physical Plant
**Started work at Saint Mary's:
 October 15, 1958**
 Murray has the longest record of
 employment with the University.
 He began in 1958, working in the
 kitchen, when it was located on the
 third floor of McNally. At that time,
 he says, "the Jesuit
 priests were living
 in the South wing
 and the students
 stayed in the North
 wing, with a priest
 on each floor to
 keep an eye on the
 boys."
 When he
 started, the
 University was small enough to need



only seven or eight people working
 in the kitchen. He stayed there for a
 few years, and then moved to what
 eventually became known as
 Physical Plant. In the new position
 he did a little of everything, from
 keeping an eye on the boilers, to
 compressing garbage, mowing the
 lawns, and working in security.
 "Back then there were only three of
 us in security. Since the place had
 to be watched around the clock, we
 each had 12 or 15 hour shifts a day."
 Although the work shifts have
 shortened in the last 36 years,
 Murray says he still finds his days to
 be quite full. In looking back over
 his experiences at Saint Mary's he
 says, "I don't know where the time
 has gone."

Patricia Naugler
 Business Office
**Started work at Saint Mary's:
 September 25, 1968**
 When Patricia, or Pat, started in
 the Business Office, the numbers
 everywhere were small. She says,
 "There were only about 20 women
 working at the University, five
 people in my office, and about 2,500
 full and part-time students. Now, I
 couldn't say how many women
 work on campus,
 there's almost 20
 people in my
 office, and we're
 grown to about
 8,000 students."
 Although
 increased staff
 numbers and the
 addition of
 computers 10 years
 ago have made
 some tasks easier, Pat says the
 University has grown so much that
 the busy work pace has remained
 constant since she began here.
 Pat says she sometimes misses
 the days when, "you knew
 everyone who worked here."
 However, there are other features of
 the late 1960's that she was quite
 happy to say good-bye to. "I used
 to walk to work from Spring
 Garden Road. In those days, mini
 skirts were the things to wear, even
 in the winter. On some days, my
 knees would get so red and frozen,
 but of course, we all had to stay in
 the fashion then."



Guy Noël
 Vice-President, Administration
**Started at Saint Mary's: July 1,
 1969**
 Guy started at Saint Mary's as a
 professor in the Chemistry
 Department, later adding to his
 duties the role of Assistant to the

Academic Vice-President. In 1972,
 he moved into the newly created
 statistical planning branch of the
 University's Information Office; in
 1973 he was
 appointed Director
 of Planning and
 Informations
 Services, and in
 1983 he became
 the University's
 first Vice
 President,
 Administration.
 "When Bill
 Bridgeo asked me
 to teach at Saint Mary's, my first
 reaction was, 'You're out of your
 mind.' At the time, I didn't know
 much about universities, they
 seemed to be intimidating places.
 But I came, largely because I had a
 lot of respect for Bill, and liked the
 idea of working with him."
 "In those days, I knew almost all
 the faculty and staff. I miss that
 now, but things are so busy you just
 can't give the same time
 commitment to meeting new people
 and talking about things other than
 work."



The University has grown and
 changed in the last few decades, but
 Guy says he prefers to look forward
 instead of back. "Although there
 are times you wish you could relive
 those days, the institution has
 changed for the better. The quality
 of what we do, our facilities,
 resources, new courses and
 programs provide today's students
 with what they need. If we hadn't
 changed and grown, we might not
 exist today."

Peter Weal
 Print Shop
**Started work at Saint Mary's:
 April 1, 1968**
 The print shop has seen a lot of
 activity since Peter began it in
 1968. Not only has the shop
 printed over 20 million copies in its
 26 years, but it has done so from a
 variety of locations. The shop was
 first located in the basement of the
 Burke building when it was the site
 of the library, and then moved to
 the basement of McNally, where
 Stores now is, and then across
 campus to the
 Student Centre
 basement until its
 most recent move
 in 1987 to the
 basement of the
 McNally Main
 building.



The print shop
 has also seen many
 internal changes.
 Quite a few different people have
 worked in the shop, and over the
 years, equipment has been
 significantly upgraded. One of
 Peter's favorite tools is the
 MacIntosh computer in his office.
 "It took me a long time to use a
 computer, and I wish I had started
 years earlier. I've got everything
 on it. I've told Dr. Ozmon that
 when I retire, I want to take my
 Mac with me."

First full-time female student remembers

In 1968, Saint Mary's
 officially became a co-
 educational institution and the
 first registration day for
 women here was a special
 day, in a number of ways.

Kevin Cleary, who was
 Registrar at the time
 remembers that the decision
 to accept female students was
 not finalized until after fall
 registration had ended. "We
 did have women taking night
 courses here, but some people
 were against accepting them
 as full-time students. I
 suppose they may have
 thought the late decision
 would mean another year of
 an all-male student body."
 He adds, "That didn't happen. A
 week after official registration, I held
 a special registration, for women
 only in room 216 of McNally North.
 We had 16 to 20 women come from
 Mount Saint Vincent University to
 Saint Mary's."

Sharon Lapierre (BA, 1972) was
 one of those transfer students. She
 says she jumped at the opportunity to
 come to Saint Mary's. "I lived by
 Quinpool Road, so it was much nicer
 to walk to school, rather than take the
 bus out to the Mount." In the
 summer of 1968 she had also started
 dating a Saint Mary's student, so the
 chance to spend the academic year
 on the same campus was also an
 attractive feature for Sharon. She
 and her boyfriend Robert later
 married.

Sharon remembers being thankful



for the special registration day in her
 first year. "In those days on campus,
 we girls were a novelty. Everyone
 looked at you when you walked by.
 It was nice to register with a bit of
 privacy, I think we all felt more
 comfortable with that."

But, the attitude of the male
 students towards their female
 colleagues in the first year of co-
 education here was a very helpful
 one. "They would always stop and
 ask if we needed help with
 something. They were like big
 brothers." Sharon adds, "That
 atmosphere changed. By my last
 year here, things were more boy-girl,
 you know."

In this photo taken from the 1969
 Yearbook, Sharon (l) and a friend
 pose during an Open House hosted
 by the Faculty of Science.

Geology Society marks 25 years



Some members today,
 and, right, original
 emblem of society



A quarter of a century has passed
 for the Geology Society. In the last
 25 years, it has been through a
 number of changes.

The society was founded in
 1968, interestingly, the year that
 Saint Mary's officially became a co-
 educational institution. It began as
 the W.A. Bell Geology Club and for
 many years the majority of its
 handful of members were male.

W.A. Bell was a well-known
 geologist from New Glasgow. John
 Walker, the Geology Department
 technician at the time was
 instrumental in starting the Club,
 and Dr. William Bridgeo, who was
 Dean of Science, wrote to Dr. Bell's
 widow asking permission to use his
 name for the Club. Naming such
 clubs after influential geologists has
 been a tradition with all Nova
 Scotian Geology clubs.

During the seventies, the name of
 the club was changed to the D.
 Hope-Simpson Geology Club, in
 honor of the first chairperson of the
 Geology Department. Now, the size
 of the society has swelled to 70
 members, roughly half of whom are
 women. Current Vice-President

Deborah Skilliter, says
 "It's great to see so many
 geology students participating in the
 club activities."

The goal of the Geology Society
 is to promote earth science through
 educational and social activities.
 The Club sponsors guest lecturers,
 field trips, employment seminars,
 banquets, intramurals, barbeques
 and parties. It also partakes in the
 Atlantic Universities Geology
 Conference (AUGC), held yearly at
 various Atlantic Universities.

Many geologists in Nova Scotia
 and beyond have been members of
 the Hope-Simpson Geology Club.
 For Dr. Jaroslav Dostal, current
 Geology Department chair, and
 faculty member since 1975, leafing
 through the club's photo album is
 truly a walk down memory lane.
 Dr. Dostal has kept track of the
 whereabouts and careers of almost
 all the students he has met over the
 past 19 years.

As the Society begins its second
 quarter-century, members can
 expect to add more pages to their
 bulging photo album and more
 names to their member-list.

Prof explores new industry for Nova Scotia

Visions of aggregates dance in his head

When the average person wakes up in the morning, it's almost a sure bet that his or her first thoughts are not of sand and gravel. But Dr. Terence Day, Director, Atlantic Canada Centre for Environmental Science, is not the average person. These days he's spending a lot of time thinking about such matters. And through his work, he hopes many more Nova Scotians will be turning their thoughts to sand and gravel.

Dr. Day recently received a three-year grant of \$45,000 from the Social Sciences and Humanities Research Council (SSHRC) to study a new method of acquiring sand and gravel; gathering it from the ocean floor. He says the results of the study could lead to the growth of a new and much needed, industry in the province.

"As the fishing industry continues to weaken, fishermen have had little choice but to turn their backs on the sea," says Dr. Day. He adds, "Most are forced to leave their communities and move to cities such as Halifax or

Toronto to look for work."

"But," he argues, "marine extraction of sand and gravel could bring many of these people back to the sea, to use their knowledge of the ocean and to learn new skills."

The extraction process works in much the same way as a vacuum cleaner. A large tube is lowered to the floor of the ocean. Once turned on, it sucks up sand, gravel, silt and water to the deck of a sideless dredge. The silt and water flow back into the ocean, leaving the sand and gravel on deck.

The cost of retrieving the material from the ocean is higher than for land-based methods, such as quarries, but the significantly lower cost of shipping by sea more than balances



Dr. Terence Day (foreground) works on the marine extraction project with help from co-op student Greg Yetman, 3rd year Arts.

out that difference. Also, according to Dr. Day, the shape of gravel taken from the ocean is superior, in that its more angular shape allows for better binding.

Dr. Day was recently appointed Chairperson of the University Liaison

Committee of the Nova Scotia Centre for Environmentally Sustainable Economic Development (CESED). His focus with this project is on conducting an environmental assessment of marine extractions.

Dr. Day is working with Gordon Fader of the Bedford Institute of Oceanography (BIO). Together, they're evaluating sites in terms of their resource potential as well as the state of the marine ecosystem. In studying locations, the researchers look at the currents, water depths, and the habitat capability of the site.

"Probably the ideal situation occurs when a site is not capable of supporting marine life," says Dr. Day. "That way, the retrieval process doesn't disturb the balance of underwater life."

Dr. Day has visited companies in Britain and the United States which currently practice marine extraction. This September, during the Canadian Coastal Zone Conference at BIO, Dr. Day will present a workshop on marine aggregate production, to stimulate local interest in the project.

He explains, "Environmentally, there are some potential problems, however, of all the approaches to mineral extraction, this may be the closest we can get to an environmentally sustainable industry."

SMUSA president talks about his year at the helm

"Everything just started to fall into place"

Kyle Langille is completing his one-year term as President of the Saint Mary's University Student Association (SMUSA). When he began his term, he knew what he wanted to do — raise the profile of SMUSA, both on and off campus. But, by his own admission, goal-setting wasn't always one of Kyle's stronger abilities.

"When I came to Saint Mary's, I was 18 and didn't have a whole lot of clues about what I wanted to do. I was living off campus with a bunch of guys from my home town. I had a lot of fun that year, but my marks weren't the greatest."

During that first year, Kyle realized he wanted to become more involved in activities at the University, so the next year he moved into residence and joined some committees.

"I was a residence representative during my third year for Loyola and Rice. Things really started to happen. As a rep. I worked closely with the student executive, but I didn't have a lot of influence in the final say." Kyle adds, "I saw that if I wanted to have my goals for the Association come to life, I would need to be President."

At the end of his third year, 1993, Kyle completed his Bachelor's degree in Sociology and ran for and won the position of SMUSA President. He returned in September as part-time

student and full-time President.

Kyle says his goal was to "raise the integrity of SMUSA and increase the credibility of his office." He explains, "In the past, SMUSA was sometimes perceived as the 'fifth-floor clique committee.' We needed to change that."



Kyle Langille

The strategies for achieving these goals reveal straightforward thinking. "The most important thing was to build student confidence in SMUSA and to make sure the people who had voted us in knew we were representing them." Visibility and communication were the keys. "We (the members of the executive) started early, going to residence floor meetings, making sure we were seen at activities, in the cafeteria, in enough places for people to know we were accessible." As a result of these tactics and of the hard work of "a great executive," Kyle says, "I think we've been very reflective of the thoughts and reactions of students."

With the assurance that SMUSA represented the majority of students, members of the executive were able to increase their influence with administrators on and off campus. "We knew we had the support of the student body, and we wanted to do more than just raise havoc at board meetings. We wanted to play a role in

the decision-making process."

To do this, Kyle strove for efficiency. "One year is a short term. You can't waste time by annoying people or by spending months trying to earn their respect. When talking with management or politicians, you have to play a role, you have to dress like everyone else in the room, so they'll spend time listening instead of staring at your ripped jeans."

Members of the SMUSA executive distinguished themselves this year. Their presence was strong during the yearbook referendum, the controversy over whether to have a wet/dry policy in the Gorsebrook, the relocation of students living in Rice and Vanier residences, and in many other student matters. Saint Mary's students, through SMUSA, also established a strong voice in SUNS (Student Union of Nova Scotia).

Kyle says many of the positive results of meetings and decisions "just happened. I hardly ever prepared what I was going to say, but some of the directions we chose, looking back, turned out to be great."

Hard to believe that someone who started a private reading project to improve his grammar in his first year at Saint Mary's, achieved a 4.0 GPA in the first semester this year, volunteers at a number of community organizations, works at least 20 hours per week at part-time jobs, and plans to enter law school this September actually lets events "just happen."



Left to right, Tran Tuan Dung, Dr. Carson and Edward Benson.

Embassy members talk about Vietnam

On January 31, two members of the Canadian Embassy in Hanoi, Vietnam came to campus. Edward Benson, Senior Trade Commissioner and Tran Tuan Dung, Commercial Officer, met with the six students who will be going to Vietnam this summer, as participants in the Atlantic Canada-Vietnam Linkage Project. The project is funded by the Max Bell Foundation, the Asia Pacific Foundation and by Saint Mary's alumni.

Before the afternoon meeting with students, Benson and Dung participated in a breakfast seminar hosted by Dean of Commerce, Dr. Scott Carson. At this meeting local business people heard Benson speak on business opportunities and the economic climate in Vietnam.

Women work just as hard as men in Japan, but more of it's at home

Time waits for no person

IN JAPAN, "KAROSHI" means death from overwork. This term is most often used when discussing the long, paid working hours of men, but a professor visiting Saint Mary's from Japan recently shared research that suggests the term could also be applied to full-time working Japanese women.

Midori Otake, an associate professor of Home Economics at the Tachikawa College of Tokyo recently spent a month at Saint Mary's, examining and sharing research findings at the Time-Use facility. Her most recent study had examined four time-use surveys of married couples living in Tokyo, conducted over 20 years. She discovered that through all four surveys, women who work full-time dedicate a significantly larger portion of free time to housework than do their husbands.

"In Japan we have many household appliances, but we found that women still spend much time on



Midori Otake

housework. Canada and the United States, which are also developed countries, have the same appliances, but their use of time is much different."

Otake found that by 1990, full-time working hours for both men and women had increased to 12 and nine hours per day respectively, and time spent daily on housework, 26 minutes for men and just over 3 hours for women, meant that both partners worked, either for an employer or for

the household, for just over half the day.

On the other hand, women who worked for pay either part-time or not at all were able to include more time for social and personal activities.

"Rural women don't want to go to the cities or economic areas, because they know they must work hard to keep up both the house and job, with no help from the husband. They can't dedicate as much time to the job, like a man can, because they are expected to keep a proper household." Otake adds, "In Japan, women cook with fresh food, so they go shopping every day and they clean

every day. To clean and shop once a week, like North Americans do, like I try to do, is considered abnormal."

Otake's findings have been cited by equal rights activists in Japan, who say that equality in the workplace cannot be realized until equality at home has been achieved.

Otake divided her time in North America between Saint Mary's and Ohio State University, where she shared her findings with time-use researcher Dr. Mark Sanik. Otake, Dr. Sanik, and Dr. Andrew Harvey, Director of Saint Mary's Time-Use facility, hope to publish an article that examines and compares international time-use studies. Other publications of a similar nature do exist, but because each study employed a different survey method, comparisons could not previously have been made. Otake says she hopes that working with Drs. Sanik and Harvey may lead to an internationally standardized method of conducting time-use surveys.

Students win kudos at Harvard exercise

By Dr. Ronald Colman

Political Science

Professor Colman accompanied the Saint Mary's delegation to the National Model United Nations at Harvard

Harvard University's International Relations Council accorded Saint Mary's students an "honorable mention" for the high quality of their research and negotiating skills at the National Model United Nations held in Boston in mid-February.

Twelve Saint Mary's students joined 2,000 students from 165 universities in attempting to solve some of the world's thorniest problems at the four-day event. Each university represented one member state of the UN. Saint Mary's, participating in the Model UN for the first time, represented the Republic of Croatia.

In a keynote address to the conference, Gillian Sorenson, the Under-Secretary General for Public Policy at the real UN brought greetings from UN Secretary-General Boutros Boutros-Ghali.

"We are one world after all — what happens in other countries affects us too," Sorenson told the delegates. "At the UN we believe the world can be changed, that war, poverty and other afflictions can be overcome. Your contribution in addressing these

important issues is much needed and most welcome."

Several different committees met from morning until late each night, debating the Yugoslav war, peacekeeping, humanitarian intervention, the debts of poor nations and other issues. They drafted detailed working papers, resolutions and countless amendments to reach practical compromises that strove to satisfy different national interests. Agreements were reached on how to combat child homelessness, develop essential vaccines, reschedule debt payments of less developed countries, and provide for the two million refugees from the war in Bosnia.

"The process helped us see the world from a cultural perspective different than our own and to develop genuine empathy with other peoples," said history major Anthony Kiley. "I began to understand where other nations are coming from and what their concerns are."

In some cases they encountered frustration. After lively debate and intense negotiations, several draft resolutions were defeated, with opposing blocs of countries in bitter disagreement on the appropriate role of the UN in peacekeeping operations.

Representing Croatia, the Saint Mary's students were frequently in the thick of the debate when the Yugoslav

war was discussed. After late night negotiations over a breakdown of the Sarajevo ceasefire and another mortar attack on Sarajevo civilians, a rather weak and hesitant resolution was passed, to the disappointment of the Croatian delegates who wanted decisive NATO action against the Bosnian Serbs.

Despite the disappointment over these talks, political science honors student Karen MacDonald says, "It was a great learning experience, frustrations and all. It made me appreciate what the United Nations accomplishes and how it works."

Many of the Saint Mary's student-diplomats look forward to contributing their knowledge and skills locally. "There's no fundamental difference between the art of negotiation at the international level and in our everyday lives," says political science major Roger Lenton. "I hope that what I learned at this Model UN about overcoming differences and reaching agreements can help me make a difference in my own community."

Members of the University should be pleased to hear that all of our delegates represented Saint Mary's very well. They came across as very professional in all aspects; in their appearance, in working with other groups, and in expressing themselves clearly and maturely.



Organizer Dr. Brian Bartlett and English department chair Dr. Wendy Katz.

English students conference

Saint Mary's hosted the 14th annual Atlantic Undergraduate English Conference the weekend of February 4 - 6.

Participants represented 13 universities, from the four Atlantic provinces as well as the University of Maine at Fort Kent and at Machias.

"The conference went very well," says organizer Dr. Brian Bartlett, seen here with English department chair Dr. Wendy Katz. "We had a terrific selection of student papers and creative presentations."

For each time slot, students could choose from three or four sessions. Topics included 20th Century Fiction, Shakespeare, Feminist Writers, Myth and Fairy-tale, and many others. Presentors were all English students from participating universities.

As well as giving their allotted number of presentations, Saint Mary's students served as moderators for the 18 sessions offered over the weekend.

Prof grows crystals by design

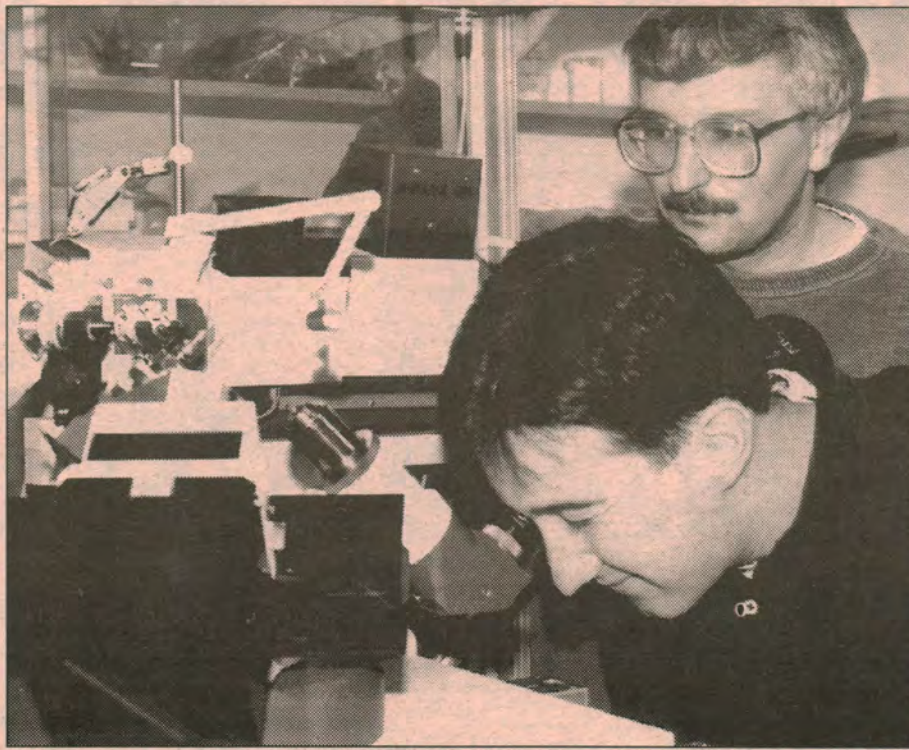
by Valerie Dahl

Some people may only need to read the title of Dr. Michael Zaworotko's research project to understand what he's doing—"Supramolecular Chemistry; Noncovalent Bonding; Design, Synthesis and Characterization of New Materials." Other people, such as myself, need a little more help.

Let's see...Imagine you're eating soup that has cumin, which you dislike, or, you've discovered you need the spice for another recipe and want to collect it from the soup. You then drop in a rock that absorbs all the cumin and only the cumin. The process works because the rock's pores are cumin-shaped—if you wished to extract paprika, you would need to toss in the paprika rock.

Of course, Dr. Zaworotko's research has nothing to do with cooking. His study, which examines methods of enhanced crystal engineering, will most likely have its applications in the laboratory and the manufacturing plant. Environmental scientists can use the crystals to remove unwanted materials, and chemical scientists will be able to extract materials that they require for closer study.

Dr. Zaworotko's research is in the new and growing area of supramolecular chemistry. The



Dr. Michael Zaworotko and lab assistant Len MacGillivray, 4th year chemistry, honors, examine crystal in the x-ray diffractometer.

research is funded by Saint Mary's and a \$60,000 grant from the Natural Sciences and Engineering Research Council's (NSERC) Co-operative Research and Development (CRD) program and the Institute for Chemical Science and Technology (CST).

"Only a handful of people in world are currently working in this area. In

Canada there's only one other group, at the Université de Montréal," says Dr. Zaworotko.

"The project is in its initial stages," he says. "Right now, my researchers are growing crystals and examining their structure at the atomic level using the X-ray diffractometer. We're working towards an understanding of how the chemist can control open space in crystals."

A little background...The molecules of diamondoid solids (compounds which self-assemble in 3-D to give structures related to diamond) bond in a lattice-like pattern, with spaces left between some of the molecules. Dr. Zaworotko's plans are to recognize and understand then duplicate it. This year he is being assisted by three honors undergraduate students and one post-doctoral research associate.

"Once we know what we're doing, we'll be able to design a space to fit a specific molecule and do it better than Nature can, because we'll have more control." Dr. Zaworotko adds, "It's like Lego on the molecular level—we're building crystals by design."

Scholarly and Professional Activities

Dr. Colin Dodds, Vice President Academic and Research, contributed "Pacific financial services" as Chapter 4 in *Pacific Service Enterprises and Pacific Co-operation*, edited by Gunnar K. Sletmo and Gavin Boyd, Westview Press, New York. Also, Dr. Dodds' article, "The random walk hypothesis: Additional evidence," first published in 1983 in *The Investment Analyst* has been reprinted in *Understanding the Behavioral Patterns of Stock Prices: A Collection of Readings on Selected Far Eastern Stock Markets*, edited by O. Yong and I. Ibrahim, Leeds Publications, Kuala Lumpur, 1993. He also recently joined the Editorial Board of the *American Business Review*.

Economics

In *Time Use Methodology: Toward Consensus*, a publication from the National Institute of Statistics in Italy, **Dr. Andrew S. Harvey** provided the forward, "Time use measurement into the 21st century," and an article, "Objective and subjective approaches to the measurement of work." He was also Guest Editor for the *Social Indicators Research Journal*, Vol. 30 (2-3). This edition focused on time-use. Dr. Harvey contributed an overview article for the issue entitled,

"Time-use studies: A tool for macro and micro economic and social analysis," and another article, "Guidelines for time-use collection." In the November 1993 issue of the *Journal of Occupational Science: Australia*, Vol. 1 (2), Dr. Harvey's saw the publication of his article, "Quality of life and the use of time theory and measurement." Dr. Harvey is a member of the editorial board for this journal. Dr. Harvey is currently Director of the Time-Use Research Group at Saint Mary's. His current initiatives include work with INSTRAW UN, the UN Statistical Office, NHK Japan, and Statistics Canada. He is also conference organizer for the 1994 International Association of Time Use Research (IATUR) conference to be held in conjunction with the International Sociological Association conference in Bielefeld, Germany, July 18-23.

Management

Dr. Jamal Badawi was recently appointed as a board member of the Religious Education Association. He was also appointed as a member of the Editorial Review board of Religious Education, the *Journal of the Religious Education Association* and the *Association of Professors and Researchers in Religious Education*.

Engineering prof spends year in Japan

Dr. Van Sastry, Division of Engineering, is spending his 1993-94 sabbatical year conducting research in Japan. As a Visiting Professor at the Department of Agricultural Sciences at Saga University, Dr. Sastry is studying the behaviour of laterally loaded batter piles, using instrumented model piles.



Dr. Van Sastry

Batter piles are a type of foundation used to support structures which are subjected to large horizontal loads, such as bridge abutments, waterfront structures and oil drilling platforms. These piles are made of either steel pipe, concrete or timber, and are driven at a vertical inclination.

In a fax sent from Japan, Dr. Sastry explains, "Experiments are being conducted...to investigate the performance of model piles under horizontal loads." He adds, "These studies facilitate safe and economical design of such foundations."

Dr. Sastry's research is jointly funded by Saint Mary's and NSERC (Natural Sciences and Engineering Research Council of Canada), through its Japan Science and Technology Fund.

In addition to carrying out his studies, Dr. Sastry is taking opportunities to speak about his research findings in Canada. In late January, he conducted a seminar at Kumamoto University on, "Practical design method of pile foundation—A Canadian perspective."

This is Dr. Sastry's second visit to Japan. The first was during the summer of 1991, when he was invited to address the Japanese Society of Soil Mechanics and Foundation Engineers at Saga, Fukuoka and Osaka universities.



Secretary of State speaks on sustainable development

Christine Stewart, Secretary of State for Latin America and Africa, came to Saint Mary's February 11 to speak to high school students. The seminar was part of a program for grade 10 and 11 students titled, "Environment and Sustainable Development." The series was sponsored by the International Education Centre.

Sumer in Asia

Workshops prepare students for new perspectives

Culture shock can be a most unsettling experience, no matter when or where it occurs. For many people, dealing with new surroundings means more than figuring out a city's bus routes or finding some of the more popular neighborhoods. This term, 12 Saint Mary's students are preparing for their upcoming summer in Asia through orientation workshops, organized by Heidi Taylor, Manager, International Projects Office and Dr. Harold McGee, Asian Studies Co-ordinator.

The sessions are for students participating in three separate exchange programs. Two students will be studying at Hokkaido University in Japan, six will work in Vietnam with the Atlantic Canada-Vietnam Linkage Project, and four are heading to China for studies at Shandong Teacher's University.

As Dr. McGee explains, even seasoned travellers can expect some culture shock when they stay in a new country. "When you are a tourist,



L to r: Nadia Stuewer, Mark McCallum and Erin Liley examine city maps of Hanoi in preparation for the summer they will spend working in Vietnam.

people know how to treat you. But when you stay longer, there comes a point when you have to fit into the

society in which you are living. You need to adapt or create a niche for yourself. To do this, you first need to understand the expectations of those around you."

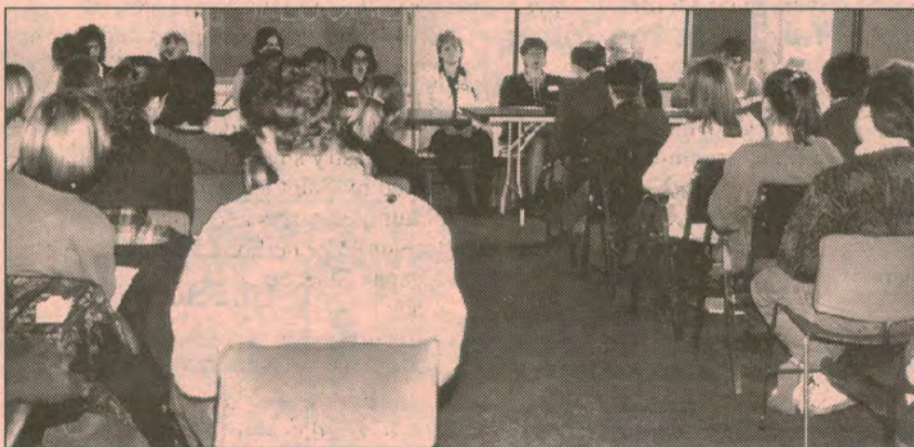
Understanding others, says Dr. McGee, is only part of the task. In adapting to a new society, the newcomer must also come to understand him or herself in a different perspective.

"North Americans tend to have a 'personal identity,'" says Dr. McGee, "we see ourselves as individuals who stand alone. However in Asia, the sense of self is incorporative of others—you are not only a summary of your own experiences but you share the experiences of those close to you."

"I think North Americans, once they remove themselves from their own friends and family, see that the Asian view is more accurate. When you are isolated from your intimate associates, sources of support, you realize how much of an influence these people have on you."

Other topics covered in the orientation workshops include the practicalities of visas, travel, and maintenance of good health, as well as strategies for language-learning and for problem solving. New skills are needed to learn to gather information in a new environment.

For Dr. McGee, that lesson on accessing information would have been useful on his first trip to Japan. "The first time I went to Hakodate it took me about a month to find the right phone booth for international calls."



Sex assault workshop held

Friday, February 11, members of the University community attended an afternoon workshop to discuss issues relating to sexual assault. The results of the workshop will be used by a committee mandated by the vice presidents, Academic and Administration, to develop policy and procedure for use in instances of sexual assault which occur within the university community.

The committee has been directed to:

- develop a policy statement declaring the University will not tolerate sexual violence,
- develop written procedures for dealing with cases of sexual assault,
- establish an effective victim assistance program,
- develop recommendations for educational programs on sexual assault to faculty, students and staff.

Workshop participants were selected to represent a broad range of University members; students, faculty,

and staff attended to contribute their thoughts and to listen to the thoughts and experiences of others.

A seven-person panel helped facilitate the workshop, with each member contributing a unique perspective. Panel members included a police investigator, a crown prosecutor, the University lawyer, an educator from Services for Sexual Assault Victims, a University counselling co-ordinator, a residence co-ordinator and a student advocate.

Jo Stern, Sexual Harassment Advisor at Saint Mary's, says, "With the panel helping to define matters, workshop participants came away with a lot." She explains, "They learned about the issues, and their debates and recommendations should help the committee develop policies that determine how the University deals with cases of sexual assault. These policies will deal not only with reacting to assault, but with the development of educational programs that help prevent assault."

Heads at the Gallery

Currently on exhibit at the Art Gallery is a collection of work by Calgary artist Chris Cran.

Heads is a collection of large-scale portraits based on half-tone dots and vertical stripes, of the sort typically found in reproductions from crudely printed sources.

Seen up-close, the works merely look like different shades of dots, but step back, and the dots and lines blend to reveal recognizable images such as two women and a man, heads thrown back in laughter over a private joke.

Heads is at the Art Gallery until April 9.



Seen here in rehearsal, Crown Hayes, played by Jennifer Silverman, questions Richard Gellatly played by Nathaniel MacKinnon.

Drama Society presents "The Steven Truscott Case"

Saint Mary's University Drama Society (SMUDS) celebrated its 40th year with the stage premier of "The Steven Truscott Case," by Guy Gavriel Kay and directed by Gregory Heyn. It was presented March 16 - 19 in the Theatre Auditorium.

"The Steven Truscott Case" was one of the largest productions ever presented by SMUDS, with a cast of 32 students. Some University "celebrities," such as our new Security Director Carter MacDonald, also appeared in the play.

The Drama Society had been in existence for many years before it was closed down around the time Saint Mary's moved to Robie Street from Windsor Street. It was reinstated in 1954 and has remained active ever since.

Women's volleyball coach resigns

After five years as head coach of the women's volleyball Huskies, Joan Matheson has decided to step down in order to focus on her responsibilities as full-time Co-ordinator of Marketing for the Department of

Athletics and Recreation. Joan says that although she'll miss the daily involvement with the sport and the interaction with team members, she's looking forward to having some free time to pursue personal

interests. "My term as head coach has definitely been a rewarding experience. I feel very fortunate to have had the opportunity to work with such exceptional student athletes over the past five seasons."

Working in the Department of Athletics, Joan is sure to keep an eye on Huskies volleyball in the future, and is looking forward to the development of the team with its new coach.



Joan Matheson

The selection process for a new head coach is currently underway.



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Tai Chi at the Tower

The Tower is the site of so much activity, there really is something for everyone. A five week beginner course in Tai Chi began Wednesday, March 2. Seen here, IDS graduate student Sandra Nichols introduces the class to Chinese Taijiquan and the Concept of Qi.

17TH INTERNATIONAL BOXING DINNER



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International Development directory now available

A directory of organizations in Nova Scotia that are involved in International Development Co-operation was recently published. The International Education Centre would like members of the University community to know that copies of the Directory are available for \$5.00 at the Saint Mary's bookstore. Work on the publication was supported by the Planning Committee for an Atlantic Council for International Co-operation.