

YEARS OF GROWTH AND CHANGE

The President's Report—1963-76

... appeared last week in a special edition of University News.

Extra copies of that edition may be obtained from the Information Office.

Unionization: Only faculty can decide

—The President

The Administration fully recognized there was widespread concern among members of the academic and library staffs at Dalhousie about salaries, job security and procedures for dealing with these and other issues, the president, Dr. Henry D. Hicks, said last month.

But whether such concerns could best be met by collective bargaining through a certified union, could only be decided by members of faculty themselves.

In an open letter to all full-time faculty and professional librarians, entitled "The University and Collective Bargaining", Dr. Hicks outlined the position of the university in relation to the move by the Dalhousie Faculty Association to seek certification under the Nova Scotia Labour Relations Act.

Text of the President's letter—Page 7.

"Hard times partly to blame"

The present discontent among faculty at Dalhousie had arisen in part from the difficult (financial) times in which the university found itself, the president, Dr. Henry D. Hicks, said at a special meeting of Senate on March 31.

The president, who is also chairman of Senate, was commenting on discussions earlier in the meeting about unionization of faculty and possible alternatives.

In a statement on the attitude of the Administration to matters of concern to faculty in relation to possible

unionization and the organization of the university, Dr. Hicks emphasized that the faculty, not the Administration, had to decide on the question of a union.

It would be improper, he said, for the Administration to lead a movement either for or against certification.

(Under the Trade Union Act of Nova Scotia, an employer is permitted to express his views so long as he does not use coercion, intimidation, threats or undue influence against a potential union member or group.)

Dr. Hicks said he believed that the present discontent arose, at least in part, from the difficult times in which the university now found itself. He was of the opinion that the hard times would continue for some time, but as an "eternal optimist", he felt that the prospects for the future were favourable.

[Full report of the Senate meeting—Page 7]

Tuition fee cut trial for staff children

Children of full-time staff members at Dalhousie will be permitted to take undergraduate degree courses at half-price, beginning in July.

The Board of Governors has approved, for a two-year trial period, a tuition fee reduction of 50 per cent for children of full-time staff, subject to:

Labor Relations Board approval, if applicable;

Full-time staff having been employed for two years by Dalhousie;

Confirmation that the reduction will not affect a reduction of the university's MPHEC grant;

Scholarships to be discounted against the fees paid by the university;



Marine geologist Hall

Iceland-bound

NRC support for projects such as those undertaken by Dr. Hall and his colleagues at Dalhousie [see accompanying report] have helped to ensure that expertise continues to be available in Canada and that student training in marine geology continues. The Bermuda and Azores efforts as well as opportunities to study material from the Leg 37 trip have, according to Dr. Hall, resulted in Dalhousie gaining a leading research position in ocean crust studies. Drilling projects in the past have brought results of practical importance to poorer communities in which our geologists have worked. In Bermuda a valuable fresh water supply was discovered. In the Azores a geothermal area ideal in many ways to supply power—to an island without fossil fuel resources, was identified and is now being developed to supply an electrical power station.

Dal involved in major Iceland drill

By Roselle Green

Dalhousie marine geologist James M. Hall will take part in a major scientific deep drilling project in Iceland this summer along with researchers from five western nations.

The joint effort involves drilling to a two kilometre (1¼ miles) continuously cored borehole in the eastern fjordlands of Iceland.

The purpose of the project is to study the unexposed parts of the earth's crust in Iceland, which scientists believe to be like the unsampled deeper parts of the ocean floor.

More than 30 geologists and geophysicists from Canada, Denmark, Iceland, the United Kingdom, the United States and West Germany are collaborating in the venture. A party of 16 will be in the field from June until September to carry out the drilling operations and to study and sample rock core.

A high speed drilling rig of the type used for routine mineral exploration will be employed to drill the borehole. Bradley Bros. Ltd., of Noranda, Quebec, have been awarded the drilling contract.

The project, estimated to cost about \$250,000, has been funded in part by the National Research Council of Canada and Dalhousie University. Financial support has also come from similar organizations in the other countries involved in the undertaking.

The work in Canada is being co-ordinated by Dr. Hall and will emphasize magnetic and geochemical studies. The core will be stored at Dalhousie for three years where further access and sub-sampling will be possible.

Dalhousie's geology department is one of the few in Canada to have made research in marine geology a major direction.

It is in an excellent position now to make a significant contribution to this field as a consequence of researchers experience in earlier ocean crustal drilling projects. In 1972 a scientific team undertook Atlantic ocean island drilling in Bermuda, with an expedition to the Azores the following year. In 1974 Dalhousie investigators were aboard the unique deep ocean drilling ship, Glomar Challenger, as part of an international team of scientists taking part in Leg 37 of the Deep Sea Drilling Project. This venture led to the first significant successful penetration (580 m) of oceanic crust.

Certification vote this week

Dalhousie Faculty Association last week made formal application for certification to the Nova Scotia Labor Relations Board, and the board was expected to hold a vote on campus this week.

[Full report—Page 9]

More grants for Dal scientists

The federal department of Energy, Mines and Resources has awarded grants to two Dalhousie scientists.

Geophysicist Christopher Beaumont's grant will supplement a recent NRC grant. The funding will assist in the gathering of observational evidence on up and down levels of the earth's surface occurring as a result of the retreat of the ice sheet.

This work is a collaborative effort with Dr. Franco Mediolì. A further EMR grant will go towards a comparative study of topography of the earth and its gravitational field.

Marine geologist David Piper's grant will enable him to augment research now in progress. He is carrying out sedimentation studies in coastal bays in Labrador and on the south coast of Nova Scotia. A Labrador reconnaissance study was done last summer under an EMR contract.

Interest in the area is high because of the possibility of uranium and gas finds. Piper's enquiry is designed to gain an understanding of the sedimentation activity before commercial development occurs.

Grad House repairs under way

By Judith Campbell

Repairs to the Graduate House, the \$150,000-a-year student-operated social club that was damaged by an early morning fire on Good Friday, have begun and manager Bob Bagg hopes the house will reopen on June 1.

Meanwhile, the Dalhousie Faculty Club's Great Hall will be used as a temporary base for the graduate students' association.

The fire, apparently caused by an electrical fault, began in a ceiling between the second and third floors and damage to the interior of the structure was considerable. Fortunately, the university held insurance on the building and the Graduate Students Society had insured the contents.

Former DAGS president Milton Graves and Manager Bagg were called to the scene shortly after the arrival of the Fire Department, and were "incredibly impressed" with the operations of the firemen.

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Operating grants: 8-10% in Saskatchewan

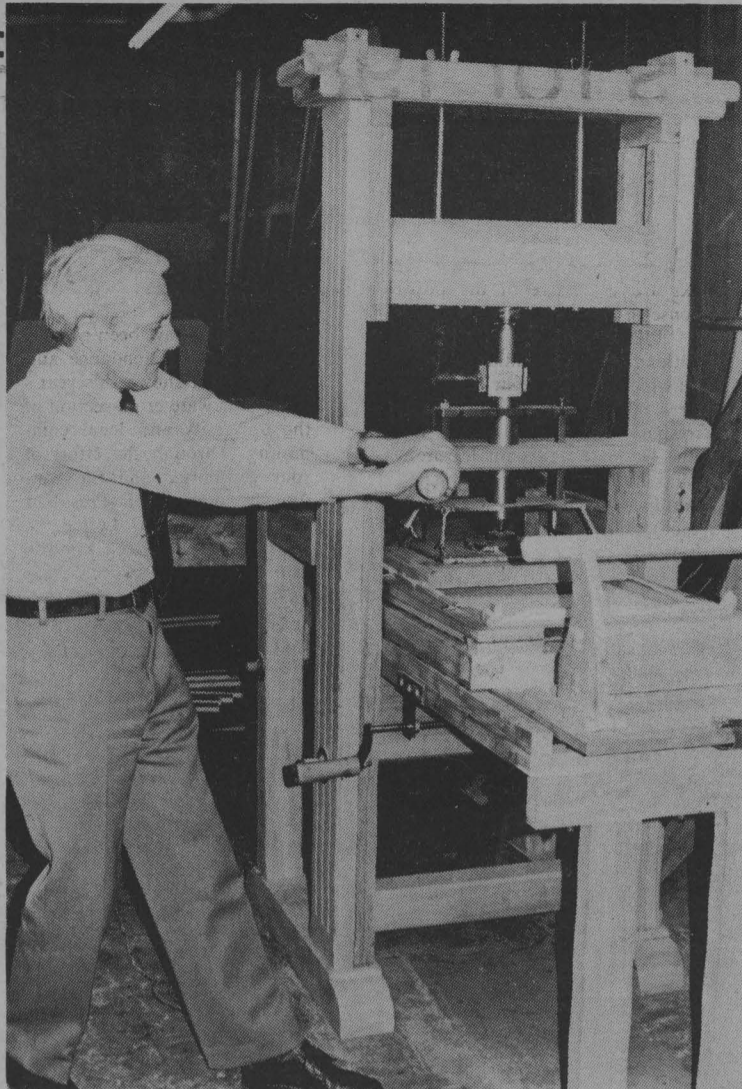
The Saskatchewan government has announced 1978-79 grants to the province's two universities. The University of Saskatchewan will receive an operating grant of \$57.2 million, an increase of 10.2% over 1977-78, and just over \$7 million in capital grants for buildings now under construction. The University of Regina will receive \$21.7 million, an increase of 8.5%. Tuition fees will be raised at both universities (Sask.—9%, Regina—8.2%).

Alberta: 8.25%

The four Alberta universities will each receive increases of 8.25% in their operating grants over 1977-78 levels. The University of Alberta will raise tuition and health fees by 10% and the universities of Calgary and Lethbridge are expected to do the same. Charges may go up as much as 25% at Athabasca University. Tuition increases sparked a province-wide student demonstration at the Legislature in Edmonton.

Memorial: 4.3%

The Newfoundland government has announced a 1978-79 operating grant of \$41.25 million to Memorial University, up 4.3% from last year. In addition, the government will match contributions to a maximum \$7 million for construction of a new library. The Student Union has already transferred its trust fund of \$750,000 to the library fund.



Prof. Bob Dawson (English) at the handle of the replica 17th century wooden press built by him and Prof. Fred Matthews (Library School) from Belgian blueprints. (Campbell photo).

Replica of 17th century wooden hand press Gutenberg descendant

Inauguration today of
Dawson-Matthews project

By Judith Campbell

When the president, Dr. Henry D. Hicks, inaugurates a replica of a 17th century wooden hand press in the Dawson Room of the Killam Library today, he will be operating a machine directly descended from Gutenberg's press of 1450. There were few design changes in presses between the 15th and 17th centuries; the major change was the switch to a metal screw.

The Dalhousie replica was built by Professor R. MacG. Dawson (English) who teaches a non-credit course in printing technology in the School of Library Service, and Professor Fred Matthews of the Library School.

With the help of a lot of individuals in the university and the community at large, the two men have painstakingly constructed the replica press from blueprints supplied by the Plantin-Moretus Printing Museum in Antwerp. They had the original rough planning done at the Dalhousie carpentry shop.

Staff at the machine shop in the physics department and the welder in the chemistry building helped with some of the metal work. J. Quinn of the Nova Scotia College of Art and Design fashioned some of the metal pieces in his forge and the screw, hose, garter and platen were made by metalworkers at Halifax Shipyards.

The finished product is a beautiful piece of machinery and can stand proudly beside the late Victorian presses already on hand in the Dawson Room.

Negotiations are now under way for an 1820-vintage iron press (one of two now in the Nova Scotia Archives) to be added to the collection. According to

Prof. Matthews, the purpose of the course in printing and related courses in paper-making, book-binding, and end-paper marbling, is to help students to gain an appreciation of rare books.

Military colleges to let women in

The Minister of National Defence, Barney Danson, has announced that the three military colleges would be ready to admit women into their programs within two years. The minister will appoint several women to the advisory committee on the Canadian Military Colleges shortly to begin the process of change in the admission procedures.

UNIVERSITY NEWS

'77-78 final issue May 5

The next issue of University News will appear on May 5. It will also be the last regularly scheduled issue of 1977-78.

Final deadline for items to be included in the final issue must be received at the Information Office by noon on Tuesday, April 25.

The paper will resume publication in September.

Grad House repairs

(Continued from page 1)

The firemen broke only one lock (on the front door) to gain entry and once inside they opened windows to let smoke escape. They even unscrewed some windows which do not normally open and removed the whole frame rather than break the glass. All furniture was piled in corners of the rooms farthest from the fire and covered with tarpaulins. With the exception of the carpets and curtains, which suffered smoke and water damage, there was little damage to the other contents. By the first week of April, the carpets had been removed, chairs and tables were scrubbed free of soot, and university work crews had begun repairs to the roof.

According to Mr. Bagg, the Grad House is a \$150,000-a-year business. With the exception of the manager, the staff are all graduate students and depend on their employment to pay their rents. For this reason, and to assist the students who need the facility as a social centre, Mr. Bagg has arranged with Dalhousie Faculty Club to open a temporary "Graduate Centre" in the Great Hall of the faculty club. The temporary centre will be open weekdays from 10 a.m. to noon

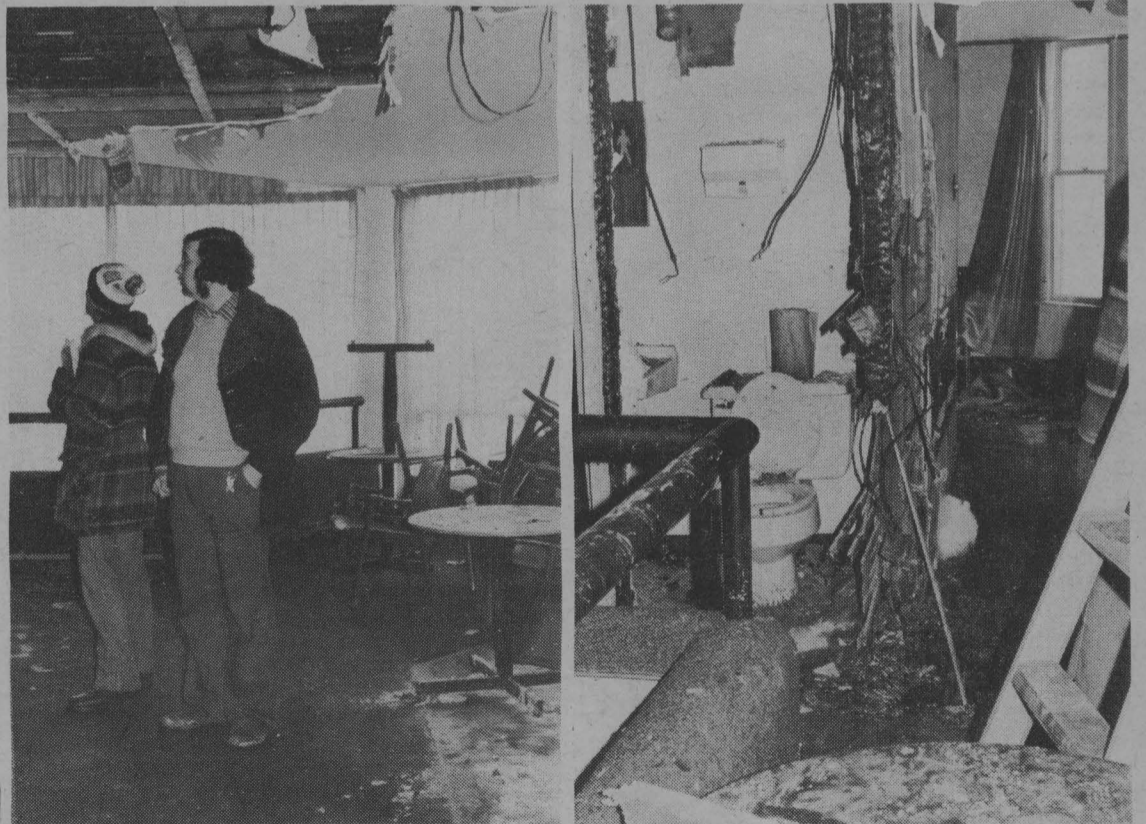
for coffee and donuts. Graduate students will also be able to lunch at the regular pub-in-the-club session in the Great Hall from 12 noon to 2 p.m.

After lunch, the hall will revert to a student operation and Mr. Bagg hopes the centre will be open until midnight. On evenings when the hall has been rented by another group, Mrs. Rusk is arranging for the students to use the regular bar service downstairs after 8 p.m.

To avoid congestion in the club lobby, students are asked to use the back door of the building (the information office's "front door").

Although the Grad House and its contents were insured, there is some problem with the \$25,000 deductible clause in the university's policy. Some of the musicians who have played at the Grad House in the past have offered to play a benefit performance, with proceeds going to a repair fund. Singer-pianist Bill Stevenson will take part and Skip Beckwith's band has been approached. The benefit will take place on Tuesday, April 18 in the McInnes Room of the SUB from 9 p.m. to 1 a.m. Tickets are \$5 per person and may be purchased from the temporary

DAGS office in room 214 of the SUB or at the "Graduate Centre" in the Faculty Club.



Immigration pacts

Immigration agreements have been signed between the federal government and the provinces of Quebec, Nova Scotia and Saskatchewan. In each case, committees have been established to implement the new policies of co-operation. The Quebec agreement states that the province must approve applications for landed immigrant status, student visas and employment visas.

Roy Bennett [left], a waiter at the Graduate House and a graduate student in English, and former DAGS president Milton Graves [right] inspect damage after the fire on Good Friday morning. The second picture shows the easy access to the men's washroom. One wall was destroyed by the fire. [Campbell Photos]

Native studies

The Senate of The University of Alberta has endorsed a report which recommends expansion of programs for native students and greater support facilities for this group. The key recommendation in the report, which was prepared by a task force on programs for native students, proposes the establishment of an affiliated Indian and Métis college on the campus.

UNIVERSITY NEWS

UNIVERSITY NEWS is published by Dalhousie University every two weeks between September and May.

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Following is the balance of the publishing schedule for 1977-78:

Volume 8 1977-78	DEADLINE (5 p.m. - Tuesdays)	DATE OF ISSUE (Fridays)
15	April 25	May 5

Accolades for 1984 and Beyond

By Roselle Green



The Killam Memorial Lectures could be coming of age according to chairman Edwin Belzer, who took over the reins of leadership in January when former chairman Alan Kennedy went on sabbatical.

If a successful lecture series can be measured in terms of a varied audience, overflow crowds for each lecture, and liberal discussion on the lecture subjects, then the latest spring series of lectures was a success.

Close to 2,000 attended the combined series which featured three outstanding futurists—I. Bernard Cohen, Daniel Bell and Robert Heilbroner.

They looked at what was ahead in terms of science, the individual in society and the economy, all under the

general umbrella of the lecture theme, **1984 and Beyond.**

Accolades received by Dr. Belzer from sociology chairman Robert Kaill and Dean of Health Professions Robert Tonks are indicative of the positive response to the series.

"Please accept my congratulations for the splendid manner in which you and your committee have carried out your responsibilities with respect to the Dorothy J. Killam lecture-ship for the current year. The number of people attending the lectures and audience participation indicates the appropriateness of the choices of speakers made by your committee.

"Once again, thank you."

Robert Kaill

"I would like to convey my congratulations to you and your committee for providing us with the excellent series of Killam lecturers this year. I wish you continued success with this series.

"You must have been pleased with the good attendance and great interest shown this year's series by a wide cross-section of the university and local community. Through the effort of your committee and the continued support of President Hicks and Dean Leffek, a further step was taken towards making the program of Killam lecturers, the university's distinguished lecturers series."

—Robert Tonks.

The committee has not been content to sit back and gather bouquets. The talks have been videotaped, catalogued by speaker's name, and housed in the University Archives in the Killam Library. They are available on loan through the usual library lending procedures. In addition the lectures were taped by CBC Radio's Public Affairs division with the co-operation of the lecturers, and versions of Cohen's and Bell's talk will be aired on "Ideas".

What's next?

The Killam committee is now planning a follow-up to be entitled **1984 and Beyond, Part II** for the fall. The switch to this slot would eliminate concern over poor weather conditions or conflict with exam schedules.

OPINION

An educational crisis? Where?

—asks Dr. A. Peter Ruderman, Dean of Administrative Studies

Roselle Green, of the Information Office, is very adept at arm-twisting. In my case, she sent over some clippings from American magazines headed "Crisis in the liberal arts" and "Report says colleges too specialized." While there has been less in public print in Canada than in the United States, there are some who see an educational crisis here too. Do not count me among their number.

There may or may not be a long-run societal trend towards job-oriented university training. If there is, it only serves to reinforce the common sense short-run reaction to economic depression. Students find that the general job market for arts graduates is tight and that the traditional safety-valve of teacher training is out of service thanks to the Pill. They naturally turn to fields of study that hold out a better hope of a job after graduation.

Dalhousie is typical of Canadian universities at this juncture. Relatively more students are signing up for commerce, engineering, and other professional courses of study than for traditional arts and science programs. Within arts and science the proportion studying science is up.

This does not mean that the universities are necessarily going to train a generation of narrow-minded specialists. The panic situation in the United States is exacerbated by concessions made in the 1960's when

many universities bowed to student activists and established degree programs in which a BA could be earned either by taking a variety of mickey-mouse courses in a great many fields or by concentrating single-mindedly on one. Canadian universities have not gone so far in most cases.

When I started undergraduate work nearly 40 years ago, the degree programs typically required a major (concentration) and a general-education requirement (distribution). I still think that is a good idea, and am glad to see that it is reflected in current thinking in the Faculty of Administrative Studies at Dalhousie. I hope my influence helped.

The master's-level programs are specialized by definition, but the new four-year B Comm was designed not to provide an additional year of specialization but rather to give the students a chance to complete the specialized requirements as before and still have five credits to spread around. The new BSW requires a four-year course of study that combines a year of general work in any fields in which the student is interested with three years of social-work training.

The air in North America is filled with the cries of arts faculty who are understandably trying to save their livelihood by identifying some catastrophic trend that must be fought. Their self-interest is surprisingly parochial, however, and most of their arguments relate to the importance of English and the need to maintain faculty strength to give the students competence in that language. If I diffidently ask how about Latin or Greek, I am told that I am an old-fashioned fuddy-duddy and am I not aware of the trend to modern languages? Of course, Classics departments are small and lack clout while English departments are large and can address themselves to us in our native language.

If we look back to the middle ages, when the "modern" university system first came into being, the main subjects of instruction were the trivium (grammar, rhetoric, and dialectics) and the quadrivium (arithmetic, music, geometry, and astronomy). This sounds archaic now, but in those days the subjects were vocation-

ally-oriented. Most jobs requiring education were in the Church all over Europe, and the trivium provided competence in Latin (the universal language of religion) while the quadrivium trained the student to administer the practical affairs of ecclesiastical establishments.

As time went on, the universities added law and medicine to prepare students for those professions, but the "classical" education that once was vocational managed to hang on until the 19th century because the universities gradually replaced the grand tour with tutor as the "in thing" for the sons of the idle rich, and classical learning could ornament suitably otherwise idle lives. The tradition lasted until the 1950's in the British civil service and was probably responsible in great part for the economic decline of that island.

In the present age of mass education, the universities have to add the role that used to belong to the high schools when the high school diploma was a "terminal degree"—training people for the useful functions that a developing society requires.

I think the universities can continue to play both roles so long as a sense of proportion is maintained. So far as the humanities are concerned, I am not going to worry until enrolment falls below that proportion of the total population (not the university student population) that studied such subjects in 1878. The universities can thus provide a traditional background for the sons (and now the daughters too) of the small number of idle rich, plus a trickle of interested individuals preparing to study those subjects for their own sake or teach them to the next generation of the same, while reserving their expansion for the health professions, pure and applied science, commerce, sociology, anthropology, economics, history (a subject that can shift from one role to the other as historians shift their interests), politics, oceanography, psychology, computer science, and the myriad other specializations that a complex society requires. The taxpayers pay and the representatives of the taxpayers call the tune. Let us dance to it in good grace.

Anybody want to argue back?

IDEAS, PLEASE, AND PARTICIPATION

Members of faculty:

Do you believe the charge that Dalhousie is unresponsive to the needs of the citizens of the metro area is unjustifiable?

Do you believe that individual members of faculty meet all their obligations to the community in conducting formal courses and provision of professional services?

Do you believe that your expertise should only be made available to those prepared to pay over and above their contribution through taxes to your salary?

Are you devoid of ideas of ways in which you could collaborate with other members of faculty in providing extra-curricular service to the community?

An honest "No" to any of the above means you have ideas the DFA Community Relations Committee can use. Let's have them. Better yet, let's have your active participation, says Dr. S.D. Wainwright, secretary of the committee.

"One project to be implemented in the near future is an evening of lectures on topical subjects open to the public. We are now seeking ways of developing this project into an informal extension program available in a variety of formats to as wide a selection of audiences as possible.

"Potential offerings under consideration range from updating seminars for school teachers to a series of co-ordinated interdisciplinary evening programs. As an example of the latter, one possible suggested program would cover imminent new technologies in biology, potential applications in farming and social, environmental and economic implications of their adoption in Nova Scotia for farm communities. The N.S. Department of Agriculture is suggested as a possible sponsor.

"We solicit your suggestions for suitable inter-disciplinary sessions and potential audiences, preferably also with suggested names of speakers and potential sponsors.

"Community relations is the collective responsibility of all of us. What are you going to do about it? Let's have your ideas and your time."

International librarian Harrison retiring

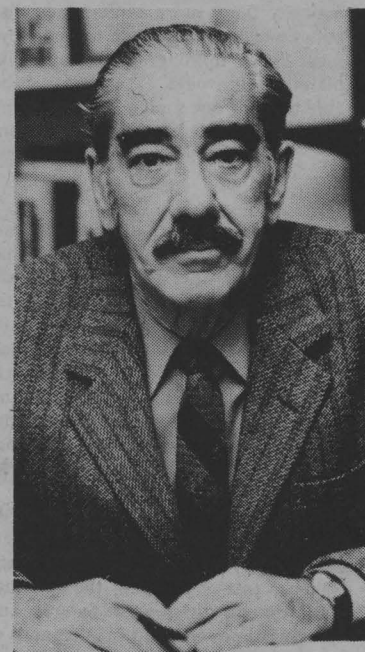
Professor J. Clement Harrison retires from the Dalhousie School of Library Service in June of this year.

Born in Liverpool, England, he began his professional career in the Liverpool City libraries. His first visit to Canada was during World War II in the Royal Air Force training scheme. During the war he served with Bomber Command and was awarded the Distinguished Flying Cross.

After the war Professor Harrison became first head of the newly established School of Librarianship in Manchester, from 1946 to 1961. After having visited the United States as a Fulbright lecturer at the University of Illinois in 1951, he joined the faculty of the Illinois school in 1960, moving to Pittsburgh in 1962 and joining Dalhousie in 1971.

Prof. Harrison has retained a strong interest in many aspects of international librarianship. For some years he has been on the advisory planning committee and has taught at the International Graduate Summer School held annually at the College of Librarianship, in Aberystwyth, Wales.

He has been adviser on library education to the Government of Ghana, president of the Commonwealth Library Association, visiting professor at the Department of Library Studies, University of the West Indies,



J. Clement Harrison

and as recently as October, 1977, was in Singapore to co-direct a workshop on library methodology for the Commonwealth Library Association and the Singapore Library Association.

Still disadvantaged

Opportunities for the socially disadvantaged sector of Canadian society in the field of university education have not improved substantially, according to a report prepared by Max von Zur-Muehlen. The study describes the educational background of parents of post-secondary students in 1968-69 and in 1974-75, and relates this information to the educational attainment of the Canadian population. Access for the under-privileged group is better at community colleges than at universities.

Dr. von Zur-Muehlen qualifies his conclusions with references to the changing employment situation for graduates and the elimination of formal examinations for secondary school leaving, factors which he says tend to increase enrolment in post-secondary institutions.

RAPPROCHEMENTS—Ideas that might bring us together

OPINION

Is sovereignty-association a different solution to the constitutional crisis from federalism?

By David Braybrooke

Canada is undergoing three crises at the same time: first, a general crisis about the relation of provincial governments to the federal one; second, a crisis about the newest wave of nationalism in Quebec; third, a persistent crisis about the faltering rate of economic growth.

Without unduly disparaging the accomplishments of economists, I think that one may say that economics does not offer a settled view of the best way of dealing with the crisis about economic growth. No doubt economists have advanced far beyond the general public in discerning the possible connections of economic events. They can demonstrate, with these connections in mind, how dangerous and self-defeating many plausible schemes really are. On general policy for dealing with the economic crisis, however, they are not agreed. Consequently, it can hardly be said with any confidence that the Parti Québécois has better economic insights than Ottawa. Nor can it be confidently held that Quebec would do better for itself if it had entirely its own way with whatever policy the PQ offers.

The PQ is in no better position to "whip inflationary psychology", hoping that employment will pick up after this is done, than Ottawa is. The PQ is actually in a worse position, if it does not relish this policy, to follow a post-Keynesian one. That would mean frankly instituting an incomes policy while prices and undistributed profits were allowed to vary freely. The PQ's support from labor would fade away immediately. And if the PQ tried to control dividends and corporation salaries, would not Quebec lose even more investments and head offices than it stands to lose already?

Finally, the PQ's present leadership has neither the appetite nor the majority for a more radical, socialist policy which would create full employment under thorough-going economic planning. It would of course not be able to carry out such a policy anyway without suffering severe reprisals from the North American business community.

Of course, so long as the economic crisis continues, it will be a stick that every party to the other two crises will pick up to beat the other parties with. Or, to use a better metaphor, it will be a fogging-device that every party can use with the effect of increasing general confusion about what is going on and where the ways out might be. I propose to set the economic crisis aside, so that we can get a clear look at the other two crises.

Those crises are the restiveness of a number of provincial governments, Quebec just one among them, under the present division of federal and provincial powers; and the demands of the newest wave of Quebec nationalism. These matters could perhaps be dealt with quite easily, to the mutual satisfaction of all the provinces, were it not for the position of Ontario and the dependence of certain provinces on federal equalization policies (taking "equalization" in the broadest possible sense).

Let us see how those complications, which are of course connected, might be dealt with if we took up easier matters first. Let us take them up, moreover, in an attempt to think them through as if we were carrying out an experiment in the absence of the frictions and confusions of real politics.

Suppose we concentrate on the PQ demand for "sovereignty-association." No one (apart perhaps from certain people working on the topic within the PQ itself) yet knows exactly what this demand amounts to, but in outline it seems to involve Quebec's pulling out of the present federal arrangements. That means giving up the enormous bargaining power that it now has through the Liberal Party vis-a-vis the federal government as now constituted. In return Quebec would get more control, less interference, in matters within the province. Of course, by opting out of one federal arrangement after another, Quebec already has substantially more control over its own affairs than other provinces. It raises more of its own taxes. It controls the funds generated for government pensions and various other programs of social welfare. It could control more—the whole gamut of such programs, including housing and urban development, for example, with the federal government withdrawing from that field in Quebec.

Why should the other provinces object to Quebec's taking on these responsibilities? Why would they object to Quebec's assuming at least the chief responsibility for broadcasting, the film industry, and other cultural affairs within its own borders? In return for this enlargement of the special status that (in spite of Pierre Elliott Trudeau) it has already got, it would in effect be abdicating from its present powers to determine, through the Liberal Party, and in rough alliance with Ontario, the policy in these matters to be followed in the rest of the provinces.

It may not be entirely clear why Quebec should want to give up this *de facto* power. Whether or not it has found a way of using the power to its own satisfaction, the bargaining power that the Quebecois have under the present federal arrangements may be the greatest that they will ever have, vis-a-vis anglophone Canada, and through anglophone Canada, vis-a-vis anglophone North America. It is even a questionable advantage, which non-Quebeckers might think could be justified neither on the basis of population nor on the basis of the two nations concept. It is an advantage that Quebec could not expect to get from constitutional discussions that began from scratch. If Quebec insists on giving it up, however, the anglophone provinces, other things being equal, should surely be able to see their way to making the concession.

We are, of course, still operating within the terms of a thought-experiment, separating matters that are confused in public discussion, and taking them up in an easy sequence unavailable in the real world. Within the thought-experiment, however, now that sovereignty for Quebec in the matters mentioned has turned out not

to be unthinkable, does not the possibility arise of settling the vexed subject of the official languages with very little difficulty?

Let Quebec, if it wishes, legislate entirely in French. Agree that in criminal trials at least the defendant shall be tried in French or English in Quebec and throughout the rest of Canada, depending on which language he understands better. Agree, in inter-provincial agreements between pairs of provinces, just as Levesque has proposed, that schooling in either language will be provided wherever a concentration of population with that mother tongue warrants such provision. In view of the passions and prejudices that these issues have aroused in the past, and the intensity with which they are still felt, one can hardly call them minor issues. One cannot comfortably speak of them as easily solved. However, the solutions alluded to would not actually cost very much in money, and the return in goodwill could be enormous.

The issue of bilingualism in the federal services may be more difficult and more costly. What will have to be done about it will depend on what will be left of the federal civil service. The thought-experiment implies various transfers of function and personnel to Quebec with "sovereignty" and perhaps some parallel transfers to the other provinces. The fate of the federal civil service will also depend on a factor working in the opposite direction from "sovereignty", to keep up rather than cut down federal services—the strength of the "association" that is to go along with the "sovereignty."

Should Quebec obtain "sovereignty," what form of "association" will be established between it and the rest of Canada? Would that association, as the PQ conceives it or might come to conceive it, differ from the looser form of federalism that the governments of some of the other provinces claim to favor themselves?

I shall assume that arrangements could be made for a shared central military command and a shared central diplomatic service. Even Austro-Hungary, which (in respect to its two major components) was a very loose association indeed, achieved those things. It would not, perhaps, much matter if Quebec, as a matter of pride, wanted to set up its own diplomatic service, provided it paid the whole extra cost, and did not enter into treaty arrangements incompatible with a common defence policy or with common economic policy. It might also, perhaps, like Hungary, have its own military formations under the shared central command.

The critical issue for the form of association is the scope that the common economic policy is to have. A mere free market would not guarantee observance by other sections of the tariff protections demanded by sectional interests. A customs union would not by itself have the power to elicit the reciprocating sacrifices that various sections would have to make to obtain tariff protections for their special interests. The Atlantic prov-

inces, for example, are hardly going to agree of their own accord to protective tariffs for Quebec without some equalization for themselves. To secure the benefits of a free market, a customs union would be required. To get the benefits of a customs union, common policies about agriculture, fishing, mining, industry, and commerce would be necessary.

None of these benefits can simply be prescribed by an economic treaty. They will require a strong continuing authority. Even the European Common Market has a common bureaucracy and a common parliament; and it is falling short of its goals because those institutions do not have as much power as they need. If we assume an economic community able to pursue enough of a common agricultural policy and enough of a common policy for industry and other matters to reconcile every section to reciprocal sacrifices, will we not arrive under the heading of "association" at some fairly strong form of federalism? Will we not have to envisage an effective parliament and a common legal system, too, at least so far as required to enforce federal policy? We shall arrive there, too, if we assume a community able to pursue effective fiscal and monetary policies, when there is a chance of adopting such policies.

We do not necessarily arrive at a form of federalism particularly advantageous to Quebec. Quebec may be hoping to deal with the rest of Canada on a footing of equality, or near equality. That footing may be appropriate when culture and cultural rights are in question, but it is surely an idle dream in matters of commerce. The PQ is deluding itself if it thinks equality of cultural claims will get it such a footing there. If, however, the rest of Canada deals with Quebec on the basis of population or proportions of GNP, the bargaining power of Quebec under any arrangements for association arrive at anew after conceding "sovereignty" could in principle fall as low as something measured crudely by a ratio of one to three, or below. Its only hope would be to detach part of anglophone Canada, perhaps a rich province neighboring it to the west, with which it could pool its interests and combine against the other members of the association on essential points.

Have we not encountered these arrangements before? Moreover, there is a broad band of agreement on them: The old-time politicians on each side of the Ottawa River would prefer to continue them, perhaps, in very nearly precisely their present form. The signatories of the recent *Canadian Forum* proposal are prepared to go along with Levesque in turning the arrangements inside out with a vote for "sovereignty" before they are put back together again, perhaps with different people (more progressive people?) in the key positions. Nevertheless, the idea of "sovereignty-association", followed out to the end of demanding an economic association at least as effective for Quebec's purposes as the one that we have got, seems to imply a federal government with approximately the same powers and operating under approximately the same balance of sectional influence as the one that exists.

I exaggerate a little. Having the federal government pull further out of

Dr. Braybrooke is Professor of Politics and Philosophy.

welfare programs in Quebec, getting full control of broadcasting and other cultural fields, reshaping language policy, in and out of Quebec, even establishing Quebecois diplomatic service abroad are all matters of passionate concern to the Parti Québécois. They are of concern partly for symbolic reasons—which does not diminish the passion. They are of concern partly also because of deeply felt anxieties about the future of the francophone community in North America. Its overall demographic prospect is bleak. Francophones are going to constitute an ever smaller proportion of the Canadian and North American populations. Hence it may well appear to francophone Quebecers that they need as much in the way of formal guarantees of the power to protect their culture as they can get now, before their informal powers have eroded further.

The federal government has in the past strongly resisted going to the lengths involved in such concessions. Maybe only a vote for "sovereignty" will bring the resistance to an end. But all these things can in fact be conceded without dismantling the federal government. Even as regards the taxing and spending powers, and the use of these powers in countercyclical or structural policies, coordination of rates and levels would suffice. Ottawa could leave to Quebec City most of the job of determining the specific forms and occasions, so long as the countercyclical effects were equivalent.

It is true, these concessions may leave too little direct relation between citizens of Quebec and the federal government of Canada to support the citizens' identifying themselves to any degree with Canada and the federal government. Loss of such identification may seriously impair recruiting francophone Quebecers to federal politics. In this and other ways the loss may make the continuance of effective federal government impossible in time.

I do not intend to dismiss these considerations. Nor do I wish to ignore, on the other side, the feeling of some Quebecers, in the PQ or on its radical fringe, that Quebec should be once and for all independent, regardless of the economic effects. On one side and on the other, these considerations and feelings must come in when the alternatives before the Quebec people are fully characterized.

They are not quite the alternatives usually canvassed. Outright, uncompromising independence is one of them, to be sure. There is fairly good evidence that this will be resoundingly rejected. According to careful polls last fall, little more than ten per cent of the Quebec population will vote for it. The other alternatives most often mentioned have been "sovereignty-association" and the status quo. But if my argument is correct, these are alternatives, apart from relatively minor and negotiable matters, only insofar as "association" would be more disadvantageous to Quebec than the status quo. Hence if the Quebec people is clear about what it is doing when it votes in the referendum, it will be voting by an overwhelming majority for the status quo. It will also wish to give strong support for some enlargement of the present special powers of the Quebec government, and may desire that this enlargement be accompanied by some of the symbolic trappings of "sovereignty." Nevertheless, it will be aiming at keeping essentially the present arrangements.

Universities and faculty unions

Collective bargaining in Canada began in 1964

In Canada, collective bargaining by university teaching staff in matters relating to salaries and other conditions of employment began as early as 1964. In that year the staff association at Ryerson Polytechnical Institute in Toronto obtained voluntary recognition as a bargaining unit from the board of governors of the institution. The twelfth negotiated agreement between the association and the board expires in June 1978.

The faculty of three other institutions have chosen the route of voluntary recognition as collective bargaining units outside their provincial labour codes. The University of British Columbia Faculty Association has a special agreement with the administration of the University whereby it negotiates, outside the provincial labour code, salaries and other items with financial implications for the University. The Canadian Association of University Teachers refers to this agreement as "special plan collective bargaining". The UBC association represents some 1,800 teaching staff. Its first three-year agreement expires at the end of 1978.

The University of Toronto Faculty Association and the University's governing council have also negotiated a private three-year employment contract, outside the labour code, which will be in effect until June 1980. The agreement covers teaching staff and librarians. As with most contracts, those clauses relating to salaries will be re-negotiated each year. The contract provides for outside mediation if agreement on the financial clauses cannot be reached. There is in addition a four-step grievance procedure.

The faculty association of the University of Prince Edward Island is

recognized by the University as the bargaining agent for teaching staff outside that province's labour legislation. This "special plan" arrangement stipulates the following bargaining steps: negotiation, mediation and final selection arbitration whereby the arbitrator must choose between the positions of the union and management. UPEI teaching staff have recently reached a settlement with the board of governors for the 1978-79 academic year. The settlement, which provides for a seven per cent across-the-board increase was arrived at through the final offer selection process.

Provincial certification gives a staff union legal status and the procedures and working conditions it negotiates the effect of law. However, although some applications have been granted with little delay, the attainment of certification can involve lengthy hearings and review and has been known to take two years. Questions to be resolved prior to the granting of certification include:

- Are faculty an appropriate group for certification? Despite arguments based on collegiality, Canadian courts have ruled that faculty can be considered employees and therefore eligible for certification.
- Does the unit applying for certification represent the majority of the teaching staff? Normally a vote must be taken.
- Who should be included in the union? Despite their administrative functions, at most unionized institutions department chairmen are members of the union.

The first teaching staff union to be

The following article was written by Rosemary Cavan, Director of Information, Association of Universities and Colleges of Canada, and appeared in the December, 1977, issue of *abcd*, the bulletin of current documentation of the Association of Commonwealth Universities. Ms. Cavan was guest editor of that issue.

In her introduction, Ms. Cavan wrote:

In Canada, university teaching staff salaries are established by the individual institution. At 22 universities, the teaching staff have organised themselves to bargain collectively for salaries and other financial and non-financial employment benefits. While at a few of these institutions, including two of Canada's largest universities, the teaching staff union has been voluntarily recognised by the board of governors as the bargaining agent, at many others the teaching staff have sought and won, formal legal certification by the appropriate provincial labour relations board.

Since December, the number of unionized faculty groups has increased (See report on Page 6).

established in a French-language institution under the provincial labour relations code was that of the association of professors of applied science at the Université de Sherbrooke which obtained certification in 1970. The first certified union in an English-language institution was that at Notre Dame University (1973), an institution which has since been closed. NDU was followed a year later by the teaching staff association at Saint Mary's University which obtained provincial certification in April 1974.

Since these early days of unionization, the movement has spread across Canada affecting institutions in every province but two, Newfoundland and Alberta. At Memorial University, the one institution in Newfoundland, the faculty association voted against collective bargaining. In Alberta, as well as in British Columbia, recent legislation removes university teaching staff from the jurisdiction of the provincial labour codes and prevents them from unionizing. There have been protests against this legislation by teachers in the universities affected as well as by the national Canadian Association of University Teachers (CAUT) who say

that the decision to unionize or not should be left to the teachers and not regulated by government.

At present, 22* Canadian institutions have faculty unions, most of them certified under the appropriate labour code. The Université du Québec has separate unions at each of its five campuses and at the Institut National de la Recherche Scientifique. The University of New Brunswick teaching staff association has been refused voluntary recognition by the institution's board of governors and is now discussing a possible course for future action. The UNB teaching staff voted against unionization once before. Teaching staff of Brandon University are preparing to apply for certification under the Manitoba labour relations code. Most of the certified unions are affiliated to the CAUT despite efforts on the part of the large, national Canadian Union of Public Employees to organize teaching staffs under its umbrella.

The participation of teaching staff in the government of Canadian universities grew dramatically in the 1960s. During this period faculty (and students) began to gain representation

on senates and boards of governors. Efforts by faculty to secure a larger role in decision-making were strengthened by the publication in 1966 of *University Government in Canada* (Sir James Duff and Professor R.O. Berdahl). This study had been commissioned jointly by the Association of Universities and Colleges of Canada (AUCC) and the CAUT to examine and evaluate Canadian university government. Duff and Berdahl recommended greater involvement of faculty in the decision-making processes of university government, including representation on governing bodies and a stronger voice in the selection of administrators at all levels. As faculty demands for participation in decisions grew, they encountered opposition from boards of governors and administrators. Faculty, who did not always feel that representation on boards and senates had brought the gains they had hoped for, also feared the loss of those concessions already won. They looked about for something which would preserve and enhance their power in university governance.

(Continued on page 6)

The Dalhousie situation: The events since September

By Derek Mann

Although the Dalhousie Faculty Association has expressed concern over the past few years at the relations between faculty and the Administration, the move by the association to become a certified union is one that had its real beginning in September last year.

The move was not altogether unexpected. In March, 1977, when he and the President complained to the Maritime Provinces Higher Education Commission about the low operating grant increase for the current year, Vice-President W. Andrew MacKay noted in his memorandum:

"Over the long run, the quality of our universities must deteriorate . . . and, among universities in the region, the major ones will be the most affected. Moreover, nothing is so likely to foster collective bargaining by academic staff as the squeeze on available resources that now confronts us, and there is very little the universities can do about the economic concerns of their academic communities. Perhaps before long, the commission [MPHEC] will be bargaining with the university's academics in the region as provincial governments now do with the teachers' unions. Few of the

best people will long remain in such a milieu."

Neither the Administration nor the academic community would argue that the MPHEC's failure to convince its masters, the three Maritime provinces' governments, that universities in the region—already lagging economically behind their counterparts in other parts of the country—needed more money than they were getting to maintain the high quality of education, was the only cause of the current situation at Dalhousie.

But, as the president, Dr. Hicks, said at the special Senate meeting on March 31, he believed the present discontent did arise in part from the difficult financial times in which the university now found itself.

Such hard times, said Dr. Hicks, would continue for some time but, as an eternal optimist, he felt the prospects for the future were favorable.

There is more to it than that, and some of the concerns of faculty have been aired in the past few weeks, at formal or informal meetings, or through the columns of *University News*.

The purpose of this report is not to dwell on those aspects, but to review the situation concerning Dalhousie Faculty Association activity since last September and the position of the Administration.

In September, Dr. J. Philip Welch, president of DFA, wrote to the chairman of the university's Board of Governors:

"We now ask whether the

Board of Governors would be prepared to discuss the possibility of negotiation of faculty economic benefits, coupled with binding arbitration, with the faculty association. If so, we respectfully ask that a person, or persons, be appointed forthwith by the board to provide a forum for meaningful discussion of an agreement of this type between the faculty association and the university.

"I should point out that we envisage such an agreement as encompassing the broad range of economic benefits for faculty. This should not be construed as indicative of any intent to abrogate or undermine the role of Senate in matters not directly pertaining to salary, but an honest effort to complement the activities of Senate in this regard."

At its September meeting, the Board of Governors appointed Judge Nathan Green, George Cooper, Vice-President MacKay and Dr. Hicks (ex-officio) to meet DFA representatives.

Meetings were held on Oct. 12 and 31, Nov. 30, Jan. 11 and Feb. 13. Shortly before the second meeting, the draft of a collective agreement, prepared by the DFA, was presented. The terms of the agreement were considered and the discussions that followed were about matters of principle and the way the talks should proceed.

In a review for the Board of Governors on Feb. 23, Vice-President

MacKay described the main differences that had developed during the course of the meetings:

The process of discussions:

The Board of Governors' committee did not view its function as one of negotiating in detail a collective agreement, but rather to report to the full Board of Governors on principles that might be considered as a basis for a collective agreement. The DFA group, on the other hand, were empowered to negotiate a collective agreement on the principles contained in the draft, and understood that once such an agreement was concluded, it would be circulated to all members of DFA and the Board of Governors for ratification.

The status of DFA as bargaining agent:

DFA proposed that it be the sole bargaining agent for all full-time academic employees and professional librarians. In view of existing contract obligations to academic and library staffs, not all of whom were DFA members, because some did not favour collective bargaining, and because there hadn't been an opportunity to all faculty to decide whether or not they wanted DFA to represent them, the governors' committee was not prepared to recommend that DFA be recognized as the sole bargaining agent. The

governors' committee then said it would be prepared to recommend either recognition of DFA as sole bargaining agent for those who said they wanted to be represented by the association, or recognition of DFA as a prior bargaining agent, on general terms and conditions of employment.

The range of matters proposed for negotiations:

DFA wanted the agreement to include provisions for negotiation on matters other than economic benefits. The governors' committee had reservations, being particularly concerned that the traditional roles of Senate and Faculties be preserved, and that the role of the Staff Benefits Committee (which represented all major groups of staff and the governors) be preserved in dealing with all fringe benefit programs. DFA shared these concerns, and most of the reservations of the governors' committee were withdrawn.

Binding arbitration:

The draft collective agreement wanted binding arbitration on all matters not settled in negotiations (including salaries and salary policies, fringe benefits, separate negotiations with particular groups of individuals as authorized by DFA) and, on non-economic matters, binding

(Continued on page 7)

Universities and faculty unions

Collective bargaining in Canada began in 1964

(Continued from page 5)

The 1960s were also a period of great expansion in Canadian universities. Between 1950 and 1970, the number of institutions increased by 50 per cent. In that same period the number of faculty quadrupled, from approximately 6,000 to 24,000. Enrolments grew rapidly and government funding was generous. Faculty career and income expectation rose and the means to satisfy these expectations were readily available.

However, commencing in the early 1970s enrolment began to level off or decline. Canadian universities, dependent on government for 80% of their operating income, faced a period of increasing financial stringency which brought growth to an end. The academic job market tightened. Due largely to rapid growth in the previous decade faculty ages were relatively low and teachers were concerned about their contracts, tenure and job security. Adding to this insecurity was the feeling amongst faculty that there were few clearly stated procedures in many institutions and that faculty were at the mercy of university administrations. The national faculty association, the CAUT, defined and sharpened the conflict for its members, urging them to consider unionization as a means of protecting themselves, issuing guidelines to assist them in negotiations, and making available financial aid and collective bargaining expertise.

The ultimate weapon available to any union is the strike. The faculty at two universities resorted to this weapon in the 1976-77 academic year. Both strikes were long and unhappy events; both had serious effects upon the institution concerned and upon student careers.

At the Université du Québec a Montréal, faculty struck in November 1976 and, although their third contract was reached in mid-February 1977, it took a further two weeks to arrive at a return-to-work agreement. One condition of the return to work was that the support staff union, which had respected faculty picket lines, be satisfied with its own return-to-work agreement and that support staff receive full pay for the period of the teaching staff strike. To further complicate matters, students refused to return to classes until they were satisfied that the provincial government, when assessing applications for student financial aid, would take into account that UQAM students would be unable to contribute summer employment income. Due to the strike their second term would not end until late July leaving little opportunity for summer work.

P.E.I. workshops for Bruntjen

Dr. Scott Bruntjen, Librarian-in-Residence at the Dalhousie School of Library Service, has been invited to present two workshops in Charlottetown, P.E.I. They will deal with "Developing performance measures" and "Budgeting", and are based on the successful mini-courses he has just completed for practising librarians in the Halifax area. The workshops in P.E.I. are being sponsored by the Provincial Library Service, the University of P.E.I. and Holland College.

A three-year contract, which expires 31 May 1979, was signed at the end of February. According to the contract:

- discrimination on the basis of race, ethnic origin, sex, pregnancy, age, physical handicaps, language, and political opinions or activities is prohibited;
- base salaries for 1976-77 ranged from \$14,069 to \$27,169 and the average annual salary in the first year of the contract was raised from \$20,996 to \$24,652. Salaries will be indexed to increases in the cost of living;
- the university board of governors is required to give greater weight to the recommendations of the senate and departmental committees in matters relating to hiring, evaluation, promotion and the granting of tenure.
- the status of the senate as set out in the 1973 (second) contract is maintained. The faculty had said that the university was attempting to weaken the senate. The senate is composed of six faculty members, four administrators and six students.
- faculty members qualify for sabbatical leave after six years at the university. While on sabbatical they receive 75 per cent of their regular salary plus any money from grants and bursaries up to 100 per cent of their salary. Money left over from grants and bursaries will be used to compensate faculty on sabbatical leave who do not receive grants and bursaries. The university has agreed to make 10 to 12 per cent of all full-time positions eligible for sabbatical leave;
- all new faculty are hired on an initial two-year contract. At the end of that period the departmental committee will recommend whether the contract should be renewed for a further two years. A teacher will qualify for tenure at the end of the second two-year contract.

19 universities deal with 29 unions, 38 union-free

There are 29 faculty unions on campuses across the country, involving 19 universities. Special collective bargaining agreements are in effect at nine universities, and two institutions have voluntary recognition.

There is no contract for collective bargaining at the remaining 38 of the 68 member institutions of the Association of Universities and Colleges of Canada.

Collective bargaining by certified unions obtains at the following institutions:

Acadia, Saint Mary's, Moncton, St. Thomas, N.B., Bishop's, Laval, Montreal, Ecole Polytechnique, Quebec (at five campuses), Sherbrooke (two unions), Algoma, Carleton, Ottawa, Windsor, York, Brandon, Manitoba (five unions), Regina, and Saskatchewan.

There is no contract for collective bargaining in force at the following institutions:

Dalhousie, King's, Mount Saint Vincent, N.S. Technical College, N.S. College of Art and Design, Ste. Anne's,

Faculty at Université Laval were on strike for 107 days. Their return-to-work agreement came in December 1976, following a month of mediation by Daniel Soberman, then dean of law at Queen's University, Kingston. The contract was not signed until mid-January. It expires 31 May 1978. Salary provisions were retroactive to 1 June 1975.

The teaching staff at Laval believe that a major achievement was the introduction of a salary scale. Previously salaries were arrived at through individual contracts negotiated between each professor and the university. The contract salary scale provides for a 35 per cent increase for 1975-76; an 8 per cent increase for 1976-77; and a 6 per cent increase for 1977-78.

The contract also ensures that departmental, school and faculty committees will play an important role in hiring, evaluation, promotion and tenure decisions. It establishes a grievance procedure which includes the possibility of arbitration. An arbitrator may rule on any grievance relating to the contract as well as on matters concerning the university statutes and charter.

The Laval contract provides for four ranks of professor: lecturer, assistant, associate and full professor. Probationary appointment, made at the lecturer or assistant professor level depending on whether the individual has obtained a Ph.D. or its equivalent, cannot be longer than five years. Thereafter the university must either appoint the professor at the rank of associate or dismiss him. To become a full professor, a faculty member must have been at the university for at least four years after becoming an associate professor.

All associate and full professors have tenure under the contract. Lecturers and assistant professors who completed their five-year probationary appointments at the time the contract was signed automatically received tenure

while remaining at the same rank, unless they had not fulfilled requirements in their own contracts such as obtaining a degree.

All faculty, tenured and probationary, have job security as long as their contracts are in effect. If a position for which a tenured professor is qualified is deemed redundant by the university, the university must seek another position for the professor with or without retaining. If a position cannot be found, a job security committee will recommend steps to be taken. While refusals to accept retraining or reassignment may be judged reasonable, repeated refusals may result in firing.

Generally, faculty at Laval believe that the strike and the resulting contract have served to formalize their participation in departmental and faculty committees and will protect them against arbitrary decisions by the university administration. The rector, Jean-Guy Paquet, has said that procedures are fairer at Laval as a result of the strike and the first contract and that the administration will be less arbitrary now that procedures are clearer. However, he points to an inevitable increase in bureaucracy at the university.

Institutions with unionized faculty have a constant need for legal advice. Much of their written communication must be carefully drafted and the legal implications checked. Decisions related to employment conditions can never be considered final; the same subjects tend to come up again and again for negotiation. Complicated legal processes require both university and union to hire professional negotiators; these may be lawyers, consultants or CAUT representatives. They may have no direct involvement in the university and they may have little understanding or feeling for the particular nature of these institutions. And yet they may be largely in charge of negotiations.

At several universities, librarians are included in the faculty union, despite the fact that they have not generally been considered as equals by teaching staff. Unionization has brought librarians many of the rights enjoyed by faculty for years and has broadened the power and financial base of the individual unions and of the CAUT. It has also encouraged other groups, including teaching assistants, to seek through unionization improvements in their own conditions of employment.

There is no reason to believe that the trend toward unionization of Canadian university teaching staff will not continue. The conditions which precipitated the formation of the first unions continue to exist and it is unlikely that these conditions will improve in the immediate future. Only time will tell what the full effects of collective bargaining and confrontation politics will be. It is clear, however, that Canadian universities have entered a new phase in their history and they are very different institutions for it.

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LETTERS

PLATO now in Language Centre

The Editor,
University News.

Sir:

Further to the article by Kate Carmichael and Judith Campbell on PLATO in the March 17 issue of University News, the terminal that had been in the Munro Room, then in the Computer Centre, is now in the Language Laboratory, where reservations may be made to use it at various hours. Help in arranging reservations or in obtaining lessons from the PLATO catalogue can be had from Mrs. Anna Shorter at 3692 between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday.

I wonder if the interest of the Faculty of Medicine in PLATO is of longer standing than that of the Language Centre. Since 1970, a few language teachers at Dalhousie have been following the progress of PLATO with close attention, and have pointed out its potential for language teaching on numerous occasions. Our interest stems from our acquaintance with the French course, written by Prof. Fernand Marty, that has been developed for use in the PLATO IV system. The non-computer version of this course has been in use here for a number of years.

Sincerely,
H.F. Aikens,
Language Centre

Confucius out of date?

Sir:

Here are a few sayings from the *Analects* (about 500 B.C.):

The Master voted against raising the salary of top officials. He said, A gentleman gives to the poor but doesn't make the rich still richer.

The Master said, I was never impressed by the naked insignia of academic distinction—even less by the pompous office titles of administrators.

The Master said, Yen Hui was not a great help to me. He agreed with everything I proposed. . . . A gentleman is not an implement.

The Master was offered a Government post but declined to accept it. He said, How could one ever possibly serve one's Country alongside of such low-down creatures? Before they have got office, they think about nothing else but how to get it; and when they have got it, all they care about is to avoid losing it. And so soon as they see themselves in the slightest danger of losing it, there is no length to which they will not go to keep it.

Prince John Loewenstein
Somerset Place
South Park Street
Halifax.

Universities and faculty unions

An open letter to full-time faculty and professional librarians

*The Dalhousie situation***"Only faculty can decide"**

(Continued from page 5)

Following is the text of the March 21 letter from the president, Dr. Henry D. Hicks, to all full-time faculty and professional librarians:

"From meetings with many of the academic and library staff in the University in recent days, it is clear that there is concern over salary levels, job security, and procedures for dealing with issues of general concern to staff members. Whether these concerns can best be met through a union certified under the Labour Relations Act, only members of faculty themselves can ultimately decide.

"Procedures for dealing with issues of general concern to faculty can be established on a much more formal basis, with or without a union, and this may assist in dissipating the current sense of 'an unresponsive administration'.

"Salary levels are not as high as anyone at Dalhousie would wish. This situation must be remedied as quickly as possible. To do this we must persuade MPHEC that their formula for operating grants should better reflect Dalhousie's role. Of all the major institutions under the MPHEC wing, Dalhousie has received the lowest annual percentage increments in operating grants since 1975-76. It is this factor that has substantially affected our salary levels.

"So far as job security is concerned, while no one can foretell the future, I have always considered it unlikely that we will have to face reduction in faculty members except possibly through attrition. If circumstances should require special measures, or any change of existing regulations, those would only be developed with full involvement of faculty members and Senate.

"After my meetings with staff I have the clear impression that many members of the University

are concerned to explore alternatives to union certification. The "administration" is prepared to consider further various alternatives but in discussions thus far D.F.A. representatives have been prepared to consider only one form for negotiations. If there is to be useful discussion, there must be flexibility on both sides.

"One of the procedures representatives of the Board are prepared to recommend for bargaining outside the Labour Relations Act is binding arbitration on the matter of salaries, at least for a trial period, a procedure that the Board is not likely to concede in formal negotiations with a certified union having a right to strike.

"I believe the current concerns of faculty members can be resolved without union certification. The University is prepared to continue discussions with the D.F.A. towards this end. For example, if the matter of job security is seen as crucial at this stage, there is no bar to developing now procedures which would require the involvement of faculty in decisions about reduction of faculty positions. Discussions could begin immediately with D.F.A. and Senate.

"In the long run, we share the task of ensuring the highest quality of teaching and research opportunities for the benefit of students today and tomorrow at Dalhousie. We have made considerable progress towards this goal through the shared responsibilities and initiatives of individuals, departments, faculties, Senate, and the administration. Indeed, I think we have made greater progress than many of our sister institutions which now have certified unions. I believe that Dalhousie ranks with Canadian universities that have thus far had no faculty trade unions.

"Nevertheless, let me repeat what I have said to meetings

arbitration by a group of senior faculty. The governors' committee expressed serious reservations about binding arbitration and about its proposed scope, and suggested the special agreement in effect at the University of Toronto be considered. The Toronto agreement included a mediation process: mediation, with a report and recommendation by a mediator, whose report would be implemented unless rejected by the Board of Governors.

The DFA was not interested. Then, on Feb. 13, DFA was advised that the governors' committee was prepared to recommend to the Board of Governors binding arbitration for an experimental period, but that it would be limited to salary levels and policies not settled in negotiations. A memorandum describing what the governors' committee was prepared to recommend, was sent to all full-time academic and professional library staff on Feb. 14.

That memorandum, signed by Vice-President MacKay on behalf of the governors' committee, was as follows:

"We have indicated that we would be prepared to recommend to the board (of Governors) negotiations for collective bargaining outside the Trade Union Act of Nova Scotia on the following principles:

1. That the university recognize DFA as the prior general bargaining agent concerning general terms and conditions of appointment, i.e. basic salaries, salary increments and other conditions of appointment generally applicable for staff members. Individual members of faculty would still be free to seek terms outside the scope of any general agreement concluded with DFA but the university would not negotiate with individuals until negotiations with DFA were concluded. There would need to be pro-

throughout the University in recent days. A decision on the process of negotiations for academic staff and librarians is one for those members of the University to make. Whatever the decision, I recognize the widespread concern for more effective negotiations on behalf of staff."

vision for early discussion in exceptional cases. Procedures for and information about exceptional cases would be as agreed with DFA.

2. That the scope of bargaining extend to all general terms and conditions of employment. Those matters agreed upon that fall within the powers of Senate would require assent of Senate.

3. That the university meet all reasonable requests for relevant information relating to the financial operation of the university.

4. That, on an experimental basis for two or three years, there be binding arbitration on salary matters when these are not settled through negotiations."

On Feb. 16, at a general meeting of Dalhousie Faculty Association, the DFA executive was directed to seek certification, the vote being 119 in favour, 29 against, with a few abstentions.

At the end of his review for the Board of Governors on Feb. 23, Vice-President MacKay said that it "seemed inevitable that we will have formal collective bargaining either under the Trade Union Act or by special agreement between the university and the DFA."

He added: "The main task may be to preserve as much of the 'collegial' functioning of the university as possible, and to maintain the necessary harmony and mutual understanding in dealing with the university's operations."

After the Feb. 16 vote, members of the DFA's organizing committee got busy with their card-signing campaign; under Labor Relations Board rules, potential union members must sign a card indicating they favour a union, and must each deposit \$2 with the DFA. If 40 per cent of the members of an organization signed up in favour of a union, the Labor Relations Board would hold a secret ballot within five days of formal application for certification. If 60 per cent of the potential members voted, a straight "for" majority (i.e. 51 per cent) would bring about certification.

At another DFA general meeting on March 22, a motion seeking to have the executive reveal the status of the sign-up campaign was defeated.

The day before (March 21) Dr. Hicks sent an open letter to all full-time academic staff and professional li-

brarians (See "Only Faculty Can Decide", elsewhere on this page).

At the March 23 meeting of the Board of Governors, Vice-President MacKay reported that the governors' committee had met the DFA representatives the day before and, while the meeting was helpful, no agreement had been reached.

During the week preceding March 23, Dr. Hicks had met members of faculty and had discussed the situation with them. He told the Board of Governors that some members favoured unionization, some opposed it and some were "in-betweens".

Also at the March 23 Board of Governors' meeting, DFA president Welch said that most of those who had attended recent DFA meetings were in favour of having the faculty certified under the Labor Relations Board so that a formal mode of collective bargaining could be instituted and so that all agreements would be legally binding. DFA membership, he said, was 670.

(The university has 780 full-time teachers, 35 professional librarians, and 400 part-time teachers.)

After further discussion at the March 23 Board of Governors' meeting, members of the board felt they should be better informed about what unionization of the faculty would bring. Dr. Hicks agreed to convene an information meeting for members of the Board of Governors, and on March 30, the procedural and legal implications were outlined by Hector McInnes, the university's labor law adviser.

The evening before the application by DFA for certification, a general symposium sponsored by Senate was held in the Weldon Law Building.

The symposium followed discussion at the Senate Council meeting on April 3, when there was general agreement that many members of the university community did not think they had had a proper opportunity to express their views.

Speakers before the symposium discussion began were Dr. Roy George, chairman in 1970 and 1971 of the Senate Committee on University Government, who outlined the history of Senate and university government; Dr. J. Philip Welch, president of Dalhousie Faculty Association, who spoke in favour of unionization; and Dr. John F. Graham, Economics, who opposed unionization.

The symposium was intended as an open forum, and no motions were considered.

The March 31 special Senate meeting

The special meeting of Senate on March 31, (referred to in reports on Page 1 and this page) was convened to discuss unionization of faculty and possible alternatives.

At the outset, the chairman, Dr. Hicks, said that he was willing to withdraw from the meeting since matters affecting him might be discussed, but without formal vote and without dissent, it was agreed that he should remain in the chair.

After it was moved and seconded that at the next meeting of Senate, consideration be given to the provision of a search committee for a full-time President, Dr. Hicks read relevant parts of the document, "Senate Committee on University Government—Report on Appointment of Presidents, Vice-Presidents, Deans and Associate or Assistant Deans."

That report was recommended to the Board of Governors by Senate on April 13, 1970, and was approved by the Board of Governors on June 18, 1971.

Dr. Hicks also outlined his own plans and said that although he would

be willing to retire before the normal date (Aug. 31, 1980) if such a move were in the best interests of the university, he anticipated that he would remain as president until that time. Thus, he would prefer that a formal search committee not be established until early in 1979, or even late this year.

After Dr. Hicks's statement, the motion was withdrawn, and the following was offered: "that at the next Senate meeting a committee be established to consider the adequacy of procedures for appointing a President." That motion was seconded and carried.

Dr. Hicks then commented on the attitude of the Administration to matters of concern to faculty in relation to possible unionization and the organization of the university. He emphasized that the faculty, not the Administration, had to decide on the question of a union. It would be improper for the Administration to lead a movement either for or against certification.

He expressed his belief that the present discontent arose, at least in

part, from the difficult times in which the university now found itself. He thought the hard times would continue for some time but, as an eternal optimist, felt that the prospects for the future were favourable.

Dr. John F. Graham then proposed that the President give his views, and/or those of the Administration generally, on the eight points raised in the open letter opposing certification (referred to early in the meeting) which had been widely circulated.

There was considerable discussion on the propriety of this, since an earlier motion seeking to have Senate endorse the position set forth in the letter and its eight points be supported, had been tabled.

It was, however, moved and seconded that Dr. Graham be permitted to pose the appropriate questions to Dr. Hicks, and the motion was carried.

The eight points related to a possible internal agreement outside the Trade Union Act, and Dr. Hicks made it clear he was giving his views only and in particular was not stating the position of the Board of Govern-

nors.

The eight points and the President's replies:

1. Conditions of appointment, tenure, and promotion to be under the control of Senate. Any repetition of departures from normal arrangements, such as the terms of appointment, to require the approval of Senate.

Response: *Agrees.*

2. Senate to have effective control over University priorities.

Response: *Agrees, but the Administration must have some discretion.*

3. The procedures and institutions of Senate to be modified where necessary to enable it to discharge effectively its statutory responsibility for the internal regulation of the university.

Response: *Agrees, but does not know how this would be done.*

4. Senate to be made more broadly representative of faculty.

Response: *Senate can now change its membership, but only with the agreement of a majority of the members. Ways to alter this procedure should be explored.*

5. The Faculty Association to be the bargaining agent for salaries and fringe benefits.

Response: *Agrees, but because of recent DFA activities this has not gone to the Board of Governors as a recommendation.*

6. Binding arbitration on salaries and fringe benefits.

Response: *Agrees, but as in 5.*

7. Provision of financial information to Senate and the Faculty Association necessary for them to discharge their responsibilities, and the development of needed financial information that is not available under present accounting arrangements.

Response: *Believes this can be done, but the members of Senate and the Faculty Association will have to be prepared to work harder than in the past.*

8. Resolution of issues concerning job security and redundancy through discussions involving Senate and the Faculty Association.

Response: *Agrees.*

Universities and faculty unions

The crisis at Dalhousie

Academic leadership is desperately needed . . .

A general university crisis is upon us in Canada, and a particular crisis has developed at Dalhousie. The crisis, precipitated by a levelling off in enrolment and real declines in government financial support, has lowered morale among faculty while the economic situation and unemployment has depressed student ebullience. At Dalhousie the degree of this depression is worse than elsewhere; for though enrolment is not yet substantially down, grants to this university compare unfavourably with those of our sister institutions. The library is in decay, faculty salaries have slid substantially below those of counterparts elsewhere and students are worse affected by the economic situation in the Atlantic provinces than those in the rest of Canada.

In every crisis there are opportunities as well as dangers. What is needed above all in the present situation, in Canada generally, in our region particularly, and at Dalhousie desperately, is **academic leadership** to seize the initiative and use the crisis to move forward and improve the university. The alternative is a siege mentality, in which we will man the barricades, defend ourselves mindlessly against the enemy and slowly go down fighting. At best the end result of this process will be a smaller university with lower standards all round.

At the root of the present discontent at Dalhousie is the failure of leadership. Any such function seems to have long ago been abandoned by the university's chief officers who appear unable to resist pressures for more buildings and more programs. While resources increased they responded positively, but now, when they decline, the same habits can only produce negative results, cuts, bargains, com-

. . . to seize the initiative and improve the university, says the History Department

promises and consequent deterioration. But it must be admitted that if Administration at Dalhousie has become sterile and negative, faculty have been little better. In Senate and faculty meetings there has been almost no discussion of how quantitative declines may be transformed into quantitative improvements. Those who made feeble attempts to resist the introduction of dubious new programmes and expensive new projects, or who tried to insist on guarantees of MPHEC financing for new ventures have been either overruled or ignored.

Now there are signs that a new militancy is developing. We hope that this militancy can be channelled into constructive and creative activity. As things now stand Dalhousie knows there is a crisis but there is no vision of what kind of university we want and there is no plan. Let us at least begin the debate, bombard the Administration with some ideas, press the ideals and values of our calling on the public and the politicians and try to move forward, not backward.

As student numbers level off (and later decline), now is the time for improving the quality of education, with greater attention to individual students, more intense work, better libraries, smaller classes and more use of faculty time in research and creative teaching (for which, indeed, funding can often come from outside our poor and underdeveloped region). What kind of highly-educated person does Canada need for the 1980s? How

should our curriculum develop? How do we blend specialization in depth with general education?

What language skills should an educated Canadian possess? Why do universities need independence from governments? How can this be achieved? What do we do to convince the public and the politicians that creativity demands independence, even financial independence, if a discretionary field for invention is to be permitted? It is time we addressed ourselves to these questions in both a pure and an applied way, in public and in private. If they are aired and pressed, in a militant way, the Administration of the university will become what it should be—a means of implementing the creative will of the university community, for the benefit of individuals and of society.

The raising of such questions starts in the realm of theory, but ends in specific administrative decision. To illustrate the kind of negativism from which we now suffer let us take a specific problem, that of research awards and teaching replacements.

In Canada excellent facilities exist for the financing and support of research by outstanding university scholars, and Dalhousie faculty have shown themselves more than competitive in winning such awards in nationally and internationally refereed scholarships and fellowships. In the present crisis these awards are of enormous practical benefit not merely

to the award winner, but to the university itself, which not only derives great prestige thereby, but also gains financially by bank interest payments on research funds and by securing new equipment.

The university's Canada Council grant for its own research fund is also based on a formula derived from the ability of its faculty to win nationally competitive research grants. But the **qualitative** opportunity is even greater than the financial benefit to the university. As expansion of new staff becomes impossible in present conditions, the dangers of a static faculty, with no stimulus of "new blood" from young scholars coming on staff, are apparent. So if two or three faculty members in a department win external research fellowships the university can replace them with new young scholars on temporary appointments, and still save several thousand dollars on the salaries of more senior professors who win awards. Exactly the same opportunity presents itself when, as not infrequently happens, a faculty member may request unpaid leave-of-absence to pursue his or her research (perhaps having won a small research grant or even at his or her own expense).

In the fall the university rightly does all it can to encourage such absences. In the spring, when the awards are announced, the university likewise makes much of the distinction brought to it by these successes. But then it fails to take advantage of the opportunity with which it has been presented. Staff on unpaid leave are **not** to be replaced, the chairman of a department is told. Congratulations are in order for the prestigious awards a department has won; but unfortunately the administration proposes to finance commitments

already undertaken and future salary increases from resulting savings in the salary budget.

This is administratively comparable to budgeting on the assumption that some of one's Loto Canada tickets will win. As a method of financing university operations, the practice is reprehensible. It is calculated to create hostility against high quality and achievement. The award winner is to go on leave; it is his colleagues who take up the burden as far as they can, and the students who pay the rest of the price. The practice is ludicrous and indefensible. The ultimate **reductio ad absurdum** will be that a department, if "too many" of its faculty are "too competitive" and win "too many" awards, would tell some of them that the needs of the department demand that they relinquish their awards and carry on with their teaching. The result is a net loss to the university's budget, a static faculty, and deepening depression of morale.

This article has focussed on a particular problem, and one which would seem easy of solution. It is intended to be a piece of constructive criticism, exposing a problem where existing policies actually lower the quality of our institution when the opportunity exists to raise it. We invite responses and other contributions in the same spirit, in the hope that a much wider debate can be provoked on many issues. The years of rapid university expansion did not bring unmixed blessings; the difficult years ahead could as well prove to be an age of improvement, if we respond to the challenge.

The preceding article was a cooperative venture of all the members of the Department of History.

David Braybrooke asks and answers the question:

The answer to the question posed in the headline is, "Not necessarily." Furthermore, there are strong arguments for thinking that professional responsibilities and the public interest may be better attended to after explicitly assigning to a union the pursuit of the economic interests of members of faculty and professional librarians.

It is important to be clear, to begin with, that the comparison is not with alternative arrangements under which those economic interests are renounced (as they might be by a company of monks living under the tender fatherly authority of their own elected abbot) or automatically harmonized with the public interest by an invisible hand working through market forces. Universities are not now staffed by monks and there is no prospect of their being so staffed; we need not go into the disadvantages of the solution, which exist, since it is so unlikely to be tried. Nor can the academic profession be regulated very closely by market forces. Given the protracted training and high degrees of specialization required, there is no way of approximating the perfect mobility of resources and other conditions that economic theory assumes in connecting market forces with the public interest. To impose all the external costs of fluctuations in the demand for university services upon professors and librarians, moreover, would be as unjust and as much against the interest of the public (when they are included in the public) as it is to impose all the social costs of innovation in transportation and other industry upon the workers there.

Will a faculty union detract from professional responsibilities and work against the public interest?

I am going to take it that professors and librarians do have economic interests, which it is legitimate for them to pursue; and that if it is legitimate for them to pursue those interests, it is legitimate for them to pursue the interests effectively. They should not be expected to rely on the bounty forthcoming from spontaneous charitable impulses on the part of the people whom they serve directly or indirectly. The people whom they serve, directly or indirectly, should not expect to get their services as a result of special sacrifices by the professors and librarians themselves, or special subsidies from their families. I do not think I was the only assistant professor helping at Yale University to civilize the enrolled children of plutocrats on the basis of substantial subventions to his household by his father.

The public does have an interest in keeping the resources allocated to universities reasonably mobile, so

that some of them can be diverted to other uses when they cease to be very useful there. A well-advised public will, of course, leave the universities some—a good deal—of discretion to decide what is in fact useful. The universities, however, in fairness to the public interest, must distinguish between keeping up the department of conchology with its present establishment—seven regius professors, with only half that number of students—and making sure that conchology, with its venerable tradition, is represented. It may deserve, under present conditions, only the minimum resources required for a visible contribution to university discussions, and a chance perhaps to live on in the hope of better days. The public should not accept any suggestion that departments as they now are are sacrosanct, so that what was once distinguished could not be again consolidated.

Given the variety of subjects to be represented, with different strengths

of staffing, in university programs, the public also has an interest in having those resources used reasonably efficiently while they are allocated to the universities. That means getting the right sort of resources in the first place: People with inventive minds, industrious habits, and expository skills, who are committed to being active on the research frontiers of their subjects so long as they hold professorial appointments; in the case of librarians, inventive and industrious people committed to keep their professional skills up-to-date as the tasks falling upon university libraries become even greater and more complex.

Normally, the public interest is best served by appointing people only after advertising the posts in question and conducting a wide search for superior candidates; and by systematically refraining from recruiting too near at home, from one's own students and cronies.

Normally, the public interest is best served by keeping people, once appointed, only if they continue to meet in their own disciplines fairly rigorous tests of standing, achieved by a flow of substantial contributions to science or scholarship. Librarians, of course, are expected to make contributions of other sorts; and some professors will have a good case for being kept simply through the excellence of their teaching. Yet just as all professors must expect to be held to teaching at least adequately, so all of them must expect to be held to keeping their teaching actively connected with the research going on in their subject.

Dr. Braybrooke is Professor of Politics and Philosophy.

Finally, the public (including the members of the public studying at the Universities) has an interest in having the services of professors and librarians at a reasonable cost, which we may perhaps take to mean, at a cost comparable with the cost of obtaining the services of people in other professions requiring comparable training and proficiency, continually renewed. Traditionally, professors (I do not know about librarians) have been willing to accept lower salaries than physicians or lawyers in return for having more control over their own time and more freedom to choose the subjects of their daily preoccupations. I conjecture that most academics would think a salary structure beginning somewhat higher than that of public school teachers and cresting somewhat below the top pay for physicians in public employment would be suitable. I conjecture further that the public would not think such a structure unreasonable. There is, therefore, perhaps something like a standard to go by.

Suppose a faculty union sets out frankly to bring salaries up to that standard, or to keep them there. Would the public interest in having an appropriate variety of subjects appropriately staffed be subverted in consequence? It is hard to see why. Some members of the union, serving on the union negotiating committee, will be more preoccupied with salaries than others; and more members

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DFA certification vote expected this week

The Nova Scotia Labor Relations Board was expected to hold a vote on campus this week following the formal application by Dalhousie Faculty Association for certification under the Trade Union Act.

DFA made the application on Friday, April 7, after its president, Dr. J. Philip Welch, had announced that the association had the required 40 per cent sign-up needed for a certification application.

In the sixth newsletter (dated April 4) issued by the DFA since March 13, Dr. Welch said:

"I am happy to announce that we now have a better than 40 per cent sign-up of faculty members for virtually any conceivable bargaining unit, including the possible but unlikely inclusion of clinical, medical and dental faculty. On the basis of present signatures, the sign-up proportion of the most likely bargaining unit is a solid majority of faculty."

Dr. Welch added that it was a remarkable achievement of the organizing committee, the active sign-up campaign being only four weeks old.

DFA will now propose to the Labor Relations Board that the bargaining unit should include all full-time members of the academic staff of Dalhousie who receive their salary from the university, except senior administrative officers such as the president, vice-presidents and deans, and also excluding clinical, medical and dental faculty.

This means the bargaining unit would include departmental chairmen, directors of schools and those with comparable appointments, professional librarians, instructors, demonstrators, and part-time faculty who teach two or more courses of their equivalent, or who receive more than 50 per cent of their total income from Dalhousie.

Dr. Welch said the advantages DFA hoped to achieve for this group, through certification and subsequent negotiation, were as follows:

1. The DFA to be the sole and exclusive bargaining agent.
2. A long-term contract with provision for binding arbitration on salaries and fringe benefits at annual intervals.
3. Provision for binding arbitration on questions of dismissal, redundancy, and financial exigency.
4. Provision of financial information to the Faculty Association including the names, status, rank of all members of the bargaining unit; a list of all proposed new appointments in all categories; copies of all written offers of appointment and of all letters of appointment, salary scales, and medians by Faculty, Department or Library; global salary budgets subdivided as required; annual financial reports and audits; budgetary projections and allocations; fringe benefit costs; budget reports, financial requests, and all other information provided to and received from the Maritime Provinces Higher Education Commission, the Council of Maritime Premiers, the Nova Scotia Department of Education, Statistics Canada, the Board of Governors of Dalhousie University and its committees and the Senate of Dalhousie University and its committees, except for personal files.
5. Matters concerning the criteria and procedures for appointment, reappointment, promotion, appointment without term (tenure), termination of appointment, and appeals by faculty members, may also be subject to bargaining, but including a requirement for the approval of the University Senate prior to implementation.

1977 slowest for unionization in U.S.

The last year has seen the slowest pace of academic unionization in the United States since the process started in 1968. The nation's three teacher unions gained collective bargaining rights in only seven four-year colleges and universities during 1977.

This was reported by its Washington correspondents in The Times Higher Education Supplement's Feb. 10 issue.

The Times said that a report by the University of California's Faculty Unionism Project at Berkeley shows that for the first time last year more four-year institutions rejected than accepted collective bargaining.

In eight elections involving 3,800 faculty members a majority of votes were cast for "no agent" rather than the American Association of University Professors, National Educational Association or American Federation of Teachers.

Twenty-three two-year colleges recognized bargaining agents during 1977 but 21 of them were in California where the state legislature first permitted collective bargaining in its community colleges in 1976. Three two-year colleges voted against unionization.

The seven four-year colleges unionized last year accounted for 2,600 academics, bringing the national total to 81,570 people organized in 196 institutions. Another 51,500 teachers work in the 290 unionized two-year colleges.

Estimates of the percentage of American academics who have been "organized" vary depending whether part-time staff, librarians and so on are included, but the overall proportion is thought to be roughly one quarter. It is higher in the community colleges and lower—perhaps 15 per cent—in the four-year sector.

"It is possible that some of the impetus behind the movement to unionize has diminished, but a more probable explanation is the saturation of the market for unionization in the states with supportive collective bargaining laws", according to Professor Joseph Garbarino, director of the Berkeley

project, and his staff associate Dr. John Lawler.

Virtually every public institution of higher education is already organized in the states of Massachusetts, New Jersey, Connecticut, Rhode Island, New York, Delaware and Hawaii, they say.

In Michigan, Pennsylvania and Minnesota the whole four-year public sector is unionized except for the major research universities. In Florida, all four-year colleges are unionized but most of the community colleges are not.

"In the absence of an expansion of collective bargaining rights for faculty into new states, faculty unions will find continued slow going. The 1976 bargaining law covering California community colleges dramatically demonstrated the importance of legislative extension in 1977", the Berkeley researchers report.

in U.S.

Dr. Morton Baratz, general secretary of the American Association of University Professors, predicted (THES, January 13) that very few of the 26 states that do not permit unionization of public colleges would pass collective bargaining legislation in the near future.

However, Professor Garbarino expects "creeping unionization" of American higher education to continue, with perhaps another 25 to 30 per cent of the country's academics organized into collective bargaining units in five years' time.

He thinks the collective bargaining movement will reach the nine campuses of the University of California and the 19 of the California State University and Colleges this year.

Senate committee seeks submissions

Senate has established an ad hoc committee "to negotiate such changes or clarifications of the present constitutional arrangements as might restore confidence among faculty and elsewhere that rational government through those arrangements including self-government is possible and can be made to work in this university."

The committee, consisting of Professors J.G. Aldous (Pharmacology), J.F. Graham (Economics), E.C. Harris (Law), D.W. Stairs (Political Science) and D.K. Yung (Pharmacy), wants to hear from members of the university community, and submissions and inquiries should be sent to Professor Stairs, secretary of the committee.

The establishment of the committee followed expressions of concern by members of faculty about the government of the university and the recent decision by the Dalhousie Faculty Association to seek certification under the Trade Union Act.

The committee has been asked to consider and report on:

- The desirability that all financial information be made available to Senate which it may find necessary in order to carry out its proper role in planning and in determining priorities within the university;
- The recognition of the authority of Senate in relation to regulations concerning appointment and tenure, and in particular that changes in existing regulations should require the approval of Senate, not merely consultation with it; and
- The need for an understanding with the Faculty Association concerning the relationship between Senate and the Faculty Association on responsibility for questions concerning appointment and tenure.

A faculty union and the public interest

(Continued from page 8)

than before may frankly express an interest in higher salaries. Is any member likely, however, to become exclusively preoccupied with salaries? In fact, members of the union will go on taking part in their respective scientific and learned societies, thereby, one may hope, keeping abreast (in every sense) of current standards of proficiency. They will also go on taking part in the deliberations about university programs of departments, faculties, and the Senate. Having matters of salary handled quite separately from the business of these bodies may help them to focus better on their business. Certainly the roles that people would be playing in them might be more sharply defined as excluding interested economic calculation.

It is an illusion to suppose that in practice they are so defined now. On the contrary: Though personal interests in higher salaries are not often closely reflected in positions taken up on the academic policies debated by departments, faculties, and senates, personal interests in keeping jobs and in adding them continually exert an important, though unacknowledged influence.

How does the department of conchology happen to be offering an MA program in non-mathematical statistics? The answer is quite simple: Foreseeing hard times for conchology,

it started up its own job-protection and job-expansion program. A class or two long-offered in "Shell-Collecting (a Statistical Approach)" became the nucleus for a whole new development, which has carried the whole department some distance away from conchology as previously conceived. Why did the Department of Egyptology vote to a man—or rather, to a person, man, woman, and child—against allowing any credits for classes in conchology towards the BA degree, unless and insofar as individual departments in the humanities listed such classes as acceptable in their eyes for students majoring in their departments?

The Egyptologists invoked, of course, high ideals of scholarship in the humanities and alluded in particular to the ancient Platonic alliance between the humanities and mathematics. Clearly, they and others were genuinely troubled by the idea of classes in non-mathematical statistics. Yet one need not be very cynical to suspect that the Egyptologists did not want to lose any more enrolments than they could help to the conchologists, while the conchologists were eager to gain as many as they could, and would not mind picking up a number at the expense of Egyptology.

Suppose a faculty union, after some success in raising salaries, turned to the issue of job protection. Would it work, with professional irresponsibility, against the public interest? Now,

conceivably it might: Associations in pursuit of economic interest, whether they are unions or associations of manufacturers, always pose some danger of doing so. In respect to this issue there is, however, some hard evidence about what faculty unions do. What they do is a good deal more open and above-board than what the departments of conchology and Egyptology did in my example, and were allowed to get away with doing by the faculties and senates that were bound in principle to check them.

What a faculty union does in this connection is incorporate in its collective bargaining contract a redundancy plan, which typically has the following features: A committee representing the university Senate investigates the contention by the Administration that a certain program is redundant and that financial exigency makes it impossible to keep on with it, or keep on with it at its present scale. If the contention is substantiated, efforts are made to transfer staff involved in the program to other jobs in the university. When the possibilities of such transfers have been exhausted, and staff members have to be laid off, they are laid off with compensation, account being taken of tenure and seniority; they are also guaranteed first chance at being rehired if the programs should be revived. Obviously, such a plan does not remove all the agony of redundancy and displacement; it does, however, go some distance toward meeting the public interest in keeping resources reasonably mobile, and it does so in a way that mitigates the costs suffered by the people who have to move.

Naturally, people will strive to keep themselves and their departments from running any danger of being declared redundant. So the existence of a redundancy plan will not remove all the pressure working for job protection under cover of debates about curricula in faculty and senate meetings. It should, however, substantially reduce the pressure; and, by shifting the ultimately agonizing problem to an arena where the public

interest can be more directly heard, it would indicate by example how such matters should be treated. The example, again, assists the public interest by separating roles. Faculty members, acting as union leaders to advance the economic interests of themselves and their colleagues, negotiate the redundancy plan. Faculty members—union members, but not

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Conflict & change in the Horn of Africa

A workshop on "Conflict and Change in the Horn of Africa", sponsored by the Centre for African Studies, was scheduled to be held yesterday (April 13). Dr. T.M. Shaw, Director of the Centre, chaired the first session in the seminar room of the centre at 1444 Seymour Street from 2:30 to 5 p.m. Speakers at the session, entitled "Historical Perspectives: Economic, Political and Regional", were Dr. Z.A. Konczacki of the Economics Department; Dr. Zewde Gabrie-Sellassie, Department of Technical Co-operation, United Nations; and Omari Kokole, a graduate student in political science at Dalhousie.

Dr. Gil Winham, Director of Dalhousie's Centre for Foreign Policy Studies, was scheduled to chair an

evening session from 6 to 8:30 p.m. on "Contemporary Issues: Strategic, Ideological and Global" in Room 303 of the Arts and Administration building. Speakers at that session were Dr. Peter Schwab, Department of Political Science, State University of New York; Dr. Dunstan Wai, visiting research fellow at the Rockefeller Foundation; and Professor Michael McGwire of the Chair of Strategic Studies at Dalhousie.

An "African Celebration" was scheduled in the Green Room of the SUB from 8:30 to 11 p.m. The celebration was organized by a group of African students to replace the cancelled "Africa Night." The students offered African food, a discotheque and a cash bar.

BOOKED FOR SURGERY? KNOWING WHAT TO EXPECT CAN EASE YOUR WORRIES

By Julia Wong
of the School of Nursing

If your family physician told you that you were booked to enter the hospital for an operation next week, how would you feel about it? In all probability, you would experience any one of the following feelings: fear, anxiety, worry and anger.

You may know very little of the nature of the proposed operation; you may not know what to expect after surgery. You may feel lost and helpless. You may wish your doctor were available to answer questions which you might have concerning the operation and the anaesthesia. You feel that by obtaining some information about the operation you might understand the surgery better, thus alleviating some of the anxieties and fears which you might have.

It is with this in mind that I write this paper. It attempts to provide answers to questions about surgery. These questions and answers are not, by any means, all-inclusive. Nonetheless, they represent queries which are often raised by many pre-operative patients.

Q. Is it normal and usual for a pre-operative patient to feel frightened of and anxious about the forthcoming surgery?

A. Yes, this is a normal and usual response to a stressful situation—impending surgery. Your fear may be a fear of anaesthesia, of pain, of the unknown and of destruction of body image.

Q. What should I do about these fears and anxieties?

A. It depends upon what you usually do to cope with stresses. Many pre-operative patients find it helpful to talk about their fears and anxieties with their doctors, nurses, ministers, or family members. On the other hand, some patients prefer not to talk about them with anyone.

Q. Would I come out of the anaesthetics safely?

A. Yes, most of the patients recover from the general anaesthetics safely, and without complications. You will feel somewhat groggy and nauseated; this is often due to the effects of the anaesthetics on your body system. However, these feelings are temporary; they usually disappear in about three to four hours after your return to the unit.

Q. What is the purpose of shaving the hair from the area to be operated on?

A. The purpose is to make the operative site as clean as possible for the proposed surgery.

Q. Why will I not be allowed to eat or drink after midnight the night before surgery?

A. This is to prevent vomiting and aspiration of the vomitus (getting vomitus into respiratory tract) while the anaesthesia is being given.

Q. Why is it important that I breathe and cough deeply after the operation?

A. Deep breathing facilitates the expansion of the apex of the lungs after a general anaesthetic. Deep coughing allows you to bring up mucous from deep in the respiratory tract formed by the irritation during general anaesthesia.

Q. Why does the nurse give me an intramuscular injection immediately before taking me to the operating room?

A. The intramuscular injection you receive before going to the operating room is called the "pre-operative medication". It serves the following purposes: to lower reflex irritability and body metabolism; to depress mental activity and make you drowsy; to decrease secretions of mucous membranes.

Q. Will I experience a great deal of pain after the operation?

A. You will experience a certain amount of pain; it is usually due to tissue trauma and operative procedures. The pain can be easily relieved by pain medications. Generally speaking, the intensity of pain is reduced to discomfort by the second or third post-operative day.

Q. How long would I have to stay in bed after surgery?

A. It depends on the nature and extensiveness of the operation. Generally, you are allowed to get out of bed within 24 to 48 hours after the operation.

Q. When I get up, will I break the sutures?

A. Not likely, because the sutures are usually unbreakable. But you might require assistance from nurses the first time you get out of bed.

Q. When do the sutures come out?

A. Sutures (black silk, nylon, or fine wire) or metal skin clips used to join the skin edges are of no value after the sixth or seventh day. Therefore, they usually come out six days after an operation.

Q. Is it common for a post-operative patient to experience difficulty in voiding [passing of water from the bladder]?

A. Yes, it is. This is probably due to the effects of the general anaesthetics on the bladder. In addition, incisional pain also causes tenseness which can inhibit voiding. In most cases, such difficulty is temporary. Normal voiding usually returns after the first 24 hours.

Q. What causes post-operative hiccup?

A. The actual cause is unknown; it is possibly due to abdominal distention, which can displace the diaphragm upwards or the effect of the anaesthetic.

These questions and answers are intended to provide some general information about surgery. No doubt many readers will find it either too general or superficial. Questions about specific types of operations can best be answered by doctors or nurses.

Family medicine centre at McGill

McGill University recently opened a new centre for the advanced training of physicians and nurses who hold master's degrees and who intend to teach family medicine and are sponsored by their teaching institutions. The Kellogg Centre for Advanced Studies in Primary Care, funded by a \$1.4 million grant from the W.K. Kellogg Foundation, is located at the Montreal General Hospital.

(Continued from page 9)

currently union leaders—act as representatives of Senate, committed to upholding the interest of the university and of the public, to carry out the plan as objectively as possible.

I have argued that attention by a faculty union either to salaries or to job protection can very well work out, not contrary to the public interest, but more favorably to it than present arrangements. I could advance a similar argument respecting attention by a faculty union to other matters, like work load and criteria for promotion and tenure. Instead, I shall attempt a systematic review and consolidation of the principles at work in these arguments.

The two conditions helpful to giving due weight to the public interest on which I have chiefly relied are, first, **publicity** for issues and the matters at stake in issues, and second, **role separation**. I conceive of these conditions as operating together and reinforcing each other in their effects. Now, the conditions are realized in different ways, with variable effects, depending on whether they operate in the way of **self-restraint**; or in the way of what I shall call **semi-external restraint**; or in the way of **external restraint** proper.

Self-restraint is, I think, a factor much relied on by the opponents of faculty unions. I agree with them in ascribing it considerable importance: Hardly any social institution (not even a prison) could run in a tolerable way, or even run at all, if most people most of the time did not refrain from seizing on the opportunities for delinquency that they come upon. Hardly any social institution would be tolerable either, if most people always insisted on maximizing their individual gains from co-operation. I do not think it is plausible to suppose that on joining a faculty union professors and librarians who have hitherto been moderate and co-operative, are going to be transmogrified into creatures of unlimited greed, pressing every moment for maximum personal advantage. On the contrary: The coming of a union, by giving more effect to publicity for economic interests and more effect to role separation, would strengthen self-restraint, where to act otherwise would detract from professional responsibilities and work against the public interest. It would do so by reminding people what they were about, and making it clear that some contexts were suitable places for pursuing economic interests, while others were not.

What I call **semi-external restraints** are restraints on the faculty union exerted by other organizations to which members of the union belong, or, to be more precise, by other organizations composed entirely of such members and their professional colleagues. Some of those organizations are internal to a given university: The departments, the faculties, and the Senate are the leading examples. The others—learned societies; scientific associations—are external. Typically—only by a rare and transitory coincidence would it be otherwise—these other organizations, at any given time, will be led by a different assortment of professors and librarians from the assortment currently leading the faculty union. The leaders will also be playing distinctive roles—the more distinctive, and the more the distinctiveness is appreciated, the better. A faculty union can assist, by its very existence and activity, in keeping the distinction clear. On the other hand, trying to give Senate tasks in which the protection of professors' and librarians' economic interests is the chief consideration seems bound to confuse the roles that people are to play in senate. The university and the public would lose thereby some of the principal advantages of having issues opened for public debate there, on terms that make academic policy the chief consideration.

The semi-external restraints are not uniformly and comprehensively reliable, even taken together with as much self-restraint as we can expect (a good deal). The learned societies, for example, serve the public interest by maintaining public tests for proficiency. The tests are not beyond criticism: They often are narrow and rigid and so create a problem about innovation. That, however, is a different problem. It is useful for the public to have tests for proficiency that are not under the control of any union—or of any one department or university, for that matter. Likewise, it is useful to have departments and faculties and senates preoccupied, if they are properly organized and given properly defined roles, with the content and standards of programs offered at their particular universities. Yet departments and faculties and senates are all too liable, after all, to confuse their joint interest, in holding on to the resources that they have and getting more, with the public interest in giving them more, or even allowing them so much. And a learned society is naturally inclined to think that whatever redundancies may appear in other fields the public will always be better off by keeping its own members fully employed. The Conchological Association feels that way about conchologists, very strongly; and the Egyptological Society feels equally strongly about the employment of Egyptologists.

So we come in the end to the necessity of invoking, in addition, the **external restraints** proper, where we do not have faculty members playing another role checking faculty members playing the role of union leaders, but organizations composed, in principle and for the most part in fact, of quite different people. Among these organizations I would group the administrative officers of the university, when they are acting for the Board of Governors, and the Board of Governors itself; the Maritime Provinces Higher Education Commission; the provincial government. These are the bodies that must speak for the public interest, when there is any danger of a faculty union pressing its demands too far. However, it is just here—not, I think, on the side of the faculty and librarians, organized as a union or not so organized—that the current situation is most problematic.

I do not mean that it is problematic because there are still people playing multiple roles, or at least familiar with them from experience—administrators who have not ceased to be professors; commissioners who were once university administrators—so that the dividing line at which the external restraints proper begin is not precise. The multiple roles are all to the good, increasing mutual understanding; and the line is precise enough for my argument, which depends on division of labor, not upon division between men.

The trouble is that no one knows where the Administration and the Board of Governors stand, exactly, respecting powers to bargain with the faculty. They operate under limits set by the Maritime Provinces Higher Education Commission, which can be appealed to and reasoned with no doubt, but which also has veto power over budgets and programs. The commission in its turn must be very uncertain about how much power any provincial government is willing to give it. Of course, the governments will be inclined to back its negative decisions; but they seem to feel free to ignore its positive recommendations. Can one believe that the commission has enough credit with the government of Nova Scotia to represent either the interests of the universities to the government or the interest of the public to the universities—better, to the universities and to the government at the same time? I do not think so; and I do not think its credit was helped by the failure of the commissioners to resign (instead of

falling abjectly into line) when their latest recommendations were scorned by the government. Perhaps they were not themselves in economic positions as persons to resign; but if so, then the commission should be recruited on a different basis so that it does have members in a position to make a stand for their convictions.

Given some measures of reorganization among the external restraints proper—measures that I think the spread of faculty unions will encourage—I think we may conclude that while the situation does not guarantee infallible adherence to the public interest by a faculty union, the situation is actually more favorable to a faculty union's doing so than the situation in which most unions are organized. Few unions face anything like the semi-external restraints that exist in the university situation; those that do—the approximations to unions that advance the economic interests of physicians and lawyers—face less definite and less organized external restraints. There is no reason to believe that unionization itself will remove the combined restraints, external and semi-external, any more than it will remove the external restraints proper, or utterly abolish self-restraint.

Most of what I have said—perhaps all—could be applied to having a faculty association bargain on economic issues under a special agreement rather than as a certified union. The choice between having a special agreement and having a union turns in my view on other considerations. It suffices for my present purposes to contend that a union would do as well by professional responsibilities and the public interest as an association bargaining under a special agreement.

Ethics report from MRC

The Medical Research Council has released the report of a working group on ethics in human experimentation. Established two years ago, the group included representatives of the public as well as medical researchers. To help doctors make moral decisions, the group has attempted to add philosophical and religious dimensions to its deliberations in recommending a set of guidelines for human experimentation.

The report recommends that MRC, as the principal source of medical research funds, should continue to assess the ethical aspects of projects it funds, but that the primary responsibility for maintenance of high ethical standards should rest with the institutions where the research is performed.

University review committees, the report says, should include members of the lay public as well as the scientific community and should have the power to prohibit any research project or to impose modifications in the procedures.

Horrocks delegate to cont. ed. meet

Dr. Norman Horrocks, Director of the Dalhousie School of Library Service, has been invited to be one of 50 participants in a national conclave for establishing a recognition system for continuing education for librarians, information scientists and media specialists.

The meetings will be held in Washington, D.C. June 1-2, and are organized by the Continuing Library Education Network and Exchange. Dr. Horrocks will be the Canadian representative at this meeting on behalf of the Canadian Library Association's Continuing Education Co-ordinating Group, which he chairs.

The aim is to establish a recognition system model whereby continuing education courses in librarianship, information science and media can be used for certification purposes in the United States and Canada.



Medicine, Dentistry supreme

Medicine and Dentistry took the top honors—the Supremacy Awards—in the men's inter-faculty and co-ed sections respectively, during the 1977-78 Intramural and Recreation year.

At the annual awards banquet of the Intramural and Recreation services section of the School of Physical Education, Athletics and Recreation Services director Ken Bellemare gave a slide presentation on the progress of the Physical Education, Recreation and Athletic Centre now under construction.

Dr. Sandy Young also gave a slide-illustrated presentation on the history of the early Olympics in Greece and Rome.

OTHER AWARDS:

Men's Inter-Faculty:
 Flag Football: "A" Division, Law; "B" Division, Medicine.
 Soccer: "A" Division, Science; "B" Division, Engineers.
 Volleyball: "A" Division, Dentistry; "B" Division, Medicine B.
 Softball: Medicine.
 Men's Basketball: "A" Division, T.Y.P.; "B" Division, Oceanography; "C" Division, Psychology.
 Bowling: Dentistry.
 Ice Hockey: "A" Division, Medicine; "B" Division, Commerce.
 Floor Hockey: T.Y.P.

Dr. Arend Bonen (above), of the School of Physical Education, has been appointed to the prestigious Winegard Visiting Professorship at the University of Guelph.

Dr. Bonen will spend three months at Guelph, teaching techniques developed at Dalhousie to faculty there, and conducting seminars with faculty and students. He will also continue his research.

Dr. Michael J. Ellis, Director of the school, said Dr. Bonen's appointment reflected the high regard in which he is held across the country.

The Annual Intramural—Recreation Awards



Medicine (left) and Dentistry receive their supremacy awards. (Paul Morris Photos)

Women's Sports:

Volleyball: T.Y.P.
 Basketball: Medicine.

Co-ed Sports:

Basketball: Medicine.
 Volleyball: Medicine.
 Broomball: P.E.
 Bowling: Dentistry.

Men's Residence:

Basketball: Henderson.
 Hockey: "A" Division, Bronson; "B" Division, Park Victoria.

Individual Awards:

Golf (Men's): "A" Division, Terry Fogarty—Dentistry; "B" Division, Ian Zatzman—Science; "C" Division, David Fanning—

Engineers:

Golf (Women's): Marilyn Riley—Nursing.
 Tennis (Men's Singles): Daryl Wightman—Geology.

Canoe Races (Men's): Brian Stackhouse—Dentistry; Ian Doyle—Dentistry.

Canoe Races (Women's): Marina Sexton—Dentistry; Valerie Biskupski—Dentistry.

Cross Country "turkey trot": Faculty Division, Bob Book—Phys. Ed.; Men's Inter-Faculty, Tim Prince—Science; Women's Division, Shelley Deakin—Phys. Ed.

Appreciation Awards:

Special: Dr. Michael Ellis; Nila Ipson.
 Intramural Council sport representatives:

TYP, Garfield Yakatmuck; Engineers, Tim Arthur; Pharmacy, Mike Aucoin, Cheryl Penderson; Medicine, Ellen Wood, Greg Donald; Dentistry, Tim Foley; Pine Hill, John Murray, Jim Stewart; Geology, Greg Davidson; Science, Tim Prince; Commerce, Allan Fitzgerald; MBA, Steven Plummer; Shirreff Hall, Ruth Ann Fair; Law, Jim Ferguson.

Supervisor's Appreciation Awards: Heather Shute, Terry Bontempo, George Matthews, Lenny Vickery, David Cook.

Library Service alumni meeting

The first "regional" meeting of alumni of the Dalhousie School of Library Service is planned for Ottawa on April 21. Organized by Marilyn Rennick, University of Ottawa (class of Ottawa, Montreal and Kingston) from MacDonald, Dalhousie Health Science librarian and lecturer in the School of Library Service, will also attend.

Victorious joggers

The University of Victoria won the joggers' challenge against the University of Waterloo with 12.7% of the student-faculty population registered as joggers against Waterloo's 7.02%.

Musical Spring thing April 19

"Spring Thing No. 3, Murphy's Law and a Lot More" is an evening of music ment collaborations, to be given on Wednesday, April 19, at 8 p.m. in the Dunn Theatre of the Arts Centre.

The concert, under the direction of Steve Tittle of the Music Department, will feature a variety of "experimental" material which has been developed by the Experimental Music class, and Murphy's Law. Featured performers include Francine Boucher and members of her Joie de Vivre dance studio. Admission is free.

More emphasis on Springwear

Tired of winter and your cold weather wardrobe?

Yearn for spring and something new to wear?

Then come to the Dalhousie Arts Centre from April 21 to 23 and browse among Maritime craftsmen and their wares. You may find something to suit your taste.

The craftsmen have been working all winter and are eager to display their new lines. In keeping with the season, the show will feature more clothing and have less emphasis on the small items which are so popular at the Christmas fair. Phyllis D'Entremont will be showing dresses and shirts in fabrics which she designed herself and silk-screened. The Brannens will be there with their leather goods and a couple of weavers will be represented.

The craftsmen are aware that Mother's Day is around the corner and there'll be plenty of gifts to choose from. A master glassblower from New Brunswick will be selling vases and various other glass items. A Prince Edward Island silversmith will be showing both silver and gold jewellery. Halifax artists Anca Laxer and Deborah Crowle will be there with pen and ink drawings and the Amos pewterers will also be on hand. Plan to stay for lunch or supper; the staff of the Bean



Sprout will have "organic snacks that taste good".

The show is organized by former Information Officer and University News staffer Kate Carmichael, and replaces the ORT show which is not being held this year.

As usual, Ms. Carmichael is exercising strict quality control and customers can be assured of top-quality purchases.

CROSSWORD

ACROSS No. 2755

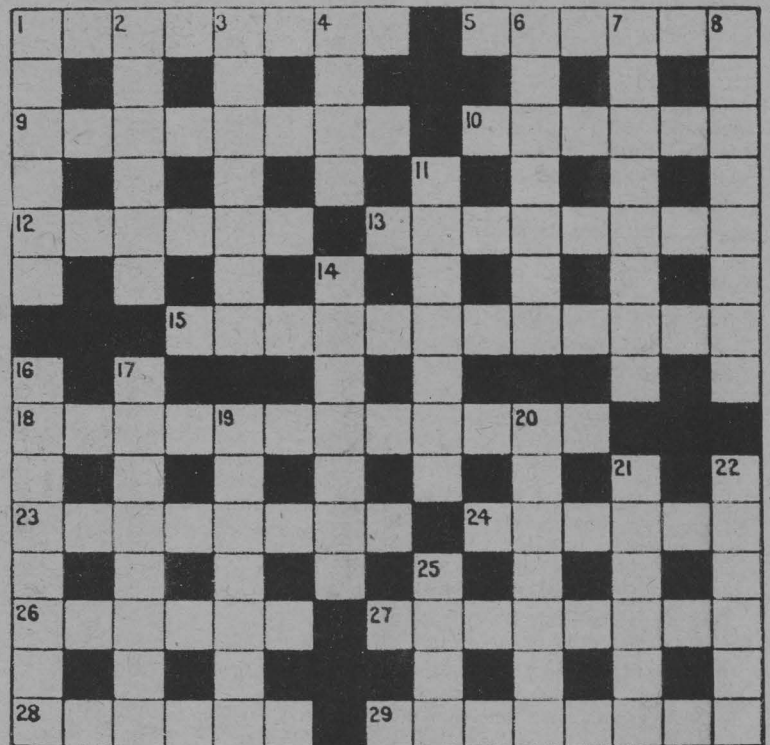
- 1 Recommend someone for a suit. (5)
- 5 Poster redesigned in a hurry. (6)
- tried about a crime. (8)
- 10 Explosive effect from the features (6)
- 12 Jacket not generally approved for smoking. (6)
- 13 Fred's toe is broken—remove the timber. (8)
- 15 Bit of good fortune—but don't pat the tiger and expect it to be! (6, 2, 4)
- 18 But is it used for hoisting quadrupeds aboard? (6-6)
- 22 Have a go without an undergarment in burlesque! (8)
- 24 Part of the team, but not on the wing! (6)
- 26 Take part in French wager. (6)
- 27 European ace is a heaven-sent guide. (4, 4)
- 28 Ay, Ted's wild, but industrious. (6)
- 29 There's not so much about the girl with that slim quality. (8)

DOWN

- 1 Deadly arithmeticians? (6)
- 2 "In gallant trim the gilded—goes" [Thomas Gray]. (6)
- 3 Institution giving you an outlet after study. (7)
- 4 River elevations of course. (4)
- 6 Departs at speed, but there are no scores to be had. (4, 3)
- 7 Use egg in recipe, even though it may go off. (5-3)

- 8 Too much to understand and catch up with. (8)
- 11 "My great — had stomach for them all" [Othello]. (7)
- 14 Having a way with the pen, yet displaying no pretentious—
- 16 Dress-tie knotted by journalist? (8)
- 17 Fish after net's broken and get in a mess. (8)

- 19 Amalgamate in one concise edition—came out this way. (7)
- 20 Girl eager to make cloth. (7)
- 21 Not much illuminated, then let out. (6)
- 22 The German, sir, has returned with the kind of powder you want.
- 25 The only fish in the sea? (4)



—The Sunday Times Service

This is the last crossword of the 1977-78 series. University News' final issue of the year appears on May 5, and the solution to this week's puzzle and the name of the winner will be published then. A prize of \$10 is awarded to the first correct entry opened. Entries should be submitted to Crossword, University News, Information Office, Old Law Building. All members of the university community except the staff of the Information Office and others involved in the production of the paper are eligible to enter the contest.

SOLUTION TO CROSSWORD NO. 2752

Across: 4, Socrates; 8, Palate; 9, Aspirates; 10, Layabout; 11, Collar; 12, Caroused; 13, Enticing; 16, Anatolia; 19, Ringlets; 21, Sierra; 23, Manuring; 24, Dormouse; 25, Intent; 26, Redolent.

Down: 1, Malabar; 2, Paramount; 3, Felon; 4, State Department; 5, Capacity; 6, April; 7, Entrain; 14, Cellarets; 15, Pleasure; 17, Noisome; 18, Stoning; 20, Nuncio; 22, Romeo.

Winner of the March 31st puzzle prize was Meg Whyte, of the School of Library Service.

CAPSULE: Calendar, Notices, People and Places

PEOPLE

Dr. G. Stroink of the Physics Department gave a lecture, "Measuring the Magnetic Field of the Heart", using a super conducting sensor at UPEI in March.

Dr. Michael Webster, director of the School of Human Communication Disorders, has published a book entitled *Research and Source Guide for Students in Speech Pathology and Audiology*. Co-author of the book is Dr. Gordon Holloway, V.A. Hospital, Hot Springs, South Dakota.

Dr. Michael Seltz of the School of Human Communication Disorders has published an article, "Brain and Language" in a new journal, Vol. 5, 1978 and a paper, "Neurophysiological instrumental for the Study of Speech and Language Performance" printed in the journal of the Atlantic Provinces Linguistics Association.

Professor **Cecil Dipchand** of the School of Business Administration has collaborated with J.C. Van Horne of Stanford and J.R. Hanrahan of Brock University to produce two text books for MBA students. Both are published by Prentice-Hall of Canada. The titles are *Fundamentals of Financial Management* (Canadian third edition, 1978) and *Financial Management and Policy* (Canadian fourth edition, 1977).

Gordon Robert, associate professor in the School of Business, recently served as guest lecturer at Ohio State University's School of Business. Professor Roberts whose major interest is in the field of finance and investment, led a seminar dealing with financial economics and finance.

Colleague **Richard Chesley** has delivered lectures at most major business schools in the U.S. in the past five years. All of the talks have dealt with aspects of accounting. This fall he will take part in a symposium at Ohio State University which has as its theme *Behavioural Experiments in Accounting*.

The meeting is designed to indicate the progress of research in this field since the first symposium which took place in 1971. Papers read at the symposium will be reviewed by behaviourists. Chesley's paper is entitled *Communication of Uncertainty in Auditing Working Papers*.

John Orkar and **Rex O'Mara** of Nigeria and Uganda respectively, who are both PhD students in history, travelled to Barrington Passage High School at the beginning of last month to speak to the students on world problems. Mr. Orkar spoke on "The New Economic Order in Nigeria" and Mr. O'Mara delivered two addresses: "Problems in Uganda" and "Ancient Africa to the Year 1000 AD".

Dr. T.M. Shaw, Director of the Centre for African Studies, and **Ralph Ochan**, a Ugandan PhD student in political science, addressed a "Literature of Imperialism" class at Prince Andrew High School, Dartmouth, on "The New International Order" at the end of last month.

Dr. W.J. Archibald, Dean of Freshmen, made arrangements for principals and guidance personnel from the Halifax-Dartmouth area high schools to visit the university on March 31.

Two fourth-year physics students have brought honors to their department. **Jefferey Dahn**, Lunenburg, placed in the top 10 students across Canada who wrote the Canadian Association of Physicists examinations. **Robert Rodger**, Halifax, has been awarded a NRC 1967 Science Scholarship.

Dr. Robert O. Fournier, associate professor of oceanography, visited northern Ontario and Quebec last month on a speaking tour for The Canadian Club. He spoke to clubs in North Bay, Pembroke, Sherbrooke and Shawinigan on "The World Beneath the Sea."

CALENDAR

APRIL

- 14 AMC. "Executive Secreatry Workshop"
- 13-14 CME Short Course in Physical Medicine for Family Physicians
- 14 Friday-at-Four. Scientific Basis of Medicine. Dr. Holger Hyden, Univ. of Gottenborg, Sweden, "Behaviour and Protein Alterations in Brain Cells". Theatre A, Tupper Bldg.
- Science Fiction Horror Cinema. "The Seven Faces of Dr. Lao" (1964), 7 & 9 pm, Room 2815, L.S.C.
- 19 Physics Seminar. Prof. H. Eugene Stanley, Boston Univ., Percolation, Polymers & Paramagnets: Current Concepts and Conjectures". Room 101, Dunn Bldg. 4 pm
- 19-20 AMC Seminar. "Managing the Unsatisfactory Performer".
- 21 Friday-at-Four. Scientific Basis of Medicine. Dr. S.J. Peerless, Univ. Hospital, London, Ont., "Cerebral Revascularization - Technique or Therapy?". Theatre A, Tupper Bldg.
- Science Fiction Horror Cinema. "Jason and the Argonauts" (1963), 7 & 9 pm, Rom 2815, L.S.C.
- 25-26 AMC. "Improving Managerial Skills"
- 26-27 AMC. "Transportation/Distribution Workshop"
- 28-29 CME. "Certification in Family Medicine Workshop" for family physicians
- 28 Science Fiction Horror Cinema. "Creature from the Black Lagoon" (1954), 7 & 9 pm, Room 2815, L.S.C.

AT THE ARTS CENTRE

DALHOUSIE REGIONAL FILM THEATRE

- April 16 - Marquise of O (1976, France/Germany with English subtitles). Cohn. 8 pm
- April 23 - To Be Or Not To Be (1942, U.S.A.). Cohn. 8 pm

ART GALLERY

- April 11 - April 30 - Jon Whyte - Concrete Poetry
- April 16 - May 15 - Czech Film and Theatre Posters
- April 16 - May 15 - Audio-Visual Development

MUSIC

- April 19 - Murphy's Law - "Spring Thing No. 3". Dunn Theatre 8:30 pm

REBECCA COHN AUDITORIUM

- April 18 - 19 - Preservation Hall Jazz Band. 8:30 pm
- April 21 - 22 - Vera Lynn, Sweetheart of the Troops. 8:30 pm
- April 25 - Luis Rivera Spanish Dance Company. 8:30 pm
- April 29 - Oscar Peterson, jazz pianist. 8:30 pm
- May 1 - 4 - Sizwe Bansi is Dead, topical contemporary Black theatre. 8:30 pm

Diamant returns to Halifax

Bernard Diamant, Canada's most renowned and respected teacher of voice, will return to Halifax on April 30 to give, in conjunction with the Dalhousie Music Department, a master class in the interpretation of art song repertoire.

Mr. Diamant, a member of the Faculty of Medicine at the University of Toronto, was elected to the Jury of Le Concours International du Chant de Paris, an international vocal competition held yearly in Paris.

Auditions for the class to be held at Dalhousie are scheduled for April 30 and, on the evening of May 2, a public recital will be held.

Susan Ashley of the Faculty of Law has been appointed a member of the Halifax and County West Residential Tenancies Board.

Professor A.L. Foote of the Faculty of Law attended a drafting meeting in Ottawa on the Report of the Task Force of the Canadian Council of Children and Youth in March.

Dr. Malcolm Ross of the Department of English was appointed by Order in Council to the Board of the National Library of Canada; and by the Canada Council to the Board of Directors of the Canadian Institute for Micro-reproductions. Dr. Ross was invited to visit and review the graduate program in the English Department at UNB.

Dr. Rowland Smith delivered a talk entitled, "British Writing During the Second World War" at the University of New Mexico in Albuquerque.

Students of voice, teachers or professional singers are invited and encouraged to apply for an audition, at which time 12 will be selected to perform during the classes and the final concert.

For further information, please contact the Dalhousie Music Department, 424-2418.

ALMANAC for remainder of 1977-78

APRIL, 1978

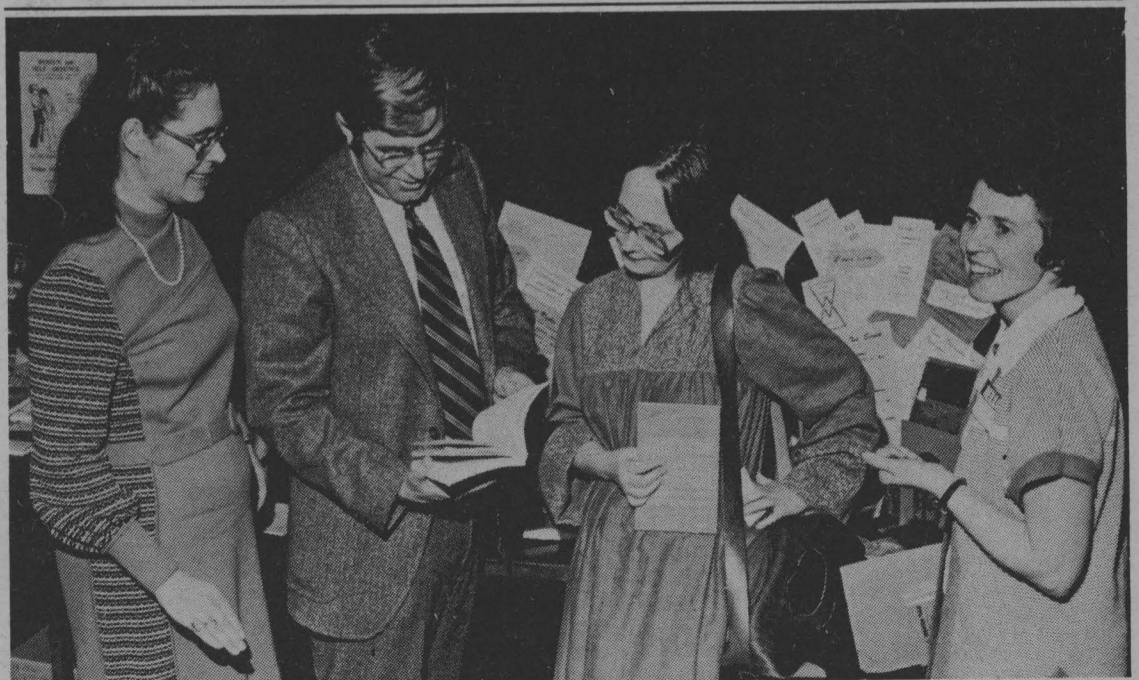
- Friday, 14**
Examinations begin. *Law* (2nd and 3rd years).
Last day of classes and field instruction, *Social Work* (2nd year).
Last day for receiving applications for admission, *Physiotherapy*.
- Monday, 17**
Examinations begin. *Dentistry* (4th year), *Dental Hygiene* (2nd year).
- Friday, 21**
Last day for Faculty receiving theses from those expecting a graduate degree in May.
- Friday, 28**
Last day of classes and field instruction, *Social Work* (1st year).
- Saturday, 29**
Last day for receiving applications for admission to the *School of Library Service* session beginning in September 1978.
Last day of examinations. *Law* (3rd year).
Last day for receiving applications for admission from foreign students other than Americans, *Arts and Science*.

MAY, 1978

- Monday, 1**
Last day for receiving applications for entrance to the *College of Pharmacy*, commencing in September, 1978.
- Tuesday, 2**
Summer practicum term begins in the *School of Human Communication Disorders* and continues 5-8 weeks.
- Wednesday, 3**
Examinations end. *Law* (2nd year).
- Friday, 5**
Last day of classes. *Law* (1st year).
Senate meeting to consider candidates for the award of degrees, Spring 1978.
- Saturday, 6**
Examinations begin. *Law* (1st year).
- Sunday, 7 - Tuesday, 9**
Post-College Assembly—*Dentistry*
- Monday, 8**
Registration and beginning of classes, *Chemistry 240*; (1st session of *Summer School*).
- Wednesday, 10**
Convocation—*Dentistry* and *Dental Hygiene*.
- Thursday, 11**
Convocations. (*Administrative Studies, Arts and Science*)

Friday, 12.

- Convocations. (*Health Professions, Arts and Science*).
- Monday, 15**
Summer School registration (1st session).
Second year begins, *Outpost Nursing*.
Examinations end. *Law* (1st year).
- Tuesday, 16**
Summer School begins (1st session).
- Friday, 19**
Last day of classes, *Dentistry* (1st, 2nd and 3rd years), *Dental Hygiene* (1st year), *Medicine* (1st, 2nd and 3rd years, subject to change).
Faculty of Law Convocation.
- Monday, 22**
Victoria Day—University holiday.
- Tuesday, 23**
Examinations begin, *Dentistry* (1st, 2nd and 3rd years), *Dental Hygiene* (1st year).
- Wednesday, 24 - Friday, 26**
Examinations. *Medicine* (4th year, L.M.C.C.).
- Saturday, 27**
Convocation. *Medicine*.
- Monday, 29 - Wednesday, 31**
Examinations. *Medicine* (1st, 2nd and 3rd years).
- Wednesday, 31**
Last day for receiving applications to:
Bachelor of Nursing for Registered Nurses, Diploma in Public Health Nursing Program. (Consideration is being given to the termination of the Diploma programme in Public Health Nursing after the 1977-78 academic year.)
Last day for receiving applications for admission to *Graduate Studies* from overseas students (outside North America).
- JUNE, 1978**
- Wednesday, 15**
Last day for receiving applications for admission to graduate programmes, *School of Public Administration*, for session beginning in September, 1978.
- Monday, 19**
Last day for receiving applications for supplemental examinations in *Law*.
- Wednesday, 28**
Summer School ends (1st session).



Among those attending a School of Library Service symposium on "Libraries and Popular Education" at the end of last month were, left to right: Ann Stuart, bookmobile services co-ordinator, Eastern Counties Regional Library; Robert Nichols, supervisor of continuing education, City of Dartmouth; Lynn Murphy, community services librarian, Dartmouth Regional Library; and Joan Brown-Hicks, community services, Halifax City Library. (A/V Services)

This special edition of University News is devoted solely to "Years of Growth and Change - The President's Report, 1963-1976" and is published in advance of the formal, printed book-size version (now in press) with the President's knowledge and consent.

All of the textual material, charts and tables are identical to those in the formal report, the only differences being that University News has included photographs and, on this page, extracted a number of highlights of the period covered by the report. The formal version will be published in two or three weeks' time.

YEARS OF GROWTH AND CHANGE

The President's Report 1963-1976

HIGHLIGHTS

- *Student numbers increased threefold.*
- *Academic staff numbers more than tripled.*
- *Total staff increased nearly fourfold.*
- *Nearly 70 per cent of the students from Nova Scotia.*
- *About 70 per cent of the teaching staff Canadians.*
- *Total payroll about \$35 million a year.*
- *Virtual revolution in university financing.*
- *A \$30 million bequest.*
- *Plant assets increased sevenfold.*
- *Establishment of many new programmes and special institutes.*
- *Part-time study increased.*

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1963 Years of Growth and Change 1976

My appointment as President of Dalhousie University took effect on Sept. 1, 1963, and now, after a little more than 13 years, I find myself to be the only university president in Canada surviving in office from that year. Perhaps, therefore, it is appropriate for me to review in a summary way the events of the past 13 years. I have used the phrase "in a summary way" since I do not intend this report to be a history of Dalhousie University from 1963 to 1976. Nevertheless, taken in conjunction with the charts, graphs and tables, which are included, the report ought to give a fairly complete picture of what has happened at Dalhousie University during these 13 years.

While the 1960s were very hard on university presidents, no serious manifestations of this unrest, or student violence, occurred at Dalhousie, though, of course, many differences of opinion arose among students, staff and administration, which, fortunately, were resolved by rational, rather than by violent, confrontations.

First and foremost this period, except for the last year, was characterized by a steady and remarkable growth. At my inauguration on Feb. 1, 1964, I referred to Dalhousie's growth during the 18 years of the presidency of my predecessor, from the end of World War II to 1963, during which period student numbers at Dalhousie increased about fourfold, and the budget nearly tenfold. At that time I speculated on the apparent impossibility of the continuation of such growth, but such growth has continued, and now, during the past 13 years, as the following graphs and tables will show, student numbers at Dalhousie have increased threefold, and academic staff numbers have increased more than threefold. The total university staff, academic and non-academic, has increased nearly fourfold, and, impossible as it seems, our budget, over these 13 years, has increased ninefold.

Most of the charts and graphs which follow this introductory statement are self-explanatory, but I would like to comment briefly on a number of aspects of the University which become apparent on examining our statistics.

One striking feature concerning our student body is the increase in the number of persons engaged in part-time study. The proportion of our part-time students to full-time students during the period under review has more than doubled. Many of those engaging in part-time study are taking courses which interest them and not necessarily working toward a degree. In view of these factors, it is perhaps surprising that the proportion of part-time students has not increased even more. I would expect further increases in the numbers and proportion of part-time students in the years ahead.

It ought also to be observed that the proportion of our students coming from our own area is steadily increasing, so that now nearly 70% of all Dalhousie students are from Nova Scotia. It is important, particularly in our Faculty of Graduate Studies and in our professional schools, to draw students from all parts of Canada and beyond, and I would hope that we would continue to attract one-quarter to one-third of our students from outside Nova Scotia.



1965: Breaking ground for the Weldon Law Building.



1964: Dr. Hicks being installed as President and Vice-Chancellor. At left, the Hon. Robert L. Stanfield; at right, Donald McInnes, chairman of the Board of Governors.

The proportion of foreign students, according to Figure 5, has remained steady, or increased slightly. All these figures require some explanation. Figure 5 classifies students according to their country of origin. In fact, nearly one-half of these students have landed immigrant status, and according to Statistics Canada, are not classified as foreign students. Because of changes in Canada's immigration laws, this situation will probably not continue, as it will be more difficult for students to enter Canada with landed immigrant status. The result will probably be that the number of non-Canadian students will diminish. Again, I would hope that this will not be a significant diminution. Canadians for generations have studied outside Canada, and this country owes a debt to other countries—the United Kingdom, the United States, and to a lesser extent, France and elsewhere—which we ought not to be reluctant to repay by providing educational opportunities to students from abroad, and especially from countries less well off than we are at the present time.

In many parts of Canada, concern has been expressed over the large numbers of non-Canadian professors and teachers that have been recruited into Canadian universities in the years following World War II. A good deal of this non-Canadian recruitment was inevitable, since Canadian universities, with one or two exceptions, did not have many established graduate programmes in the 1940s. Even so, the situation at Dalhousie is comparatively good, though there may be some areas within the University where the proportion of professors of non-Canadian origin is still a little higher than many would consider desirable.

Throughout the University approximately 70% of our teaching staff are Canadians, another 10% are citizens of Commonwealth countries, and of the remaining 20%, about three-quarters are citizens of the United States, with the remainder from other countries. In the interest of the international flavour of higher education, it seems to me that Dalhousie faculty represent a healthy mix of national backgrounds and that good Canadian academics form a very considerable portion of our teaching staff.

I have already mentioned the substantial increase in the university teaching and non-academic staff. It is gratifying to note that our staff-student ratio has not deteriorated during this period of rapid growth.

Total staff salaries at Dalhousie now amount to about \$35 million a year, or \$3 million a month. Probably no other employer in the Halifax area, or indeed in the Atlantic Provinces, with the exception of governments, can surpass these figures. Furthermore, it should be emphasized that the members of Dalhousie University enter into the life of the greater Halifax community as a responsible and imaginative group of citizens.

Probably the most important factor in the growth of the University during this period has been the virtual revolution in the financing of the University's operation. Ten years before the beginning of this period, or in 1953-54, government grants accounted for about 16% of our operating income. At the beginning of this period, in 1963-64, the figure was 28%, and for the last year of the period, 1975-76, the figure exceeded 80% of our revenues devoted directly to teaching, or 60% of our gross revenues, if one includes monies received for research and the many ancillary enterprises operated by the University.



1967: Dr. C.B. Stewart, then Dean of Medicine, accepts a cheque for \$50,000 on behalf of the medical school's post-graduate division from Dr. M.R. MacDonald, registrar of the Provincial Medical Board. The money was the board's Centennial gift. Left to right: Dr. MacDonald, Dr. Hicks, Dr. Gerald LeBrun, president of the board, and Dr. Stewart.



1967: Topping off ceremony on the roof of the Sir Charles Tupper Medical Building.

It ought to be borne in mind that, under the formula operating since 1967, this money is all paid to the University by the Government of the Province of Nova Scotia. However, the Government of Nova Scotia recovers a substantial proportion of these grants from the Government of Canada. Section I of the following Facts and Figures shows these amounts, and the estimated figures for 1976-77 have been included in this table, since this will be the last year of operation under the so-called "Pearson Formula."

The other important increase in our revenues derives from income from the magnificent bequest of the late Dorothy J. Killam to the University. This bequest already approaches \$30 million and will continue to be augmented in the years ahead. Without this money it would have been impossible for Dalhousie to have grown as it has done in the field of graduate studies and research. Dalhousie has been most fortunate during this period in the financial support it has received from many non-governmental sources, and a summary of these gifts and bequests is contained in Section E.

Individual benefactors have not been listed because of the many requests from both individual and corporate or institutional supporters that they should remain anonymous. I should, however, like to mention the generosity of our Chancellor, Lady Beaverbrook, who, just before the period dealt with in this report, gave to the University the splendid Sir James Dunn Science Building, and, during the period covered in this report, provided the funds which substantially paid for the Sir James Dunn Theatre in the Dalhousie Arts Centre. Lady Beaverbrook has also supported our prestigious Sir James Dunn Scholarships in Law and given important assistance to the build-up and improvement of the Sir James Dunn Law Library.

I have already observed that our expenditures have undergone a ninefold increase in the thirteen-year period. I am pleased to point out that the proportion of our expenditures relating primarily to academic activities has increased from 41.9% to 53.8%. I regret that financial constraints have necessitated a decrease in the proportion of our budget allotted for library purposes, but one can take satisfaction that the proportion of expenditures on plant maintenance has increased only slightly and that there has actually been a reduction in the proportion of our budget expended on administration and for general purposes, despite the impact of interest and carrying charges on our accumulated deficit.

The plant assets of the University have undergone a sevenfold increase, from under \$15 million to more than \$105 million, and the number of new buildings and facilities added to the University during the period is really quite remarkable and has enriched our resources substantially. On the other hand, during this period of rapid growth, we have not always been able to operate on a balanced budget, so that our accumulated deficit on our operating account is now approaching \$5 million. In addition, while we have added more than \$90 million worth of new plant to the University, it has not been



1967: With Queen Elizabeth the Queen Mother at the official opening of the Tupper Building.

entirely paid for, and our deficit on capital account stands at over \$15 million, though a portion of this is covered by mortgages, being liquidated annually by the University.

Of even greater importance than the additions to our building and other material resources, has been the additions to our teaching and research staff. At the time of my inauguration, a symposium was held having to do with the relations between universities and governments, and at that time Dr. J.A. Corry observed that "The priceless element in university teaching is the liberation of the minds of students in imaginative ways—a liberation that permits the development of the thinkers and explorers for the next generations." I believe we have added to Dalhousie's scholarly resources many people to provide this "priceless element," most notably, perhaps, the Killam Research Professors, who have been appointed in the natural sciences and medicine under the



1967: With the Queen Mother after she received an honorary degree at the opening ceremonies for the Tupper Building.

terms of Mrs. Killam's bequest. To balance these in the social sciences and humanities, the Board of Governors agreed to the creation of a number of prestige chairs to be named after Dalhousie's first president, The Reverend Thomas McCulloch, D.D., whose bequest to Dalhousie was of a different nature. It is difficult to make precise comparative statements about people, but I am confident that any comparison that could be made would show that Dalhousie's teaching and research staff compares favourably with other good universities in Canada, and indeed elsewhere.

This report does not contain a list of the books and scholarly publications of the Dalhousie faculty during the period under review, since such a list would be far too lengthy. In fact, members of the full-time Dalhousie staff, as of 1976, had to their credit more than 250 authored and co-authored works and textbooks, more than 100 edited works, and nearly 10,000 articles published in learned journals. These were contributed from every faculty and division of the University, with more than one-half coming from the full-time members of the Faculty of Arts and Science.

At the time of my inauguration, as most new university presidents do, I expressed some of my opinions on the nature and purpose of a university and its relationship to government and the society in which it operates. I believed then, and I believe now, that the good university ought to provide some "ivory towers" where scholars may engage in the pursuit of knowledge and the attainment of excellence, without regard to the immediate, practical or mundane considerations of today's society. These attributes of a university may take the form of special collections in good libraries, specialized laboratories and special research funds and opportunities. They are not only important to the professorial staff of the university but also to students, who are thus brought to appreciate the quality of learning in a university environment and the value and joys of discovery, and the pursuit of knowledge in many diverse fields. At the same time it is evident that universities in the twentieth century cannot operate in isolation, and, indeed, that we must be highly conscious of our relationships with government and society.

In this respect, the Dalhousie Institute of Public Affairs has long served its community, both within Nova Scotia and beyond, and its contributions in the area of



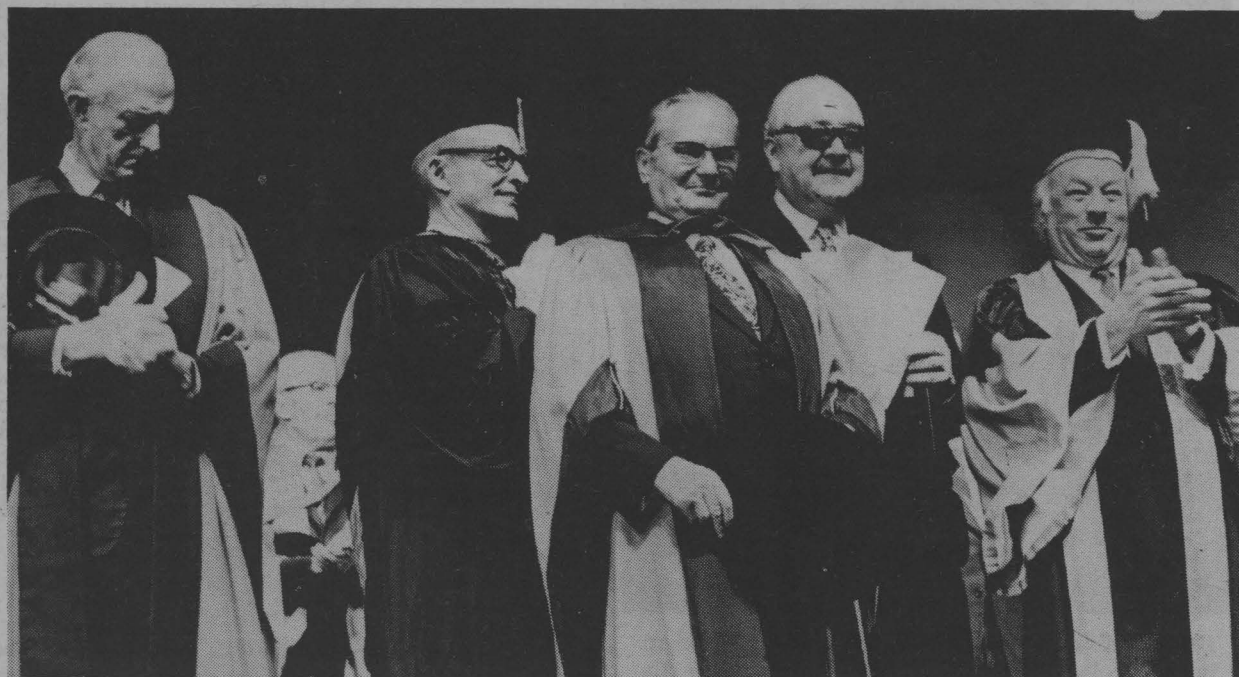
1970: With his secretary, Mrs. Alice Moore.

municipal government, in research related to governments at all levels, and in improving relations between management and labour in Nova Scotia, are well known. More recently, we have added other agencies to the University, to serve not only the special needs of the academic community, but the larger community as well. Our institute of Oceanography and related marine studies operates in an area of the greatest importance to the economy of Nova Scotia. The Trace Analysis Research Centre in our Department of Chemistry has been of great service outside the University and has already gained an international reputation. In addition, our Government Studies Programme is now well established and undertakes research projects for various levels of government. We have also established, with federal government assistance, a Centre for International



1971: Vice-President W.A. MacKay accepts a gift on behalf of Lady Beaverbrook, the Chancellor, at the opening of Dalhousie Arts Centre.

Business Studies, which draws upon the resources of the University and of business men from outside the University as well. Our Centre for Foreign Policy Studies has already made valuable contributions, including contributions to government in Canada, and our Centre for African Studies is gaining an international



1971: Special convocation honouring President Tito of Yugoslavia. Left to right: Sir Fitzroy MacLean, Dr. Harold Uhlman, President Tito, Lieutenant-Governor Victor deB. Oland, Dr. Hicks.

reputation. Mention should be made of the Atlantic Research Centre for Mental Retardation and of the newly-formed Institute of Environmental Studies and the Canadian Marine Transportation Centre, the latter two being organized just at the end of the period dealt with in this report.

Perhaps the most spectacular way in which Dalhousie has enriched the life of its immediate community is through the many activities participated in by the general public in the Dalhousie Arts Centre. Concerts and programmes of interest to the widest spectrum of society are made available almost daily in the Rebecca Cohn Auditorium and elsewhere in the Arts Centre.

It is difficult to make a new and positive statement concerning the kind of persons who should comprise the student body and the graduates of a modern university. At the beginning of the period being reviewed it was popular to talk about the dollar value of education, and particularly of a university education. I believe this misled some students, and certainly some of their parents, in their expectations concerning the advantages of a university education. Generally speaking, university studies enrich our lives and living rather more than they enhance our ability to earn a living. I think a larger proportion of our students, and those concerning themselves with the nature and purpose of a university, understand this fact today better than was the case a decade ago.

I don't like to be negative, but I was struck by an observation of Freud's in his "Group Psychology and the Analysis of the Ego", which I recently came across:

A group is extraordinarily credulous and open to influence; it has no critical facility, and the improbable does not exist for it. The feelings of a group are always very simple and very exaggerated, so that it knows neither doubt nor uncertainty.

This observation of Freud's may explain the transient popularity of demagogues like Hitler and Mussolini. Perhaps it is not too much to hope that a broader education extended to a larger section of our population may prevent individuals from coming under the influence of this kind of group psychology, or threatened anonymity. The "priceless element" of the liberation of the mind in imaginative ways may see our society through the current revolutionary years.

I should make mention of the many changes in the procedures, rules and regulations governing the conduct of affairs at Dalhousie University. Most of these have been improvements, though some of our procedures undoubtedly complicate and delay the conduct of affairs within the university. This relates particularly to the appointment procedures which must now be followed at Dalhousie. As a result, it would probably be impossible today for anyone like myself to succeed to the Presidency of the University, coming as I did from a "downtown" career, entirely outside the world of academia. I am



1972: Annual signing marathon: all Dalhousie degrees and diplomas are signed by the president, the dean of the faculty, and the secretary of Senate. Left to right: Dr. Hicks, Dr. Guy MacLean (then Dean of Arts and Science), and Dr. John A. McNulty, then secretary of Senate.

aware that there may be those, both within and outside the University community, who will say that this is a good thing! Notwithstanding this, I must acknowledge that the whole Dalhousie community has been extremely fair in its dealings with me and supportive of my efforts to the fullest extent that they deserved. This certainly applies to the relationship I have enjoyed with the Board of Governors of the University, and, especially its Chairman, during the whole of this period; to the academic staff, who, of course, have not always agreed with my policies and leadership, but who have always enabled reasonable solutions and compromises to be achieved. I should like to mention especially the administrative personnel in the University and the wide range of clerical, maintenance and technical staff, who have faithfully and generously served Dalhousie University during these 13 years of my Presidency.

I have already mentioned student attitudes, and I am convinced that, notwithstanding the popularity of criticizing students and the young people of today, the quality of Dalhousie's student body has continually improved during the period under review. Furthermore, the responsible attitudes that students have adopted toward their own governance, and the contributions they have made to the government of the University, by serving on its many committees and agencies (including the Senate and the Board of Governors), have been altogether helpful and supportive of the University.

Finally, let me conclude by observing what I have said many times, and this is, that ultimately the nature and quality of a university will be determined by the careers and achievements in society of its graduates. Dalhousians have an outstanding record in this respect for the contributions they have made to government at all levels (four of the premiers of Canadian provinces at the present time are graduates of the Dalhousie Law School); to the professions, particularly in law, medicine and dentistry throughout Canada and abroad; and to Canada's business community; and to the many other activities that contribute to the quality of life in our country.

I consider it to have been an unusual privilege to have served Dalhousie these 13 years—and I have enjoyed every one of them!

—Henry D. Hicks

A. Charts and Graphs

**TOTAL ENROLMENT
1963-64 to 1975-76**

Figure 1 depicts total enrolment of students (full-time and part-time) at Dalhousie, including the University of King's College. Clearly, Dalhousie shared in growth of enrolments experienced generally in Canadian universities in the 1960s. In more recent years the rate of increase has begun to level off. Over the period total enrolment increased almost three times (from about 3000 to more than 8500).

The greatest rate of increase occurred between 1967-68 and 1971-72. During those years

- substantial new facilities were added (almost all new academic buildings were completed in those years)

- increasing enrolments were accommodated in existing programmes and since 1963 numerous changes in these have led to significant improvements in quality and in meeting students' interests

- enrolment was also influenced by the introduction of new programmes—including a number in graduate studies, in what is now the Faculty of Administrative Studies, and in the Faculty of Health Professions.

Projections to 1980-81 indicate further enrolment increases, perhaps amounting to 10%. Thereafter, university enrolments generally are expected to decline through the 1980s.

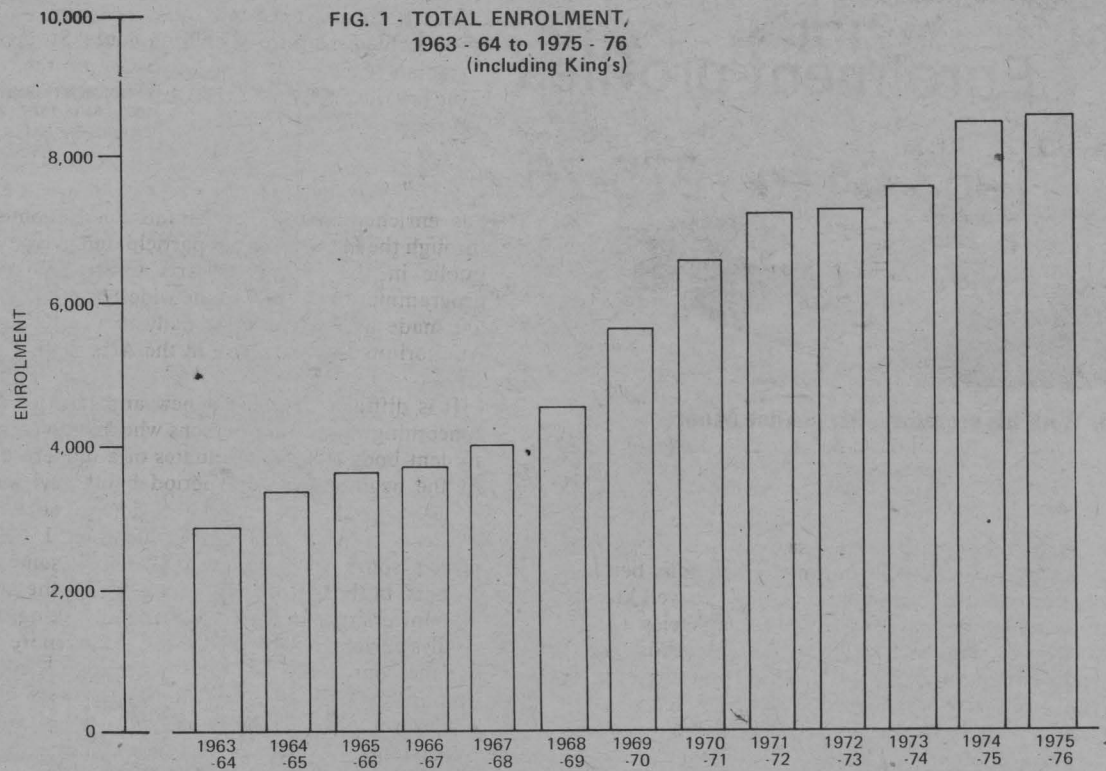
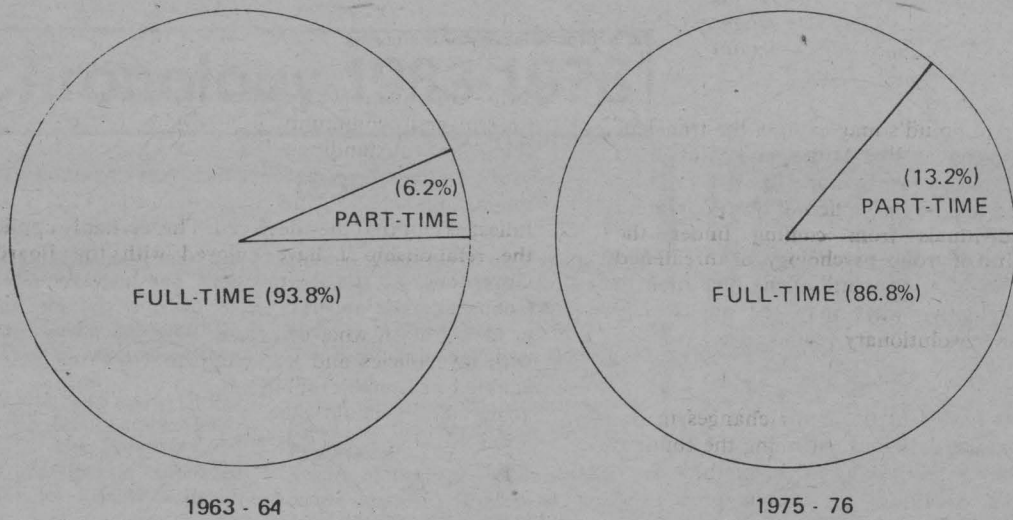


FIG. 2 - PROPORTIONS OF FULL-TIME AND PART-TIME ENROLMENT



Proportions of Full-Time & Part-Time Enrolment

The proportions of the total enrolment engaged in full-time and part-time study for 1963/64 and 1975/76 are shown in Figure 2. The part-time component has approximately doubled in this period.

Arrangements with other universities, particularly our agreements with Mount Saint Vincent University and the Nova Scotia Technical College (both initiated in 1969 and since continued), have had the effect of making Dalhousie classes more accessible to students attending these institutions, thereby adding to part-time Dalhousie registrations.

Trends elsewhere suggest a growing interest in part-time study, often unrelated to meeting degree objectives.

In view of these factors, it is somewhat surprising that the proportion of part-time students is not higher; it might reasonably be expected to increase further in the next few years.

Distribution of total enrolment among faculties

Growth of enrolment is naturally not uniform throughout the university. Figure 3 indicates the distribution of the total enrolment among the Dalhousie Faculties and the University of King's College in four years of the period.

The Faculties of Medicine and Dentistry account for a declining proportion of the total because enrolments are limited by facilities and resources available. The opening of the Sir Charles Tupper Medical Building has permitted some expansion in the Faculty of Medicine while the Faculty of Dentistry continues to await new facilities. The University of King's College has shown little change in absolute numbers of its students and thus forms a decreasing proportion of the total. By contrast, the Faculty of Law has maintained growth at roughly the same rate as the total through most of the period. Gains made by the Faculty of Health Professions reflect the introduction of programmes in

Physical Education in 1966, together with some growth of enrolments in Nursing and Pharmacy while Physiotherapy enrolment has been relatively static except for the first year.

The Faculty of Graduate Studies has experienced dramatic expansion, both in absolute numbers and in its share of the total enrolment. The absolute enrolment of graduate students began to level off in 1971/72 and has since declined slightly. The remarkable growth of this Faculty may be attributed to the introduction of many new programmes (particularly at the doctoral level), together with the acquisition of the Maritime School of Social Work and the opening of the School of Library Service in 1969. Other professional offerings implemented include the Master of Public Administration and Master of Business Administration both of which attract substantial numbers of students. Declining enrolments have been experienced in many Canadian graduate

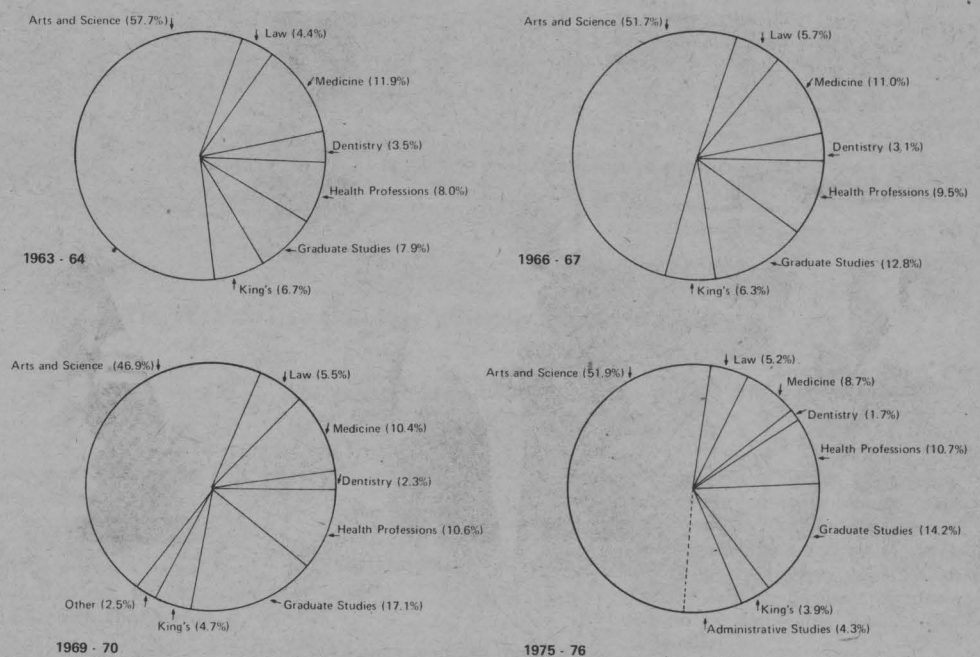
schools since 1970. This phenomenon is attributed to student concern with the job market, coupled with a condition in which funds available for

scholarships and assisted research have been held fixed or have decreased.

The proportion of students registered in Arts and Science has remained

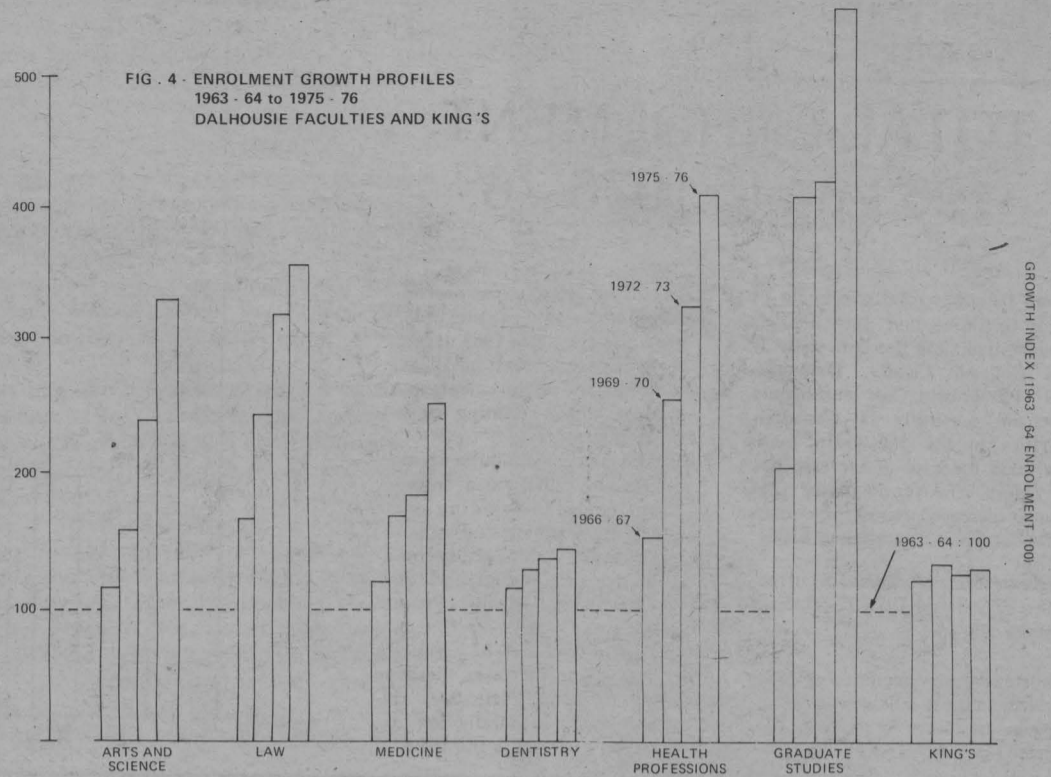
fairly constant over the period under review. Some fluctuations occurred in the middle years due mainly to the rapid expansion of other faculties.

FIG. 3 - DISTRIBUTION OF TOTAL ENROLMENT AMONG FACULTIES



Enrolment profiles 1963-64 to 1975-76

Figure 4 shows total enrolment indices for each faculty and the University of King's College in the years 1966/67, 1969/70 and 1975/76 taking the index for 1963/64 to be 100.



Geographic origin of students

The distribution of Dalhousie students by geographic origin is depicted in Figure 5 for the 1963/64, 1967/68, 1972/73 and 1975/76 sessions. It is interesting to note that roughly two-thirds of the population are Nova Scotians, four-fifths come from the Atlantic Provinces and roughly 90% are from Canada. Dalhousie is thus satisfied that it provides opportunities in higher education for its local constituency, while attempting to recruit and admit students from distant places in sufficient numbers to maintain a vigorous and healthy academic climate.

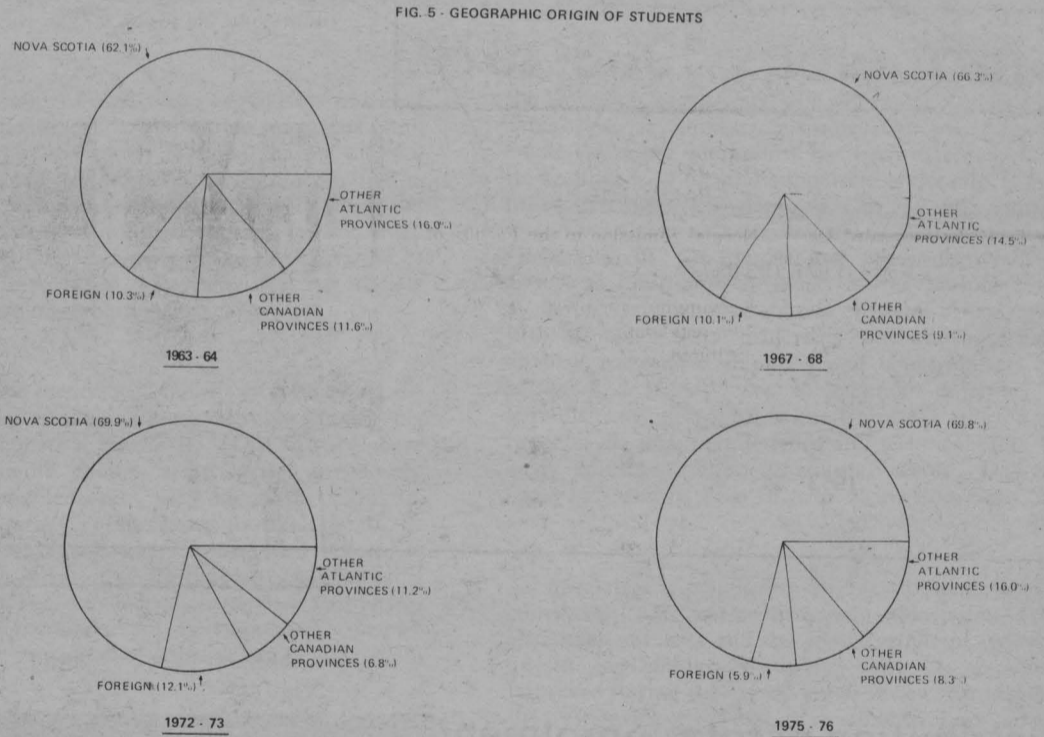
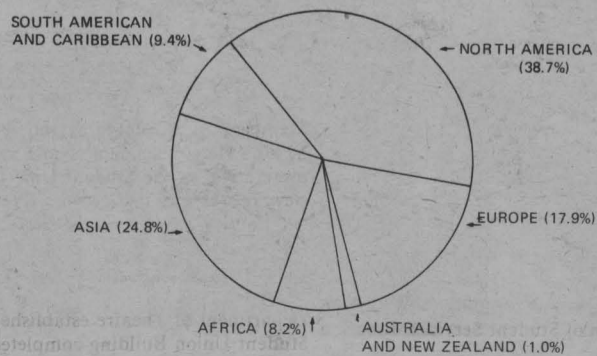


FIG. 6 - ORIGIN OF NON-CANADIAN STUDENTS
1975 - 76



Origin of non-Canadian students, 1975-76

With the implementation of a sophisticated Student Information System utilizing the university computer facilities in 1972/73, it has become possible for the first time to produce rapid and detailed analyses of the characteristics of the student population.

Figure 6 shows the distribution of the citizenship of non-Canadian students at Dalhousie for 1975/76. The North American group comes mainly from the United States, while the European group predominantly from the United Kingdom, as one would expect from consideration of the geographic and language factors.



The campus from the air.

I. Chronology 1963-1976

1963

Dr. Henry D. Hicks succeeded Dr. A.E. Kerr as President and Vice-Chancellor, Sept. 1.

Dr. H.B.S. Cooke replaced Dr. Hicks as Dean of Arts and Science, July 1.

Affiliation with Nova Scotia College of Art for five years commenced July 1.

Dr. R.M. MacDonald appointed Dean of the new Faculty of Health Professions, Sept. 1.

6446 Coburg Road acquired as residence for the President.

Ph.D. programme in Psychology and M.Sc. in Anatomy introduced.

School of Physiotherapy established within the Faculty of Health Professions.

Dr. F.R. Hayes appointed Vice-President, July 1.

1964

Dr. H.E. Read appointed Vice-President succeeding Dr. F.R. Hayes, September 1.

Professor W.A. MacKay succeeded Dr. Read as Dean of Law, July 1.

Extension linking Macdonald Memorial Library Building and Chemistry Building under construction.

1965

Ph.D. programmes in English Language and Literature and in Geology approved.

1966

Normal admission to the Faculty of Arts and Science changed to Grade 12 Nova Scotia or equivalent commencing in September.

Two-year course in Outpost Nursing instituted.

School of Physical Education established in the Faculty of Health Professions.

Master of Business Administration course approved (Classes to commence in the Fall of 1958).

Dr. G.R. MacLean replaced Dr. W.R. Trost as Dean of Graduate Studies, September 1.

Ph.D. Programmes in History and Mathematics approved.

The Killam Memorial Chairs, the Killam Memorial Salary Fund, the Killam General Endowment Fund and the Izaak Walton Killam Memorial Fund for Advanced Studies established through the great generosity of the late Dorothy J. Killam.

Student Counselling and Psychological Services Centre opened.

Dalhousie Student Union incorporated.

Dalhousie Public Health Clinic ceased operation, its facilities to be used in future as Clinical Research Centre in the Faculty of Medicine.

Department of Economics and Sociology became Department of Economics and Department of Sociology and Anthropology.

1967

Official opening of Weldon Law Building (occupied in 1966).

Appointment of first Director of Awards (Mr. G. d'Auray) who was also to be Secretary to the Killam Trust at Dalhousie.

Appointment of first Director of Planning and Development (Mr. J.G. Sykes), Aug. 1.



The Weldon Law Building, officially opened in 1967.

Co-operative apartment building for married students opened.

Department of Bacteriology became Department of Microbiology.

Official opening of the Sir Charles Tupper Medical Building by Her Majesty Queen Elizabeth, the Queen Mother.

Ph.D. programme in Economics approved.

Dr. H.J. Uhlman became Secretary of Senate succeeding Professor R.S. Cumming, Nov. 1.

1968

Dr. H.J. Uhlman assumed duties as First Dean of Student Services, June 1.

Lady Beaverbrook installed as second Chancellor of the University (appointed in 1967).

Membership of Senate extended to include elected academics and representatives of the Student Union.

New programmes approved: Ph.D. in Political Science, Master of Library Service, Bachelor of Music Education, integrated Bachelor of Education.

Department of Theatre established. Student Union Building completed. Dr. P.H.R. James replaced Dr. H.B.S. Cooke as Dean of Arts and Science, July 1.

1969

Professor W.A. MacKay and Mr. D.H. McNeill appointed Vice-Presidents Academic and Administration respectively, Aug. 1 and July 1. Professor R.T. Donald appointed Dean of the Faculty of Law succeeding Professor W.A. MacKay, Aug. 15.

Maritime School of Social Work became part of Dalhousie, in the Faculty of Graduate Studies.

Master of Public Administration programme approved.

Department of Neurosurgery and Division of Family Medicine established in the Faculty of Medicine.

Five-year agreement signed with Nova Scotia Technical College for co-operation in Engineering, Architecture and Graduate Studies.

Mount Saint Vincent University and Dalhousie sign five-year agreement for co-operation.

Board of Governors approves election of three members by the Student Union.

DALHORIZONS campaign to raise \$11,100,000 for capital projects commenced.

Total enrolment of Dal-Kings passed 5600 mark.

Dr. G.R. MacLean succeeded Dr. P.H.R. James as Dean of Arts and Science, Sept. 1.

Dr. G.F.O. Langstroth replaced Dr. G.R. MacLean as Dean of Graduate Studies, Sept. 1.

1970

MBA/LLB combined programme approved.

Izaak Walton Killam Memorial Library opened.

Establishment of Departments of German, Music and Romance Languages.

Institution of a Transition Year Programme (T.Y.P.) to prepare disadvantaged native Black and Indian students to undertake degree programmes.

Establishment of Division of Family Medicine in the Faculty of Medicine. Masters Programmes in Physical Education and Oral Surgery (M.Sc.) approved.

Total enrolment, excluding Kings exceeded 6200.

Dr. R.E. George replaced Dr. H.J. Uhlman as Secretary of Senate, in an acting capacity, Sept. 21.

1971

Dr. J.A. McNulty assumed duties as Secretary of Senate, July 1.

Two-session summer school approved.

Department of Russian established.

Dr. C.B. Stewart became first Vice-President of Health Sciences, July 1.

Dr. L.B. Macpherson replaced Dr. Stewart as Dean of Medicine, July 1.

"University News" began publication.

First University Ombudsman appointed (Ian Chambers).

Fenwick Towers, an apartment building under construction, purchased as a student apartment residence.

Central Services Building, Arts Centre and Life Sciences Centre completed.

Donner Foundation grant to establish Centre for Foreign Policy Studies announced.

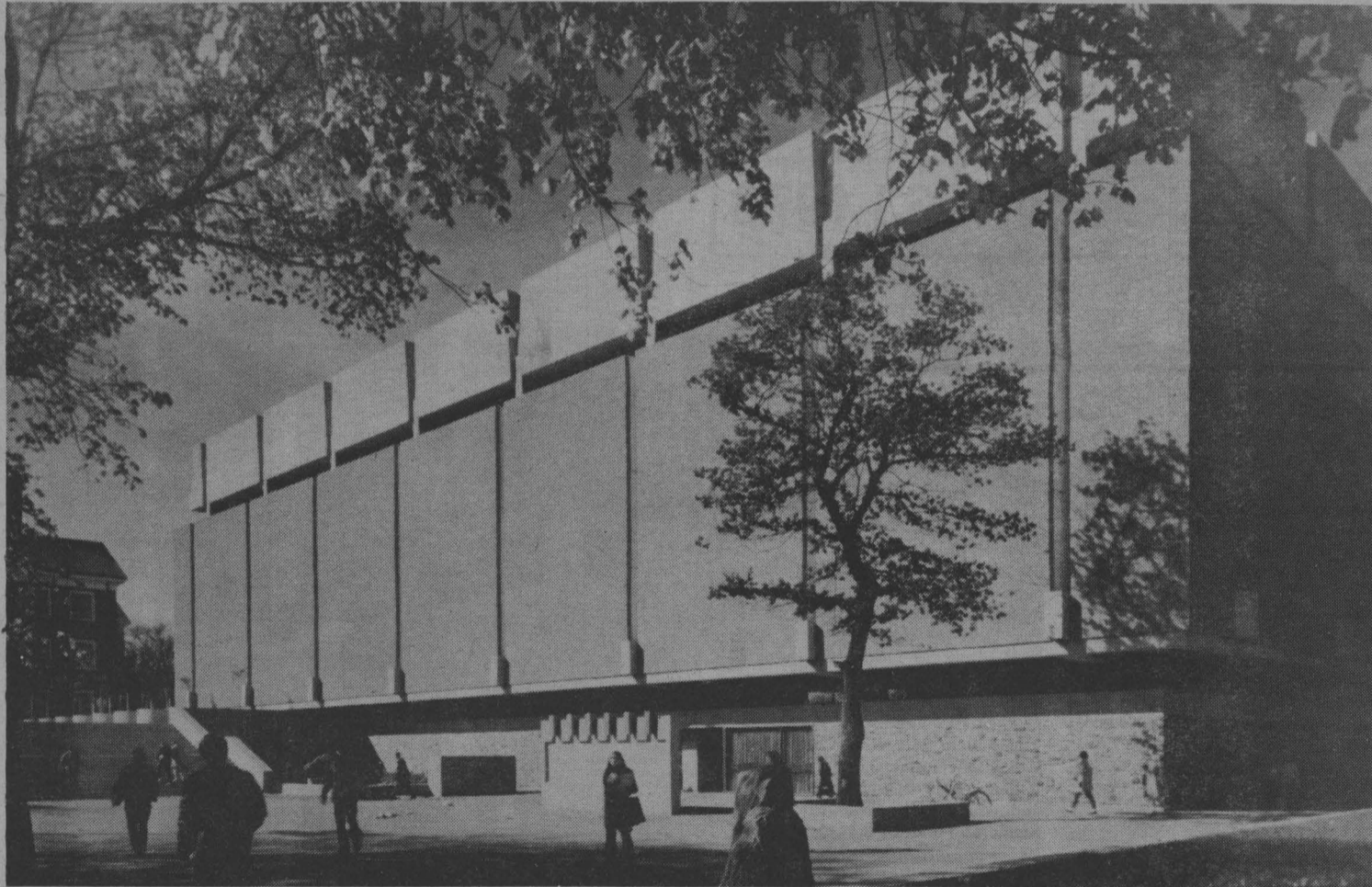
National Research Council Grant to support a Trace Analysis Research Centre announced.

Marshall Tito of Yugoslavia awarded honorary degree.

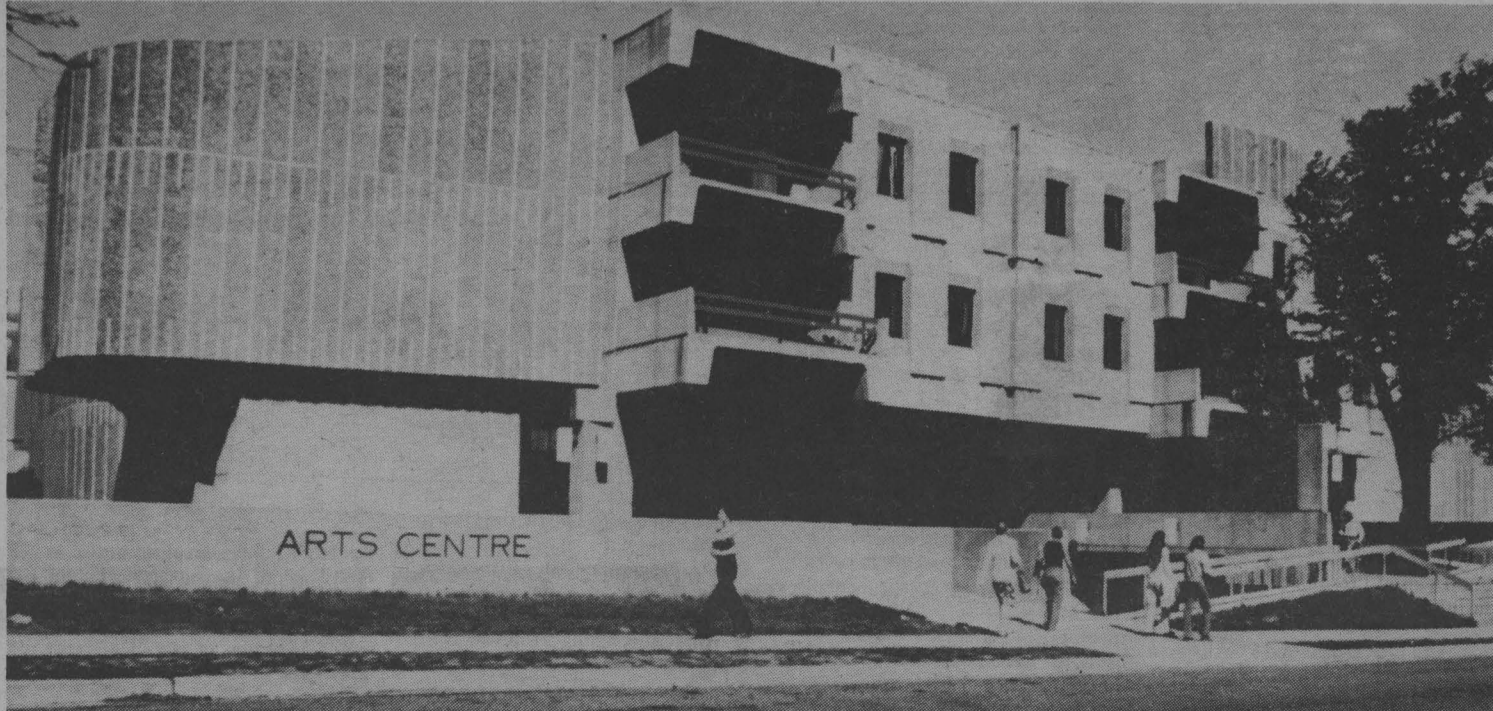
Professor R.T. Donald, Dean of the Faculty of Law, died Oct. 26.



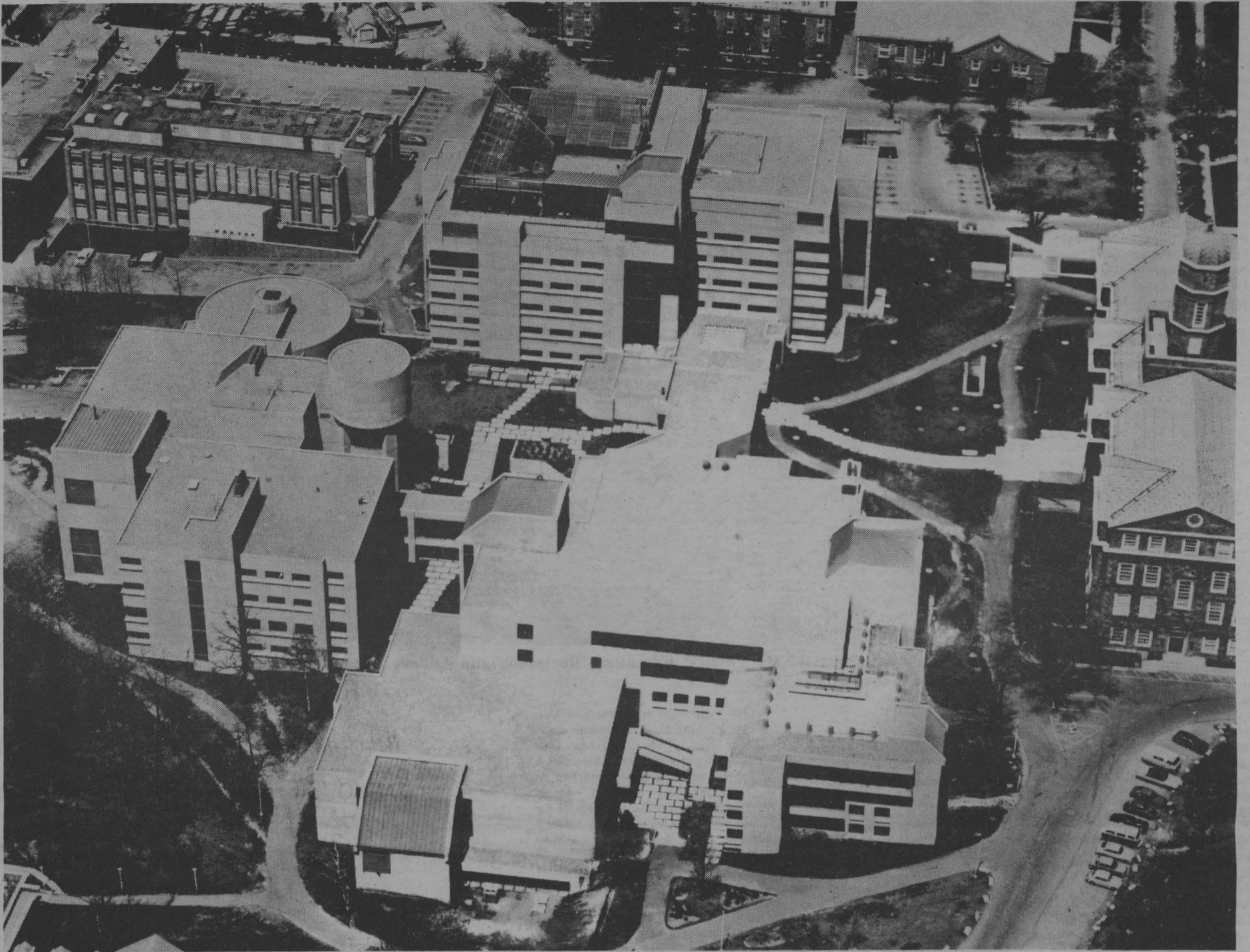
LEFT: The Sir Charles Tupper Medical Building, officially opened in 1967.



BELOW: The Izaak Walton Killam Memorial Library, opened in 1970.



The Arts Centre, opened in 1971.



The Life Sciences Centre, completed in 1971.

1972

Professor R. St. John Macdonald appointed Dean of the Faculty of Law succeeding Professor R.T. Donald, July 1, Prof. F. Murray Fraser having served as Acting Dean in the interim.

Department of Romance Languages became two separate Departments of French and Spanish.

Ford Foundation Grant to establish Government Studies Programme announced.

Dalhousie Faculty Club opened in the Old Law Building (formerly Arts Building).

Dr. K.T. Leffek succeeded Dr. G.F.O. Langstroth as Dean of Graduate Studies, Oct. 1.

Dr. R.H. Bingham appointed Secretary of Senate in place of Dr. J.A. McNulty, Sept. 18.

1973

Professor L.G. Vagianos appointed first Director of Communications and Information Systems, June 21.

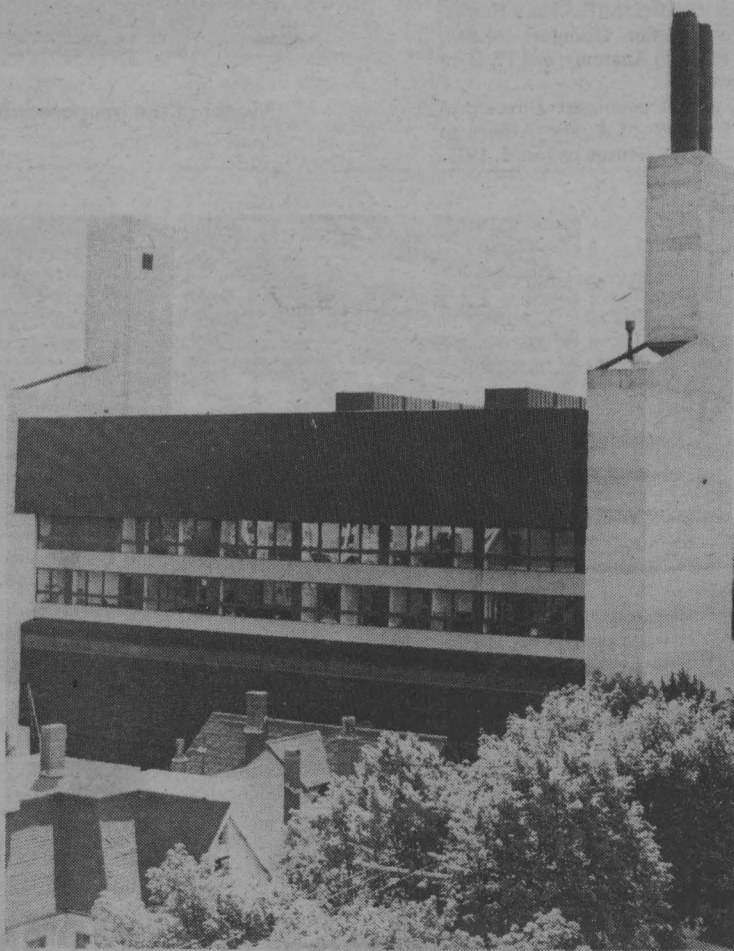
Dr. Arnold J. Tingley appointed Registrar succeeding Dr. Harold J. Uhlman, March 1.

Dr. William J. Archibald appointed first Dean of Freshman, April 1.

Institute of Environmental Studies founded.

Ph.D. programme in Classics approved.

Master's programme in Nursing approved.



The Central Services Building, completed in 1971.



Fenwick Towers, an apartment building under construction, bought in 1971 as a student residence.

1974

Dr. Alexander E. Kerr, President of Dalhousie 1945-63, died on Nov. 30. Agreement with Mount Saint Vincent University renewed for a second five-year term.

Major changes in senior administration staff effective Oct. 1, announced by the President:

Professor W.A. MacKay—Vice-President—(formerly Vice-President Academic).

Dr. G.R. MacLean—Vice-President (Academic and Research)—(formerly Dean of Arts and Science).

Mr. D.H. McNeill—Vice-President (Finance)—(formerly Vice-President Administration).

Professor L.G. Vagianos—Vice-President (University Services)—(formerly Director of Communications and Information Systems).

Professor E.T. Marriott replaced Dr. H.J. Uhlman as Dean of Student Services, July 1.

1975

Dr. Horace E. Read, former Dean of Law and Vice-President, died Feb. 26.

Centre for African Studies opened. Centre for International Business Studies established.

Dalhousie Staff Association certified as the bargaining unit for secretarial and technical non-academic staff. Hospital Pharmacy Residency Programme began.

Dr. James Gray became Dean of the Faculty of Arts and Science, succeeding Dr. G.R. MacLean, July 1.

Dr. A. Peter Ruderman became first Dean of new Faculty of Administrative Studies, July 1.

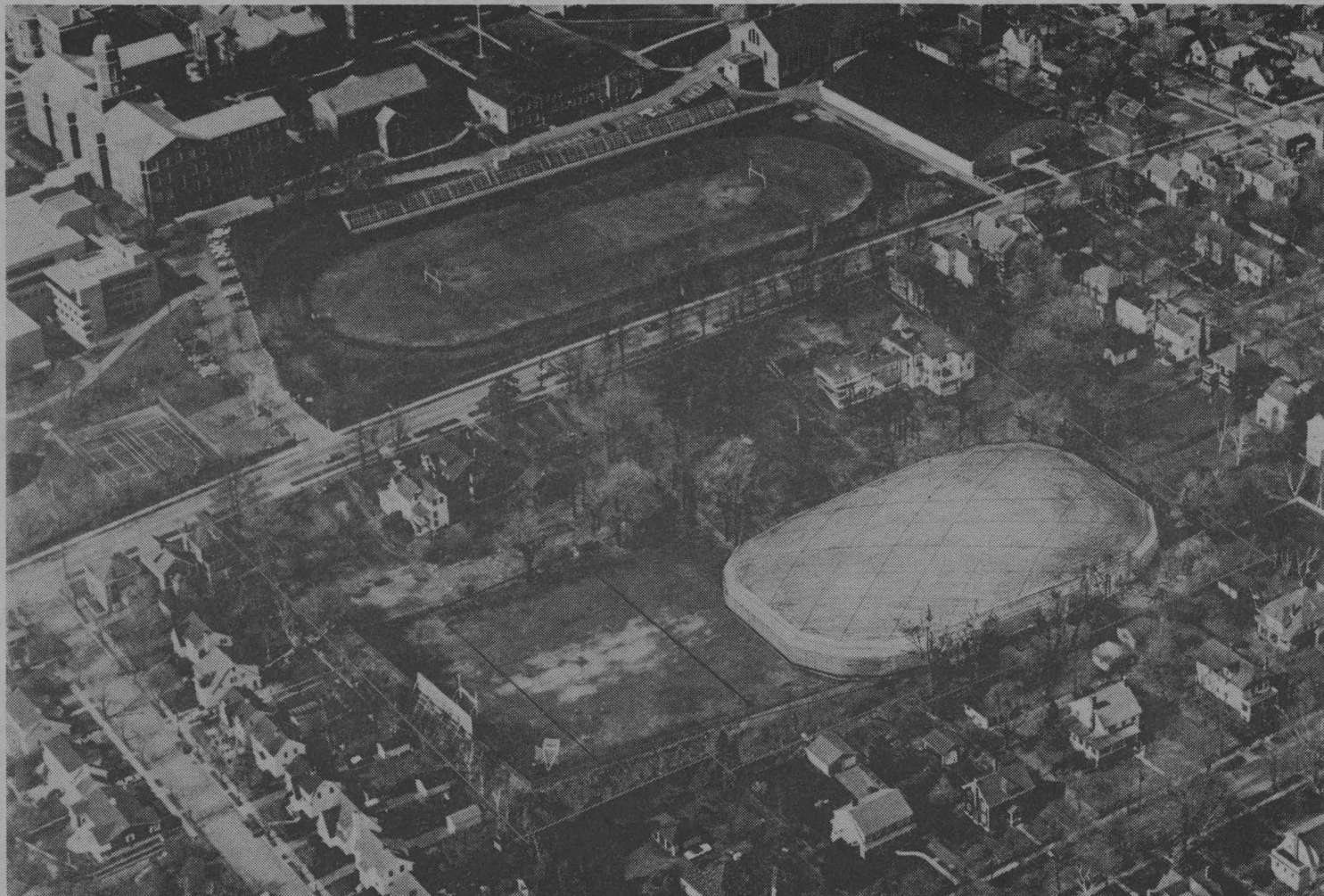
Dr. A.J. Tingley appointed Secretary of Senate, succeeding Dr. R.H. Bingham, July 7.

B.Sc. in Health Education approved and implemented.

Dalhousie selected by the Federal Department of Trade and Commerce as one of four universities in Canada for the establishment of an international Business Studies Centre.

Dr. J.D. McLean resigned as Dean of the Faculty of Dentistry, June 30.

Dr. R.H. Bingham, the Assistant Dean, was appointed Acting Dean, pending the appointment of a new Dean, July 1.



Architect's impression of the Physical Education, Recreation and Athletic Centre, now under construction and scheduled to open early in 1979.

1976

Dr. James D. Hatcher appointed Dean of the Faculty of Medicine succeeding Dr. Lloyd B. Macpherson, March 15.

Dr. L. Michael Webster appointed Director of the new School of Human Communication Disorders, March 1.

Dr. Ian C. Bennett became Dean of the Faculty of Dentistry after a year in which Dr. R.H. Bingham served as Acting Dean, June 1.

Miss Melanie Dobson, a fourth-year honours biology student, chosen first woman Rhodes Scholar.

SLOWPOKE nuclear reactor acquired from Atomic Energy Commission of Canada, installed in Life Sciences Centre for use by the Trace Analysis Research Centre.

B.Sc. programme in Physiotherapy commenced in Faculty of Health Professions.

One hundredth anniversary of Dalhousie Alumni Association. Half-hour film, "There Stands Dalhousie" produced with Association support to mark the celebration.

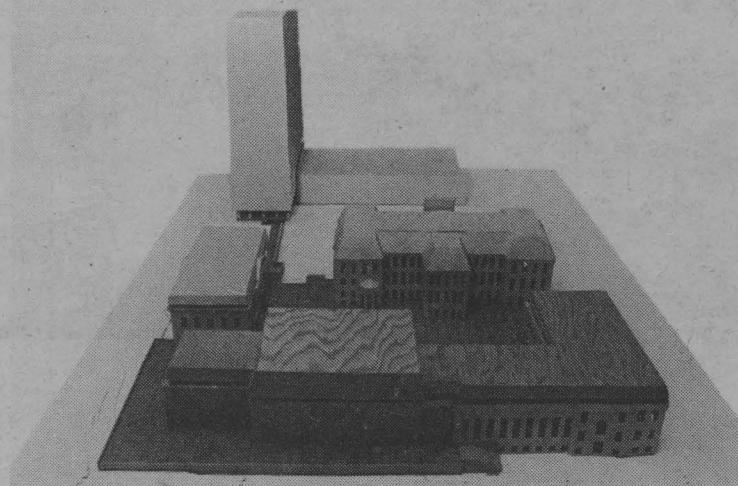
The University assumed responsibility for a training programme for economic planners in Ghana under a grant from the Canadian International Development Agency.

Nova Scotia Educational Computer Network agreement signed.

Nova Scotia Government decided not to proceed with the proposed amalgamation of the Nova Scotia Technical College and Dalhousie University.

Programmes approved: Masters degree in Education (M.Ed.), Environmental Studies (M.E.S.) and Human Communication Disorders (M.Sc.); also Ph.D. in Anatomy, and Ph.D. in Education.

Kell Antoft appointed Director of the Institute of Public Affairs to succeed Guy Henson on Jan. 1, 1977.



Model of the proposed dental school expansion.



The college by the Sea: A 1969 aerial view of the Studley campus—minus Life Sciences Centre, Arts Centre and Central Services Building.



The Carleton campus, 1961: Pre-Tupper.

Numbers of academic staff, 1963-64 to 1975-76

The provision of adequate numbers of academic staff to serve the needs of a rapidly growing student body has been a major concern. The chart in **Figure 7** compares, for each of the Dalhousie Faculties, the numbers of academic staff engaged in teaching during the years of this report. Full-time and part-time appointments are indicated and it is clearly seen that the professional faculties of Law, Medicine and Dentistry draw heavily on the part-time teaching of professionals in practice, in comparison with the Faculty of Arts and Science. The Faculty of Health Professions has shifted during the period from a high proportion of part-time staff to a relatively small part-time component. This shift has resulted, at least in part, from the development of the School of Physical Education.

A note of explanation is in order concerning staffing in the Faculty of

Graduate Studies. It has been customary that members of the academic staff appointed to the Faculty of Graduate Studies hold primary appointments in another Faculty. Counts of staff in the Faculty of Graduate Studies include only those who cannot be counted elsewhere. Prior to 1967, no funds were available to make primary appointments in Graduate Studies, and from 1967 to 1969 only the relatively small number of Killam Research Chairs could thus be utilized. In 1969, the Faculty gained administrative responsibility for the Maritime School of Social Work and the School of Library Service, adding their respective staffs to the count, to be joined by the Department of Oceanography in 1971. The displays of the Graduate Studies staff position in **Figures 7 and 8** must be examined with these administrative considerations in mind.

FIG. 7. NUMBERS OF ACADEMIC STAFF 1963-64 and 1975-76

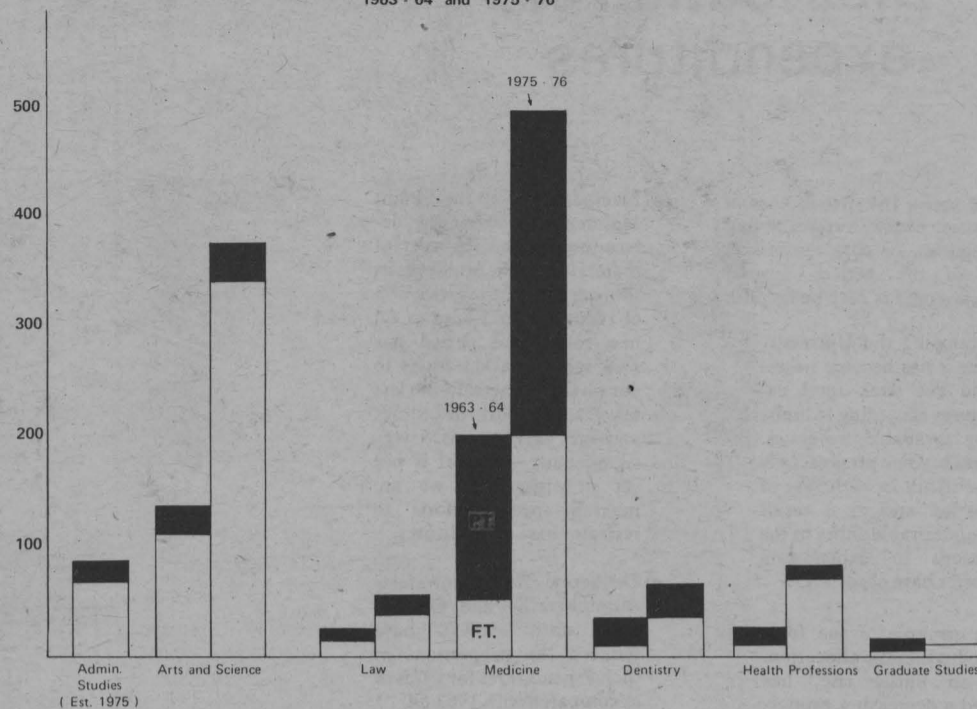
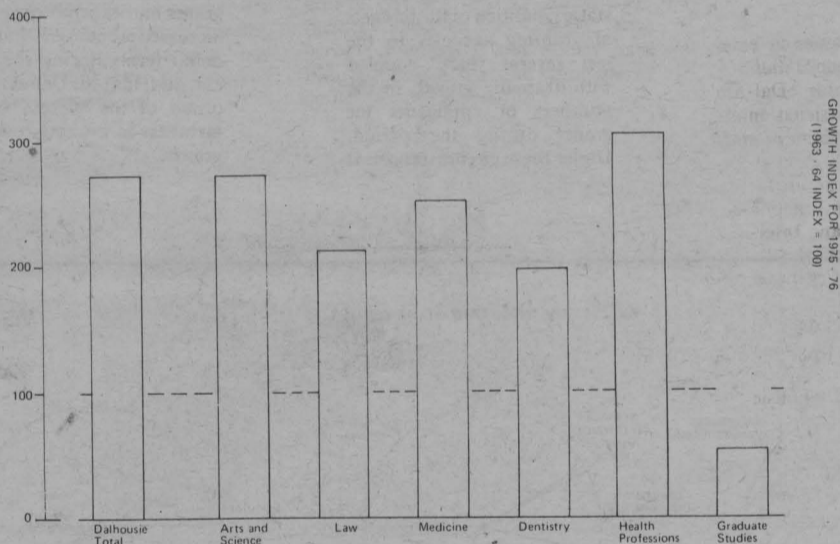


FIG. 8 GROWTH PROFILES FOR ACADEMIC STAFF 1975-76 vs. 1963-64

Growth profiles for academic staff—1975-76 vs. 1963-64



The relative growth of academic staff (full-time and part-time) for the university and for each faculty is displayed in **Figure 8**, showing the index for 1975/76 taking that for 1963/64 to be 100. There is remarkable similarity between this chart and the Enrolment Growth Profile in **Figure 4**, indicating that the ratio of students to teachers has not changed substantially over the thirteen year period.

The academic staff, both full-time

and part-time, now exceeds 1100. Their work is supported by many other staff members, included in technical and clerical, administrative, maintenance, cleaning, groundsmen, tradesmen and other categories. A recent payroll count includes more than 2500 regular employees, both full-time and part-time, not counting casual workers. Dalhousie ranks as a major employer in Nova Scotia and its payroll injects roughly thirty-five millions of dollars annually into the local economy.

Operating costs—1963-64 to 1975-76

The charts which follow have been prepared to reflect the development of Dalhousie's financial position between 1963/64 and 1975/76. All figures are expressed in current dollars for each year reported in order to avoid the difficulty of determining properly valid indices for the conversion of data to constant dollars for the specific mix of revenues and expenditures at Dalhousie.

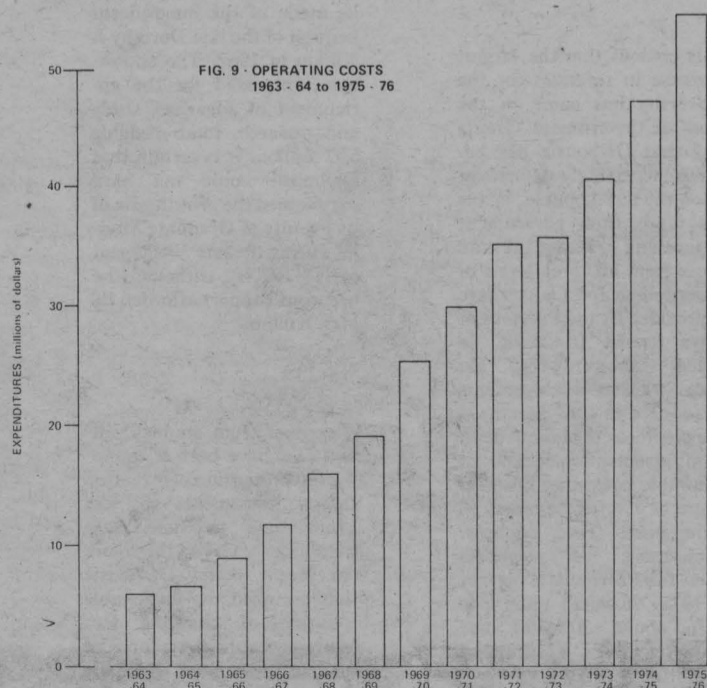
Operating costs in total are shown in **Figure 9** for each year of the period. The nearly ninefold increase in expenditures results from the need to provide resources of all kinds for the expanding student body, the increasing

sophistication demanded in material resources, and the decreasing value of the dollar.

Since 1963/64 academic staff numbers have increased more than threefold and total staff numbers have increased somewhat more rapidly. Staff salaries and fringe benefits, for all staff, constitute almost 72% of the 1975/76 budget (excluding Assisted Research).

It should be noted that costs increased only slightly from 1971-72 to 1972-73. If the figures for the subsequent three years are adjusted for the approximate effects of inflation, rather moderate increments result.

FIG. 9 - OPERATING COSTS 1963-64 to 1975-76



Distribution of expenditures

Figure 10 shows the distribution of the Dalhousie expenditures among several categories, or cost centres, in five years of the period. Several explanatory comments may be helpful.

a) In developing the University budgets it has become necessary to cut back total expenditures according to limits set by available revenues. This has become progressively more difficult in each year of the period and as a result some undesirable shifts in the allocations to expenditure categories have occurred.

b) As an example of the foregoing, the Library allocation, after an initial rise, has claimed a decreasing proportion of the expenditure budget. In absolute terms, the Library budgets in recent years have been maintained approximately at a static level, but it is clear that a continuation of this practice may easily lead to relative deterioration in the strength of library resources.

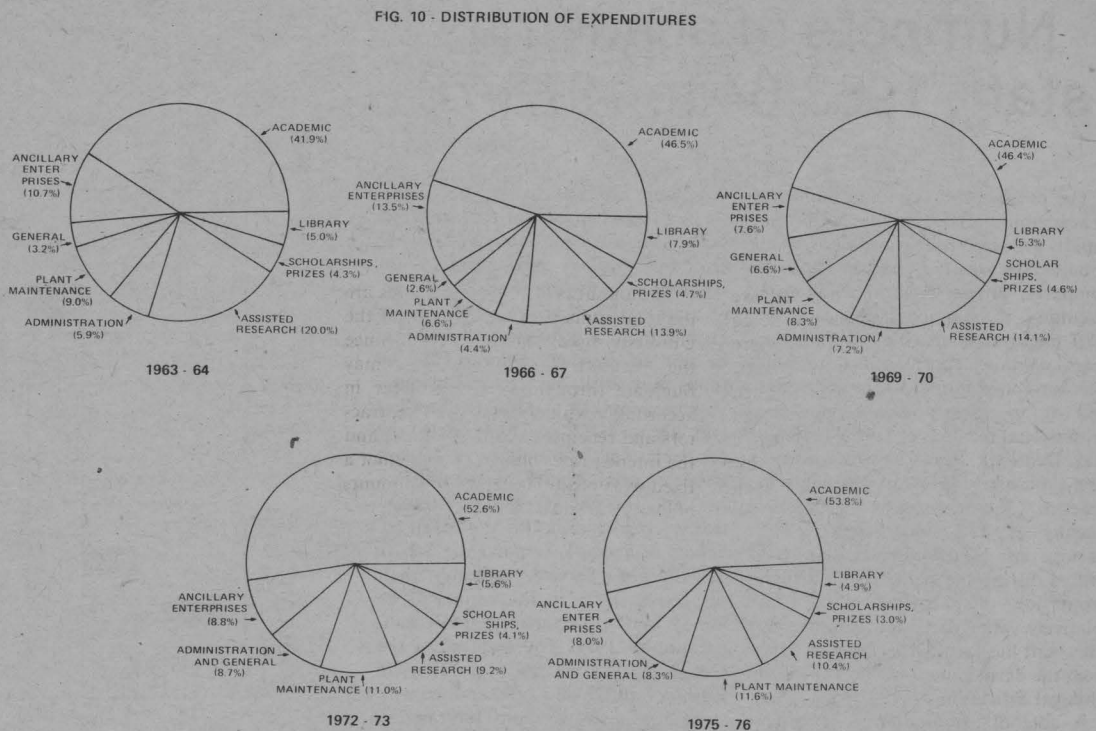
c) Academic costs include those for teaching and for supporting activities directly related to academic programmes. The increasing costs for this purpose reflect both the creation of new facilities and new positions, to meet rising enrolments, and salary increases for the staff engaged.

d) Fluctuations in the Plant Maintenance costs are determined by the necessity of maintaining new buildings as they are placed in service and of renovating old ones to fill new roles. This period has seen substantial additions to our physical assets. In the last few years the costs of utilities and fuel have increased very significantly—the end is not yet in sight—and we are making special efforts to restrain these expenditures.

e) Deliberate efforts to minimize Administrative and General costs since 1969-70 have reduced the proportions of such expenditures for 1975-76 as compared with 1963-64.

f) General expenditures include those not assignable to another category and include the operation of a number of services provided for the university, as well as bank interest on loans (for operating and capital construction costs). Until 1970, growing expenditures in this area reflected costs of capital construction mainly, and the reduction in later years reflects the slowdown in construction activity.

g) Ancillary enterprises include the operation of residences, bookstores, food services and similar activities. In each case



efforts are made to recover most, if not all, of such costs through reasonable charges to users of the services.

h) The Assisted Research category deserves special mention since expenditures here are chiefly from restricted funds awarded to members of staff

by external agencies in national competition. The declining proportion of expenditures reported for this item occurs as a result of the static condition of the budgets of granting agencies in the last several years, coupled with dramatic growth in the numbers of applicants for grants during the period. Under these circumstances, it

is not surprising that the income (and thus expenditure) for Dalhousie has been a declining portion of total operations. However, research grants and expenditures have increased about 3½ times in dollar terms during the period, and, indeed, Dalhousie is proud of the success of its members in winning research grants.

Distribution of revenues

Figure 11 displays the sources of revenue for similar years during the period. Here again, a few explanatory notes are in order:

a) It is obvious that the largest increase in revenues for the university has come in the form of Government Grants and that Dalhousie has become increasingly dependent upon the public purse. While the funds from government operating grants include those from all three levels of government, the major share is provided by the Province of Nova Scotia. It should be noted, however, that the fiscal transfer arrangements introduced in 1967 permitted the provinces to claim federal reimbursement for 50% of allowable operating costs in respect of their grants to universities. For example, Dalhousie's net payments from the Provincial Treasury in 1975/76 would amount to only about 30% of our revenues from government operating grants.

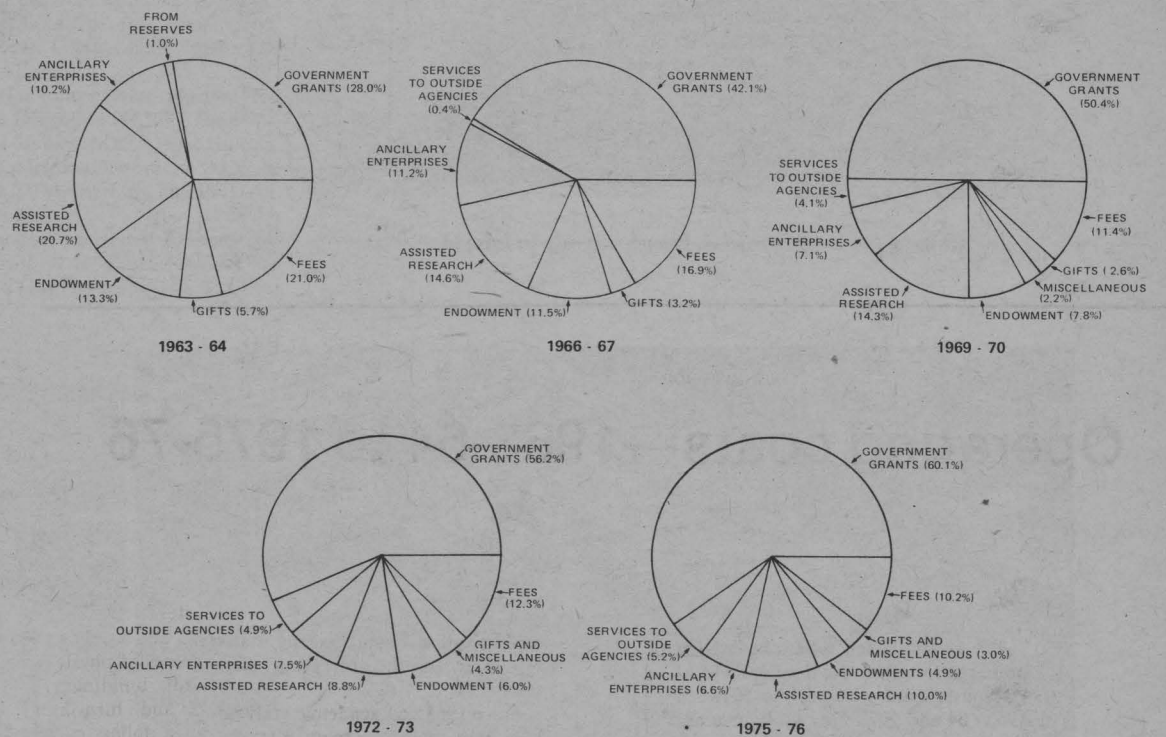
b) Income from Gifts and Endowments has not grown as rapidly as government grants and a declining proportion of revenue is derived from these sources. Special mention must be made of the magnificent bequest of the late Dorothy J. Killam in 1967. The endowment, provided for the enrichment of advanced study and research, totals roughly \$30 million. It is certain that Dalhousie could not have maintained the growth rate of its Faculty of Graduate Studies during the late 1960's and early 1970's without the generous support afforded by Mrs. Killam.

c) Revenues from student tuition fees have been a diminishing proportion of revenues. Most adjustments in fees from time to time have temporarily slowed the trend. In recent years, Dalhousie has occupied the unenviable position of charging fees among the highest for Canadian universities. Recently

other universities in the Atlantic Region raised fees to about the same level as ours. Unless government policies and support change, we can expect fees to be increased from time to time.

d) Revenues from Services to Outside Agencies result from

FIG. 11 - DISTRIBUTION OF REVENUES



transfer payments for the teaching of students registered at other local universities, together with receipts for computer and library services provided to others and so on. These have been significant since 1969, reflecting co-operation with other universities and institu-

tions and the sharing of computer and library resources.

e) The previous comments under expenditures for Ancillary Enterprises and Assisted Research have also touched upon the revenue position and need no further elaboration.

Debt and Deficit

Periods of growth or expansion are often associated with deficit financing and borrowed funds, while more austere times call for balanced budgets. During the period of this report, Dalhousie experienced several years of expansive financing, followed by a more difficult period of relatively limited revenue. The University loan and deficit position is sketched in Figure 12.

The amounts of Interest Charges are the total sums paid out in each of the University fiscal years indicated. Since the amount of bank loans may fluctuate throughout a fiscal year in accordance with obligations to contractors and receipts of capital grants, and the interest rates change, there is not a fixed relationship between the amounts of loans shown and the costs of interest charges.

The amount of Bank Loans is shown as at the end (June 30) of each of the fiscal years indicated. Funds were borrowed principally in order to finance the construction programme. Under the terms of the University Assistance Act, payments of grants for capital construction of approved buildings are withheld by the Province of Nova Scotia until buildings reach specified stages of completion. The University has therefore no alternative but to borrow funds to meet commitments to its contractors in the intervals between these payments. Naturally, retirement of these debts may not occur for some time after the relevant construction is completed.

The costs of interest are paid out of operating account in each year and as such contribute a fixed expense to the operating budget of the year in question. In the first years of the period, the University operated in a deficit position so that such fixed costs could be met without introducing excessive cutbacks in other needed expenditures during a period of rapid growth. At the end of the period, further additions to deficit have become untenable, and efforts have been made to restrict the accumulated deficit of the University.

FIGURE 12. DEBT AND DEFICIT

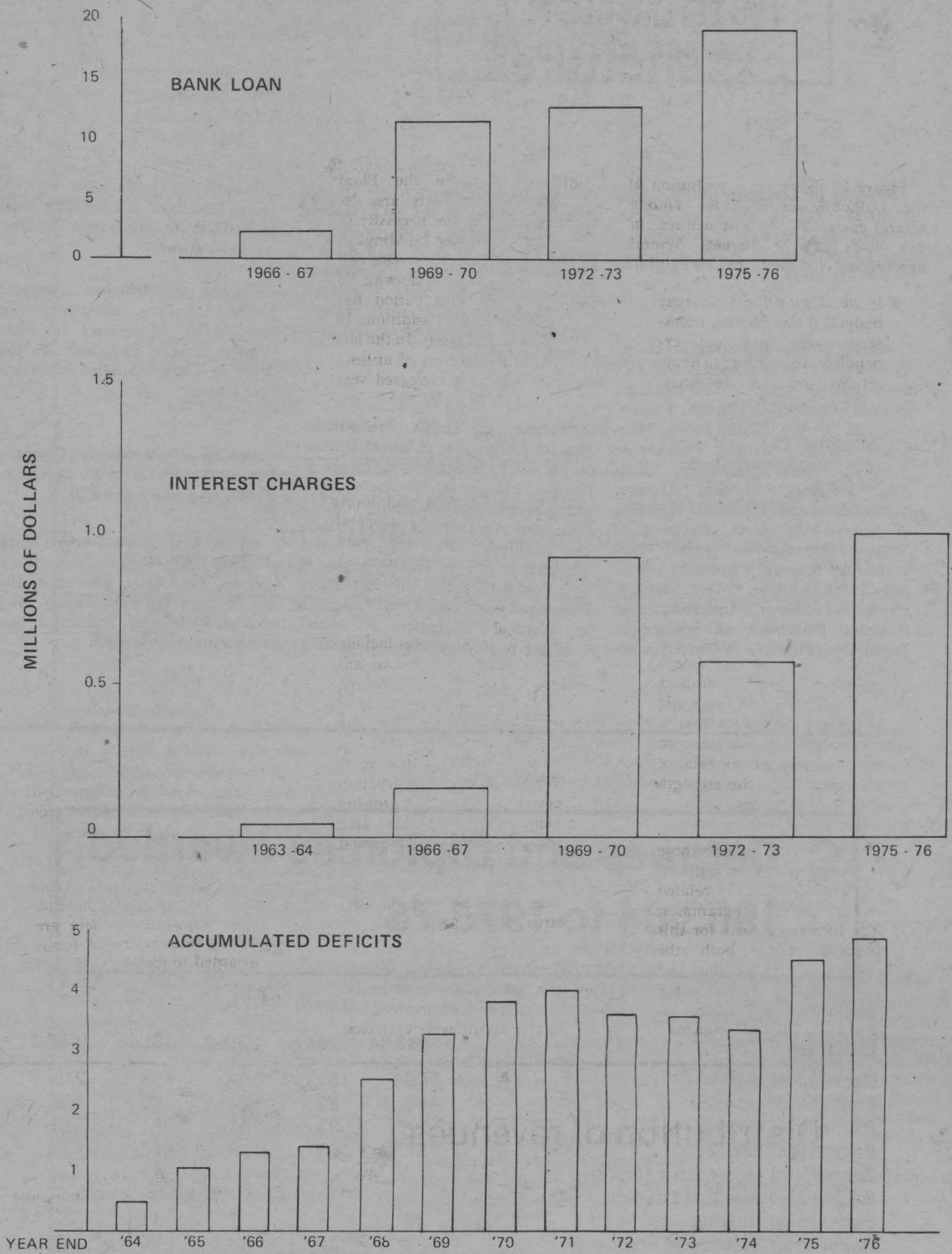
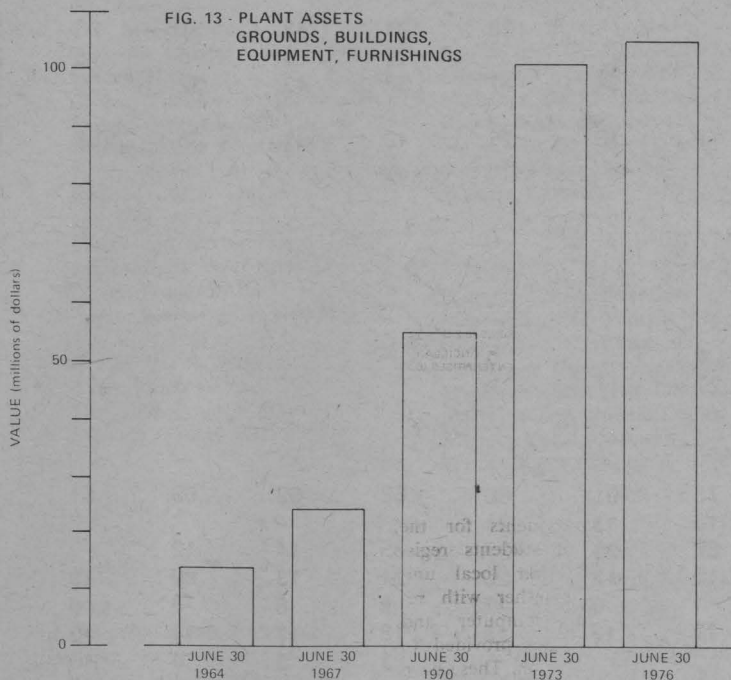


FIG. 13 - PLANT ASSETS
GROUNDS, BUILDINGS,
EQUIPMENT, FURNISHINGS



Plant assets

Reference has previously been made to the major building programme undertaken by Dalhousie during the period under review. Figure 13 shows the values of physical plant assets (i.e. grounds, buildings, laboratory equipment and furnishings). Values are given in dollars current for each year shown. The value of plant assets has increased about seven times since 1963-64.

A time lag, extending perhaps to several years, may exist between the completion of a building planned for expansion and its full utilization. However, we have not had any major new academic facilities completed since 1970.

Dalhousie continues to need new physical plant to accommodate the Faculty of Dentistry, School of Physical Education, (including much-needed facilities for sport and recreation), the Schools of Nursing and Physiotherapy, the Physical Sciences, facilities for the Faculty of Administrative Studies, some additional classroom space, and some office space for the humanities and social sciences.

Of these, a start has been made on the Physical Education Complex, and it is hoped that a decision to proceed with a new Dental Building will soon be forthcoming, and that we may also proceed to reconstruct the Forrester Building for Nursing and Physiotherapy.

B. Degree and Diploma Programmes, 1963-64 to 1975-76

***Faculty of Administrative Studies:** Bachelor of Commerce—(3 years), Bachelor of Commerce (Honours)—(4 years), *Certificate in Public Administration—(1 year).

Faculty of Arts and Science: Bachelor of Arts—(3 years), Bachelor of Arts (Honours)—(4 years), *Anthropology, Classics, Economics, English, French, German, History, Mathematics, *Medieval Studies, *Music, Philosophy, Political Science, Psychology, *Russian, *Sociology, *Spanish, *Theatre, *Unconcentrated Honours. Bachelor of Science—(3 years), Bachelor of Science (Honours)—(4 years), *Biochemistry, Biology, Chemistry, Geology, Mathematics, *Microbiology, Physics, Psychology, *Unconcentrated Honours. *Bachelor of Science in Engineering Physics—(4 years), Bache-

lor of Education (sequential—(1 year post B.A., B.Sc. or B.Com.), *Bachelor of Education (Integrated)—(4 years with B.A. or B.Sc. with B.Ed.), *Bachelor of Education (Vocational Teachers only)—(3 years), *Bachelor of Music Education (4 years), *Bachelor of Music Education (sequential)—(1 year Post B.A.)

***Faculty of Health Professions:** *Bachelor of Science in Health Education (4 years), *Bachelor of Science in Pharmacy (4 years), *Residency Programme in Clinical Pharmacy (1 year), *Bachelor of Nursing (4 years), *Bachelor of Nursing—Post R.N. (3 years), Diploma in Public Health Nursing (1 year Post R.N.), *Diploma in Outpost Nursing (2 years Post R.N.), *Bachelor of Physical Education (4 years), Diploma in Physiotherapy (2 years).

Faculty of Law: Bachelor of Laws (3 years), *Bachelor of Laws with Master of Business Administration (4 years).

Faculty of Medicine: Doctor of Medicine (4 years), Intern year (1 year post M.D.), *Residency in Family Practice (2 years Post Intern), *Residency in Clinical Specialities (4 years post intern).

Faculty of Dentistry: Doctor of Dental Surgery (4 years), Diploma in Dental Hygiene (2 years).

Faculty of Graduate Studies: Master of Arts (1 or 2 years with thesis), Classics, Economics, Education, English, *French, German, History, Mathematics, Philosophy, Political Science, Psychology, *Sociology.

Master of Science (1 or 2 years with thesis), *Anatomy, Biochemistry, Biology, *Biomathematics, Chemistry, Geology, Microbiology, *Oral Surgery, Oceanography, Pathology, Pharmacology, *Pharmacy, *Physical Education, Physics, Physiology and Biophysics. *Master of Business Administration (2 years), *Master of Business Administration with Bachelor of Law (4 years), *Master of Law (1 year), *Master of Library Service (2 years), *Master of Public Administration (2 years), *Master of Social Work (2 years), *Master of Nursing (2 years), *Diploma in Public Administration (1 year), *Diploma in Social Work (2 years), *Diploma in Clinical Psychology (with M.A. in Psychology).

Doctor of Philosophy (2 or 3 years with thesis), Biochemistry, Biology, Chemistry, *Classics, *Economics, *English, *Geology, *History, *Mathematics, *Microbiology, Oceanogra-

phy, Pharmacology, Physics, Physiology & Biophysics, *Political Science, Psychology.

*Programmes initiated during the period of this report.

Programmes dropped during the period of this report: Bachelor of Fine Arts, Bachelor of Music (Replaced by B.A. in Music), Diploma in Education (jr), Diploma in Education (sr), Diploma in Engineering, Diploma in Teaching in Schools of Nursing, Diploma in Licentiate in Music, Diploma in Nursing Service Administration, Master of Laboratory Science, Master of Physical Education (Replaced by Master of Science in Physical Education).

C. Degrees and Diplomas awarded, 1963-64 to 1975-76

Degree	1963-64	1964-5	1965-6	1966-7	1967-8	1968-9	1969-70	1970-1	1971-2	1972-3	1973-4	1974-5	1975-6
Bachelor of Arts	109	151	159	195	213	268	270	326	366	395	409	341	441
Bachelor of Science	75	82	117	126	162	157	192	212	225	235	312	386	452
Bachelor of Commerce	27	33	51	61	42	58	61	59	76	99	104	116	142
Bachelor of Education	67	107	119	137	130	196	226	170	190	160	159	147	173
Bachelor of Music Education								1	9	7	6	7	14
Bachelor of Physical Education							8	15	19	47	48	43	50
Bachelor of Nursing	6		7	11	20	13	38	30	31	40	60	63	65
Bachelor of Science in Pharmacy	3	13	14	20	23	23	28	23	34	49	49	50	51
Bachelor of Laws	32	33	42	57	68	78	70	113	106	114	140	135	146
Doctor of Medicine	43	52	56	63	62	73	63	67	85	90	85	90	91
Doctor of Dental Surgery	11	15	25	26	25	24	24	22	23	24	30	22	29
Master of Arts	13	32	21	47	42	48	84	91	90	78	74	69	93
Master of Science	23	20	23	28	31	36	26	36	39	32	42	30	74
Master of Business Administration						9	12	23	21	20	18	43	44
Master of Laws				1	1		1	1			2	6	8
Master of Library Service								28	24	43	31	28	33
Master of Public Administration										9	5	15	21
Master of Social Work							34	47	33	43	32	50	39
Master of Nursing													3
Doctor of Philosophy	1	5	8	10	12	17	18	25	42	41	38	36	56
Diploma													
Diploma in Clinical Psychology	2	3		30		1							
Diploma in Engineering	35	32	26	33	41	27	11	1					
Junior Diploma in Education	6	6	1										
Senior Diploma in Education	7	8	2										
Diploma in Pharmacy	10	6											
Diploma in Public Health Nursing	45	46	63	65	65	75	91	86	62	69	69	51	47
Diploma in Teaching in Schools of Nursing	29	40	25	22	27	16	13	24					
Diploma in Nursing Service Administration	17	33	34	42	44	37	38	37	35	14	12		
Diploma in Dental Hygiene	10	13	10	7	12	12	12	20	21	13	20	19	20
Diploma in Outpost Nursing						1	6	7	8	8	8	8	9
Diploma in Physiotherapy		13	10	16	15	19	12	15	18	13	17	13	19
Diploma in Public Administration									1	3	6	10	10
Diploma in Social Work							3	2	3				2
Certificate in Public Administration								1	1		5		3

D. Honorary degrees awarded 1963-64 to 1975-76

1963-64

Balsdon, John Percy Vyvian Dacre
Bennet, Charles Lindsay
Cameron, George Donald West
Corry, John Alexander
Kerr, Alexander Enoch
MacKinnon, Frank
Stackpole, Stephen Henry

1969-70

Bethune, Clarence Melville
Brady, Alexander
Creighton, Donald Grant
Denning, Sir Alfred Thompson
Emeneau, Murray Barnson
McColough, Charles Peter Philip
Meagher, Blanche Margaret
Pattillo, Arthur Sydney
Weld, Charles Beecher

1964-65

Gass, Charles Leon
Hayes, Frederick Ronald
Hebb, Donald Olding
Kelly, Arthur Dill
Mackay, Colin Bridges
McMillan, Joseph Alexander
Pelluet, Dixie
Ritchie, The Hon. Roland Almon
Turnbull, Frank Alexander
Young, Elrid Gordon

1970-71

Allison, Catherine
Boggs, Jean Sutherland
Buckler, Ernest Redmond
Cohen, Leonard Norman
Forsey, The Hon. Eugene Alfred
Forsyth, Ian Keith
Freedman, The Hon. Samuel
Gray, John Morgan
Grossman, Peter Augustus Frederick
Harris, Lawren Phillips
Iseler, Elmer
Laskin, The Hon. Bora
Maclean, Sir Fitzroy Hew
Major, Leon
Rowan-Legg, Kathleen St. Clair
Stern, Isaac
His Excellency, Josip Broz Tito

1965-66

Bailey, Sir Kenneth
Byers, Donald Newton
MacKenzie, Walter Campbell
Tufts, Robie Wilfrid

1971-72

Evans, John Robert
Ferguson, Max
Friedmann, Wolfgang Gaston
Gelbart, Abe
Hemlow, Joyce
Hillenbrand, Harold
Laurence, Jean Margaret
MacNutt, William Stewart
Morton, The Hon. William George

1966-67

Beaverbrook, Lady
Belliveau, Normand Joseph
Bonnell, John Sutherland
Casgrain, Perrault
Carris, The Hon. Leuchlin Daniel
Her Majesty, The Queen Mother, Elizabeth
Kinde, Matthew Robert
Laurence, George Craig
Mackenzie, Charles Fogo
Martineau, Jean
Nicholson, The Hon. John Robert
Parker, Frederick Thomas
Pearson, The Rt. Hon. Lester Bowles
Smith, Francis David
Wright, Cecil Augustus

1972-73

Dockerty, Malcolm Birt
Gower, Laurence Cecil Bartlett
Hughes, Francis Norman
Nicholson, Clarence Mackinnon
Read, Horace Emerson
Vickery, Hubert Bradford

1967-68

Barr, Murray Llewellyn
Beckwith, Charles John Worden
Borden, Henry
Cooper, The Hon. Arthur Gordon
Forbes, George Ronald
Goodman, The Rt. Hon. Lord
Henry, Helena Lola
Holland, Clyde Wallace
Lea, Richard Gordon
Macdonald, Ranald Ian
Medawar, Sir Peter Brian
Miller, Leonard Albert
Smith, Beatrice Rose Elizabeth
Taylor, Harold Ernest
Trask, Carl Raymond
Tyler, Ralph Winfred
Underhill, Frank Hawkins
Wiswell, Gordon Blanchard

1973-74

Byrd, Kenneth Frederic
Douglas, Thomas Clement
Fraser, Frederick Murray
Grant, George Parkin
Lachs, The Hon. Manfred
MacEachen, The Hon. Allan Joseph
Marshall, Clyde Slocomb
Michener, The Rt. Hon. Daniel Roland
Ricker, William Edward
Smith, The Hon. George Isaac
Stewart, Robert William
Wallace, Catherine

1974-75

Humphrey, John Peters
Macdonald, Eva Waddell Mader
MacFarlane, Constance Ida
MacGregor, Stewart Alexander
MacKeigan, The Hon. Ian Malcolm
MacKinnon, Archibald Donald
Sinclair, Donald Maclean
Wynter, Luther Reginald

1975-76

Chambers, Robert William
Chant, Donald Alfred
Cohen, Maxwell
Cowan, The Hon. Gordon Stewart
Eaton, Cyrus Stephen
Franca, Celia
Johnston, Neil Edward Joseph
MacIntosh, Frank Campbell
MacLennan, Edna Agnes Electa
McLeod, George Ross
Nowlan, Alden

1968-69

Balcom, Samuel Rosborough
Bond, Horace Julian
Colville, David Alexander
Fullerton, Douglas Henderson
Lamoureux, The Hon. Lucien
Pringle, George Hugh
Robichaud, The Hon. Louis Joseph
Smith, Arthur James Marshall
Willis, John McKenzie

E. Benefactions 1963-64 to 1975-76

Campaigns		
1962 campaign	2,859,202.	
Dalhazions	7,556,245.	
Medical School Centennial Fund	325,064.	
Dalhousie Annual Fund	377,120.	11,117,731.
Gifts and bequests		
General purposes	16,807,006.	
Salaries	11,051,873.	
Scholarships, bursaries, prizes	10,401,156.	
Research	3,135,509.	
Library	127,606.	
Room furnishings	23,117.	41,546,267.
Total benefactions		52,663,998.

F. Inter-University Undertakings, Significant Research Institutes and Programmes, Service and Extension Programmes.

1. Inter-University Undertakings

Student Exchange

These involve the Faculty of Arts and Science at Dalhousie and local institutions, including Mount Saint Vincent, Saint Mary's, Nova Scotia College of Art and Design, Nova Scotia Technical College and the Atlantic School of Theology; class and credit transfer among local institutions; and coordination of student accommodations among local institutions.

Arrangements with the University of Maine permit class and credit transfer for students in Arts and Sciences, and in Physical Education, Studies, and

Within the Faculty of Arts and Science provision is made for study abroad at particular institutions and a number of Dalhousie students have spent a year at the University of Lancaster in England. Others inter-

ested in Spanish studies have spent a summer at the University of Salamanca in Spain, and one student has studied at the University of Havana in Cuba.

Computer Centre

Educational Computer Network.

Libraries

There is inter-library co-operation (acquisitions and network) and co-operative cataloguing among Atlantic Provinces Libraries.

University of King's College

A long standing arrangement whereby King's faculty are integrated in Dalhousie departments, and King's students, with the exception of those in the Foundation Year Programme, complete their studies in Arts and Sciences for a Dalhousie degree.

Mount Saint Vincent

An agreement concluded in 1969 and since renewed provides for co-ordination of programmes. Nursing students at both universities have an integrated professional component and nursing staffs function as one school pending termination of the Mount Saint Vincent programme in 1979. Summer programmes at both universities are offered co-operatively as an integrated programme.

Nova Scotia Technical College

Under an agreement concluded in 1969 and since continued the specialty degree programmes at Tech are integrated, with Dalhousie staff on leave to Tech and serving as part of the Engineering faculty there, and Tech staff teaching students in the preliminary years at Dalhousie.

Nova Scotia College of Art and Design
Classes and credit transfers.

2. Significant New Research Institutes and Programmes

Atlantic Research Centre for Mental Retardation 1967
Aquatron 1971
Centre for Foreign Policy Studies 1971
Trace Analysis Research Centre 1971
Chair in Military and Strategic Studies 1971

Legal Aid Clinic 1971
Government Studies Programme 1972
Institute of Environmental Studies 1973
Legal Service for Prison Inmates 1973

Coastal Zone Productivity Studies 1973
Deep Drill '74 1973
Centre for African Studies 1975
Centre for International Business Studies 1975
SLOWPOKE Reactor 1975

3. Service and Extensions Programmes Service to the Community

Part-time study for many degree programmes, especially in Arts and Science, is available, and non-credit instructional programmes are offered by the Computer Centre in computer languages, programming and software packages; by the Institute of Public Affairs for local government officials and representatives of business and industry at various locations in the Atlantic Provinces; and by the Faculty of Administrative Studies with short courses in hospital and public health administration.

The full-time non-credit Transition Year Programme accepts 12-15 Black and Indian students not otherwise completely qualified for admission to the University.

Clinical Teaching Programmes

These are provided in Medicine, through the interne year and post-

graduate specialty training; in Dentistry, through the Dental Clinic, open to all; and the Dental Hygiene programme in the public schools; in Nursing; in Social Work; in Law through the Dalhousie Legal Aid Service; and in service to other universities, the community and various professors through the Killam Library, the Law and Medical Libraries and the Computer Centre.

Continuing Education

In Medicine, an extensive programme for the benefit of practising physicians is conducted at various centres throughout the Maritime Provinces; in Dentistry, there is a varied annual programme for practising dentists in the Atlantic Provinces; and in Law, Library Service and Pharmacy.

Clinics

Dentistry has operated a mobile clinic, particularly in the summer

months, to serve children in communities in Nova Scotia without adequate dental service. The Children's Development Clinic in the School of Physical Education assists children with disabilities through development of motor skills.

Cultural Programmes

The Arts Centre offers a variety of cultural activities—Music, Theatre, Film, Gallery Exhibits—and makes its facilities available for meetings and other cultural events.

Athletic and Recreation Activities

The Athletic Department offers opportunity for spectator sports, participation and use of facilities for recreation, research in and for the community and sports camps and clinics.

G. Additions to Physical Plant 1963-1976

Buildings constructed or purchased			Major renovations or extensions		Cost
	Date	Cost			
Sir Charles Tupper Medical Building	1967	13,048,216.	Shirreff Hall		3,168,865.
Weldon Law Building	1967	1,809,801.	Howe Hall		2,040,164.
Student Union Building	1969	3,537,032.	Pharmacy		366,868.
Izaak Walton Killam Memorial Library	1971	7,279,915.	Clinical Research Centre		423,290.
Arts Centre	1971	4,761,500.	Forrest Building		95,900.
Central Services Building	1971	3,376,515.	Faculty Club		130,810.
Life Sciences Centre	1971	17,446,800.	Macdonald Library		95,000.
Residences			Chemistry		979,180.
Peter Green Residence	1967	1,600,000.	Steam and Electrical Distribution		110,861.
Ardmore Hall	1970	380,211.	Tunnel from Thermal Plant		1,576,670.
Fenwick Place	1971	5,255,041.	Renovation of space in Life Sciences for Slowpoke		198,000.
			Sociology		238,000.
			Maritime School of Social Work		77,800.
			Education		148,830.

H. Federal-Provincial Fiscal Arrangements Act

Grants to Dalhousie University

Year	Gross Operating Expenditures	N.S. Govt. Grant Excluding Sinking Fund Payments	Recoverable from Ottawa	Net Operating Cost to Nova Scotia	Sinking Fund Payments by Nova Scotia (excluding Earned interest)	Special Sinking Fund Payments
1965-66		1,753,100	508,426	1,753,100		
1966-67		2,230,500	1,652,375	2,230,500		
1967-68	16,060,250	6,104,000	5,633,125	470,875	155,097	
1968-69	19,544,956	8,120,700	6,995,052	1,125,648	155,097	
1969-70	24,954,169	10,490,000	9,024,273	1,465,727	554,516	
1970-71	30,018,776	14,382,500	11,008,232	3,374,268	841,619	
1971-72	35,347,855	16,077,200	13,387,521	2,689,679	1,778,583	
1972-73	37,039,540	17,909,875	14,658,109	3,251,766	2,505,134	1,891,600
1973-74	41,270,022	20,380,000	15,733,858	4,646,142	2,732,065	2,361,150
1974-75	48,358,338	25,805,000	18,287,425	7,517,575	2,672,634	2,276,550
1975-76	54,647,090	32,549,959	*21,640,000	*10,909,959	2,432,681	2,113,400
**1976-77	*58,000,000	*35,736,300	*22,968,000	*12,768,300	2,196,098	Nil

(In 1976-77, the figure of \$35,736,300 does not include the non-space grant of \$665,000 or the alterations grant of \$540,000.)

* Estimate

** Due to the change in the University's fiscal year, the 1976-77 statements and reports will cover the nine-month period only from July 1, 1976 to March 31, 1977. However, for the purpose of comparison, estimated revenues and expenditures for the full twelve-month period (July 1, 1976 to June 30, 1977) are shown.

Recoveries from Ottawa since 1967-68 are based on 50% of allowable expenditures which include an 8 1/2% provision for equipment and furnishings.