

INSTALLATION
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Your Honour, Mr. Chancellor, Graduates, Family & Friends

It is a great honour and pleasure for me to join our newest Dalhousie graduates today. Like you, I, too, am starting off on a new stage in life. It will be an exciting time for all of us, I'm sure. I want to congratulate all the graduates on their hard work and the commitment that has brought them to this important moment celebrating achievement and new beginnings. I know that the road ahead may look a little daunting from time to time, but with Dalhousie on our resumes and as a continuing force in our lives, we are well positioned for success.

Given the nature of this occasion, I'd like to say a few things about the future of Dalhousie.

Since I assumed my duties this summer, I have been struck by the tremendous support our university enjoys within the community. Dalhousie is a family affair. Many of the parents and grandparents in the audience today celebrating this graduation are themselves Dalhousie alumni. Indeed, I have met fifth generation graduates who trace their alumni heritage to the days before the confederation of Canada. Dalhousie's roots in this community go very deep. Our family tree also spreads its limbs very wide. In the past few years new alumni associations have opened in Hong Kong, India and Greece, joining numerous chapters across North America and Europe.

Whether graduates, friends or neighbours of the university, our community supports Dalhousie generously. Through their taxes, Nova Scotians annually grant us \$84 million. Our annual alumni fund raises over \$1.5 million and our endowment tops \$150 million. Very soon we will formally launch a new capital

campaign to enhance that endowment. I am especially proud that the students of this university voted last week to support that campaign with a \$1.3 million donation over the next five years.

We receive these practical expressions of support for one reason: Dalhousie matters to this community. It matters because we play a crucial role in developing the community.

This development role, the knowledge and the services that we contribute, are central to why we exist. From time to time, we may lose sight of this objective as we struggle with internal problems. On other occasions, I sometimes think we don't explain clearly the tremendous effort that Dalhousie makes to ensuring that Halifax, Nova Scotia and many regions beyond our provincial borders are better places to live as a result of our contributions. So what exactly do we contribute?

First of all, we educate and train students of all ages and social

backgrounds to take their place as productive and thoughtful citizens in their communities. This imposes a special responsibility on those who teach at Dalhousie to ensure that we offer a first rate education in all of our programs. The hundreds of students graduating today will join over 70,000 Dal alumni. While times are tough economically at the moment, university graduates continue to enjoy higher lifetime income earnings, much lower unemployment rates and more satisfying careers than any other group in society. Dalhousie matters, then, to the life chances of our graduates.

Second, Dalhousie is at the heart of Atlantic Canada's efforts to thrive in the new knowledge economy. Last year, Dalhousie faculty earned \$36.4 million dollars in external research grants and contracts, about 70 per cent of the total in all of Nova Scotia. This level of achievement has persisted for a long time. In many cases, Dalhousie professors worked on these research projects with faculty at other universities or with researchers in

private companies. This collaboration spread the impact of our efforts far beyond our campus borders. Dalhousie used this \$36.4 million to hire almost 450 additional scholars, technicians and support staff to supplement the efforts of the hundreds of faculty and staff paid for from the university's regular operating budget. We also devoted over \$3 million of endowment funds and scholarship money to attract 1,800 graduate students to work with our faculty and externally funded research teams.

These days we hear a lot about the knowledge economy and how it is going to be the key to our economic future. For many of us, the knowledge economy is a bit of an abstract term. How do we recognize it when we see it? Let me suggest that the thousands of scholars, researchers and graduate students at Dalhousie are not an abstraction. They are in this room today and their efforts are all around you on the beautiful campus that surrounds us. Dalhousie matters because these efforts will make the difference between prosperity or decline for our communities in the future.

A difficult question arises at this point. In tough times, given the pressure on all governments to reduce expenditures and reorganize wasteful programs, will we be able to continue supporting the efforts of these scholars and researchers at current levels? In raising this question, I do not want to suggest for a moment that universities should be exempt from the general requirement to work smarter and harder and do more with less. Given the burdens everyone in our community faces these are a legitimate expectation and challenge. But I do want to warn that if public support for universities falls too far and too fast, the scholars who earn these grants and contracts will leave for better opportunities in other parts of the world or will not be able to compete effectively with strong institutions beyond our borders. As their efforts slip, the graduate students and our brightest lights will fade away. If these things happen, Nova Scotia's future will be irreparably harmed. It takes a very long time to build up a great university. Dalhousie was founded in 1818. Many of our sister universities in Nova Scotia also

enjoy a long and honoured history. But it takes almost no time at all to lose our best scholars, close our labs and send away our best students. I hope that as our province struggles to find the right balance between financial prudence and our long-term development needs that we don't take a narrow or short-sighted view of this issue.

I'd like to make a third point about the university as an agent for the development of our community. As we all know, a well rounded education involves more than classes and study. Dalhousie offers our students countless opportunities to participate in or attend plays, concerts, guest lectures and sports events. These events, of course, are always open to the wider community. In the past year, Halifax has basked in the well-merited glory of the G7 Conference and its designation as one of Canada's "smart cities". Dalhousie, and the other universities in Halifax, play a major role in all of this. What would our community look like without the events offered at the Cohn

auditorium, without the plays and concerts put on by Dal students in numerous venues. This summer, 30,000 people attended Shakespeare by the Sea in Point Pleasant Park, an event staged in large part by Dalhousie students, grads and faculty. Many of those attending were tourists. Each summer Dalhousie does over \$1 million worth of conference business, bringing in even more visitors to the city to attend our events and stay in our residences. This list of contributions to the cultural life of our city is almost endless, -- as it should be. Once again, Dalhousie matters.

Finally, and here I come to my last point, let me say a few words about how Dalhousie should and does matter to our students. The new graduates who have just crossed this stage and receive their degrees have mastered a body of knowledge and learned skills that will serve them well eventually in earning a living. But as John Adams observed, "There are two educations. One should teach us how to make a living and the

other to live well." I hope we all would agree that the good life is measured in more than products and services consumed. Its attributes are many and varied, but they certainly encompass the deep satisfaction that comes from doing a job well and contributing to the welfare and happiness of others. I hope that we have added a little to the development of those values and the wisdom needed to live by them to our newest Dalhousie graduates. Unfortunately, it is possible to be a success in school and a failure in life. At Dalhousie, in a majority of our programs, we try to give our students an opportunity to link theory and practice outside the classroom. Many of those graduating today have participated in co-op programs, practicums and internships and most of the graduate students have gained experience teaching. Others have participated in volunteer activities that have brought them into contact with situations that have challenged their preconceptions and tested their humanity. In each of these settings Dalhousie students have once again served their community, frequently on a voluntary

basis, with their time, their knowledge, commitment and enthusiasm. But I think that each of them has also taken away something invaluable from these kinds of contacts and experiences. Action wedded to intellect builds character, and although it may be rather old fashioned, I believe that the prupose of education is the development of both knowledge and character.

Knowledge and character. Perhaps that is what Dalhousie's founders meant when they chose our Latin motto, Ora et Labora, which means Pray and Work. Action and reflection. These are the hallmarks of the engaged student. They are also the hallmark of the engaged university. In aspiring to develop engaged students, and serve our community's multi-faceted needs by being an engaged university, we take up the challenge to matter, to make a difference. I am honoured to serve as president of such a university. Thank you for that opportunity and, once again, congratulations to the new graduates whose