

A COMPARISON OF TWO SMALL MARITIME UNIVERSITIES
WITH DIFFERING RELIGIOUS BACKGROUNDS:
SAINT MARY'S UNIVERSITY AND
MOUNT ALLISON UNIVERSITY

by

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ABSTRACT

This thesis, entitled "A Comparison of Two Small Maritime Universities with Differing Religious Backgrounds: Saint Mary's University and Mount Allison University" is an attempt to find significant features of each institution which are either based on or have evolved from their traditional religious backgrounds.

The investigation was limited by the complexity of modern universities to the selected areas of: historical backgrounds, administrations, faculties, ownership and control, and program and students.

The history traced the development of both universities through the nineteenth century up until the present. Particularly significant were two Acts, one passed in 1963 and the other in 1970. The 1963 Act, passed in the New Brunswick Legislature, and entitled "The Mount Allison University Act" helped change the direction of that institution for the foreseeable future. In 1970 the Nova Scotia Legislature passed the "Saint Mary's University Act" which drastically altered the ownership structure of the institution and probably altered its future as well.

The chapters on administration and ownership and control deal predominately with the legal structures of both. However, underlying sources of authority and control are also discussed.

Faculties is probably the most comprehensive of the chapters. It attempts to point out the position of each of the University's staffs particularly in view of their relationship with the administrations and control bodies.

The final chapter deals with students and programs. It

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attempts to make comparisons of the two Institutions through comparisons of the type of student attracted to look at the programs they offer.

I

P R E F A C E

Two Maritime Universities, Saint Mary's of Halifax, Nova Scotia, and Mount Allison in Sackville, New Brunswick, have been experiencing periods of rapid change.

This thesis traces their different backgrounds, both basically religious, and their more recent developments. It is important here to look at key components: Histories, Faculties, Ownership Boards, Administrations, Students, and Programs. It is also important to note that despite common factors in their backgrounds, they are now moving in quite different directions.

This study attempts a juxtaposition of the two Universities, hopefully to see one and the other, not in isolation, but in comparison.

Michael Sadler warned us to study institutions in a right spirit and with scholarly accuracy. The first I have done as objectively as possible, the second as conscientiously as possible.

Fortunately, I have known personally many of the faculty members and administrative officers of Mount Allison University. This year at Saint Mary's University has afforded me the opportunity to meet faculty and administrators here.

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I pay grateful acknowledgement to many of these people for the kindness and patience they have shown me in the preparation of this thesis. I note with particular gratitude the assistance of Professor F. R. Phillips.

Understandably the study brought to light obstacles. It was not always possible to gain access to confidential documents, much as one would like to have assessed them. Then, too, the study soon illustrated that certain facets such as finance and facilities might well be theses in themselves. These I leave to other scholars and hope they will prove as rewarding topics as this one has to me.

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CHAPTER I

A BRIEF HISTORICAL BACKGROUND

CHAPTER 1A BRIEF HISTORICAL BACKGROUND

At the beginning of the nineteenth century there was a significant Irish-Catholic minority living in the Halifax area. The Reverend Edmund Burke became Vicar-General of Nova Scotia in 1801, having been transferred from the Ontario missions by Bishop Denaut of Quebec. His coming was the result of pressure exerted on the Quebec Bishop by the Halifax Catholics who argued that unless leadership was forthcoming, Catholics in Halifax would be in danger of gradual assimilation by the Protestant majority.

Father Burke in Halifax ordered the construction of a two-storey building on the corner of Barrington Street and Spring Garden Row.⁽¹⁾ The building was designed to house both a college and a Catholic seminary. Although the Halifax Catholics were fully aware of the laws discriminating against Catholics, there was a growing feeling that the time was approaching when these restrictions would be eased.⁽²⁾

After some difficulties in procuring a teaching staff, Burke was able, in 1808, to begin a boys' school

(1) Spring Garden Row eventually became Spring Garden Road.

(2) Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 58.

in the two-story structure which also doubled as his home. His teaching staff consisted of five seminarians. The Catholic hopes of developing this Saint Mary's School to a college level institution incurred a major set-back by the death of Father Burke in 1820.

It was not until 1838 that the Halifax Catholics led by Bishop Fraser, opened a college for higher education of young Catholic men in the area. Known as Saint Mary's Seminary, it was located on Grafton Street in Halifax. The first principal was Father R.B. O'Brien, D.D. The Seminary was without financial aid from government sources and consequently had to be supported entirely by contributions from members of the Diocese. O'Brien knew that the task of supporting the Seminary in this way for a prolonged period would prove too much of a burden for the Diocese. He was determined to make representation to the Nova Scotia Legislature in an effort to gain official recognition and financial aid.

On March 17, 1841 a Bill was presented to the Legislative Assembly requesting a charter and financial aid. It is interesting that at this time Saint Mary's attracted considerable attention because of the emphasis it placed on studies in Commerce. (3) On March

(3) Harvey, D.C., An Introduction to the History of Dalhousie University, (Halifax: McCurdy Printing Co., 1938), p.61.

29, 1841, the House, whose speaker was Joseph Howe, passed "An Act for incorporating the Trustees of Saint Mary's College at Halifax".⁽⁴⁾ This date is generally accepted as the birth-date of the foundation of Saint Mary's College; for the Act granted Saint Mary's degree-granting powers and financial assistance for the next eleven years.⁽⁵⁾

While the Irish-Catholics of Halifax struggled with the inception of Saint Mary's, the Maritime Protestant denominations were divided on technical points of theology which hindered cooperation in fields such as education.⁽⁶⁾ As a consequence, the Baptists founded Horton Academy and Acadia College, the Presbyterians founded Queen's and the Anglicans founded King's, all before 1830.

Meanwhile the foundations of Methodist higher education were laid largely because of the efforts of one prominent Maritime businessman, Charles Frederick Allison. Allison, of Sackville, New Brunswick, proposed before the annual meeting of the Wesleyan Methodists of Saint John in January, 1839:

(4) Victoria, c. 39.

(5) The 'Act' refers to both "College " and "Seminary".

(6) Note: The two principal issues of dispute were between election or predestination versus free-will and adult baptism versus infant baptism.

The establishment of a school for males in which not only the elementary but the higher branches of education may be taught. (7)

Allison offered to purchase a suitable site, erect a suitable building for an Academy and furnish one hundred pounds per year for ten years aimed at covering its operating costs. (8) The Convention accepted the offer and in July 1840, Allison himself laid the cornerstone of the structure.

On January 19, 1843, Mount Allison Wesleyan Academy began its teaching under the principalship of Humphrey Pickard. The first principal, at one time a Fredericton businessman, had experienced a religious awakening and entered the Methodist ministry. He had been, before his appointment to Mount Allison, a pastor in Saint John and editor of the British North American Methodist Magazine.

A Chronicler of the time, observing the opening of the Academy wrote:

On the morning of that day, a few of the other friends of the Institution, with the Founder and the Principal elect, met with six or seven young persons who presented themselves for admission as students, in one of the smaller rooms of the building.

(7) Mount Allison University Calendar 1963-1964, p.28.

(8) See Appendix 1 for letter sent to Conference by Allison.

Appropriate passages of scripture were read and several prayers were offered and it was felt, by the sacred influence of the hour, that they were recorded on high.(9)

By an Act of the New Brunswick Legislature in 1849, the Trustees of Mount Allison Wesleyan Academy were incorporated. During these initial years Mount Allison expanded its enrolment steadily reaching an average attendance of 110 pupils by 1850. As the experiment in higher education in the Town of Sackville began to prove itself a success, the desire grew among Maritime Methodists that the facilities should be expanded to include Methodist women.

At a meeting of Wesleyan Ministers of New Brunswick, Nova Scotia, and Prince Edward Island, and several leading lay members of the Church, held in Sackville in the summer of 1847, a resolution was unanimously adopted which declared: "that an Academy for females, similar to one in existence for the opposite sex a necessity". (10)

The Church adopted the resolution thus recognizing officially its obligations. The first step was the establishment of a Committee for the procurement of funds. The original benefactor C. F. Allison was

(9) Sawdon, W. B., The Argosy Weekly, "One Hundred Years", (Sackville: The Argosy Weekly Press, March 1940), p. 1.

(10) Archibald, R. C., Historical Notes of the Education of the Women at Mount Allison, (Sackville: Centennial Committee of Mount Allison University, 1954), p. 1.

approached and offered to contribute one thousand pounds toward the erection of a sound building. Other residents of the area contributed one thousand pounds. But it was not until the autumn of 1852 that the required sum was acquired and the Board of Trustees began construction.

On August 17, 1854 an elaborate opening ceremony was planned but an outbreak of cholera in Saint John forced cancellation. Instead, a small religious ceremony was held that brought together the Founder, officers, students and friends. This marked the official opening of the Mount Allison Ladies' Academy, more commonly called the Ladies' Branch.

Enrolment at the new co-educational school quickly qualified it as an immediate success. It attracted 230 students (of which 118 were women) taught by a staff of seven. The number of students is particularly significant in view of the hazardous conditions under which people had to travel in those days.

Since 1854 the only piece of railway between Halifax and Saint John was from Halifax to Truro. Travel to Sackville had to be made by vessel (ships from various parts of the world used to tie up at the Sackville wharf). In 1855-56 the academic year lasted continuously from August 16 to June 5. As the catalogue announces

'there is but one vacation in the year, which will be in the summer season, when the necessary travelling to and from the Institution may be performed with so much greater ease, comfort and safety, than it would be in the winter.(11)

The railway from Truro to Saint John was finally completed in 1872.

Toward the end of 1854 new disciplines of art and music were added to the Academy with the completion of Lingley Hall. This building served as classroom space for both sexes, for the art and music courses (considered to be more appropriate for ladies), and as a general meeting hall, and from 1855 to 1909 for every Convocation.

Influential Methodists now began to press for a shift to full College status for the Institution. In 1858 at the annual Wesleyan Conference of Eastern British North America, the College Board was asked to ascertain the measures necessary for the establishment of a College proper.

The Board, after studying the situation, forwarded a petition to the New Brunswick Legislature asking for a College Charter. On April 8, 1858 the Legislature passed the necessary Act which granted

(11)Archibald, R. C., Ibid., p. 2.

Mount Allison the power to grant degrees. However, for financial reasons the College was not established until 1862.

The arrangements which had previously been made for a regular collegiate organization were carried into effect at the commencement of the last academic year. The Mount Allison Wesleyan College was, therefore, then established; and it has been in successful operation during the year, having a full set of College classes, entirely distinct from those of the Academy. It has a competent faculty consisting of 5 full professors, each of whom devotes 1-3 hours daily to College classes.(12)

A year before this (1861) it was decided to introduce theological training at Mount Allison although C. F. Allison never intended the Institution qualify Methodist men for the Ministry. The aim was to broadly qualify men, and later, ladies, for any station in life. It did, however, provide intending candidates for the Ministry with facilities to receive an academic training. By "the appointment of Charles de Wolfe as a Professor of Theology"⁽¹³⁾ formal theological training began at Mount Allison.

The career of de Wolfe illustrates the close connection between Methodism and Mount Allison. De Wolfe

(12) The Academic Gazette, (Sackville: Mount Allison Wesleyan College, June 1862)

(13) Masters, D. C., Protestant Church Colleges in Canada, (Toronto: University of Toronto Press, 1966), p. 76.

was born a Baptist but while a law student in Halifax was converted and became a preacher. After studying for the Ministry in England, he returned to Nova Scotia and became a Methodist Minister. As a Professor of Theology he was vested with direction of all ministerial candidates.

De Wolfe's appointment indicated the close cooperation between the Church and the College: Mount Allison provided the facilities for his work but he was paid by the Methodist Conference. (14)

The College continued uninterrupted and in 1863 graduated its first class of Bachelor of Arts students. The class consisted of Josiah Wood, later Lieutenant-Governor of New Brunswick and Howard Sprague, who became one of the most influential Methodist preachers in the Maritimes.

Mount Allison saw a continuous growth up to this period but at Saint Mary's continuous growth was interrupted by a series of setbacks. The academic year 1841-1842 witnessed the growth of serious differences of opinion at the Halifax College, concerning the Bishop's refusal to move to Halifax from Antigonish where he kept his administrative offices.

(14) Ibid.

In 1844 the diocese (Halifax) was divided...with Fraser becoming, by his own choice, Bishop of Arichat, Walsh, apostolic administrator (later Bishop) of Halifax. These changes were accompanied by discord and the forming of factions with the result that the Irish priests of Halifax, including President O'Brien had returned to their homeland.(15)

With the departure of Dr. O'Brien, Reverend Thomas L. Connolly took charge of the College. He remained in that position until 1850 when he left Halifax to assume new duties as the Bishop of Saint John, New Brunswick. The new president was Reverend Michael Hannon who was succeeded four years later by Most Reverend William Walsh, D.D. who held the position until 1861 when he was succeeded by Reverend Patrick Power.

At Saint Mary's College classes continued without any major interruptions during this period. This was probably because the government continued to send its annual grant to the Institution although the amounts varied.(16)

One very important development during this period was the gradual growth in influence in the College of the Brothers of the Christian Schools (De La Salle).

(15) Shook, Lawrence T., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 60.

(16) Note: 1842-44=444 pounds; 1844-63=250 pounds; 1863-65=\$1,000.00; 1865-76=\$1,500.00; 1876 and after=all grants terminated.

The Order was brought to Halifax in 1869 by Archbishop Connolly, who managed to convince them that they should also staff Saint Patrick's Boys' School.

A second important development was the reaffirmation of the Act of 1841:

in the same manner and to the same extent. It would seem that this reaffirming in 1873 was deemed necessary because the rights of the Act of 1841 had been allowed to expire through inadvertence.(17)

The College now under the De La Salle Brothers was transferred to a recently purchased site at Belle Air Terrace and Agricola Street. The first president was Brother Geoffrey appointed in 1873.

This period saw both Saint Mary's and Mount Allison viewing the future as generally bright. However, they failed to see the setbacks which would confront them both. For example, on January 16, 1866 the first of many fires which plagued Mount Allison's history, occurred. The original Academy built in 1840 was completely destroyed. It is interesting to note the attitude adopted by the Methodist members of Mount Allison. Classes were interrupted for only one-half day even though the fire destroyed most of the College records and most of the students' belongings.

(17) Masters, D. C., Protestant Church Colleges in Canada, (Toronto: University of Toronto Press, 1966), p. 76.

With a deep sense of religious conviction the Board passed a resolution on February 21 which stated:

That, whereas the Academy at Sackville, destroyed by fire, the Board of Trustees feels called upon to acknowledge, with deep humility the chastening hand of Almighty God in this afflictive event, and at the same time gratefully to record the fact that no life was lost and no personal injury sustained at the time of the calamity.(18)

By the close of the 1868-69 year a new building had been erected accompanied by several changes in the administrative personnel of the Academy. Reverend Dr. H. Pickard⁽¹⁹⁾ who had been Principal of the Academy since it opened and concurrently President of the College since it gained its Charter, moved to another sphere of Church work. He was succeeded by Professor David Allison, M.A., son of the Founder.⁽²⁰⁾

A further indication of the growing sophistication of Mount Allison occurred in 1874. For the first time the Alumni society gained permanent membership in the Board of Trustees. Two members were to be appointed annually "in order that the Alumni Society might have a more earnest sympathy and closer connection with the

(18) Completed Statements of Board of Trustee Meetings,
(Sackville: Mount Allison University Archives, 1874)

(19) Ancestor of former Principal and Mount Allison's greatest benefactor, Dr. R. P. Bell, a graduate of the same Institution.

(20) Note: In 1875 Professor Allison resigned as President and Principal and was succeeded by Professor Inch.

with the practical working and management of the institution". (21)

On October 9, 1884 Mount Allison continued to witness growth with the opening of Centennial Hall, a memorial to the one hundredth anniversary of Methodism in the Atlantic Provinces. It housed classrooms, and the administrative offices. In 1891 the Mount Allison Conservatory was opened with celebrations of a religious nature, lasting for three days. Three years later, a companion, the Owens Art Gallery, was opened and Mount Allison has excelled in music and art ever since. (22)

The building program continued with the opening of the first University Men's Residence in 1894. It was designed:

in plan and equipment to promote, in the highest degree, the comfort and convenience of its occupants. The site is one of ideal appropriateness and beauty, elevated without being unduly exposed, and combines all conditions favourable to health and agreeable living. The building is heated and ventilated by the Smead-David System...Pure spring water will be brought to every story. (23)

In 1904 the McClelan School of Applied Science, a forerunner of the McClelan School of Engineering, was

(21) The Academic Gazette, (Sackville: University of Mount Allison College, 1875)

(22) Note: In 1886, as the result of an amendment to its Charter, the corporate name of the university became the University of Mount Allison College.

(23) Mount Allison University Calendar 1894-95, (Sackville: Mount Allison University, 1894), p. 2.

established. On the academic side, honours courses were established in Latin, Greek, Mathematics, Chemistry, Physics, Philosophy, English Language and Literature.

The next major addition to the campus was made in 1910 with the construction of Charles Fawcett Memorial Hall, a 1,200 seat general auditorium.

Mount Allison saw a steady, unimpeded growth for the next two decades. There was no great crisis in those years either physical or monetary for the institution.

For Saint Mary's College the years from 1876 to 1920 were far less peaceful and productive.

In 1876, the Nova Scotia Government enacted the University Act. This Act was the Government's reaction to increasing petitions for money from denominational institutions of higher learning. The politicians agreed to supply money but in turn embarked upon an experiment in higher education. The Government attempted to establish a central university structured along the lines of the University of London. The new University was to be known as the University of Halifax. In essence the University was to be an examining body having the power to confer degrees upon all who passed its examinations. In addition to Saint Mary's and Mount Allison, it was to comprise the existing colleges of Nova Scotia, King's, Acadia, Dalhousie, Saint Francis

Xavier, and the Halifax Medical College.

The Government failed to exert its full power, a power based on its financial support, to bring about the implementation of the new University. Instead they passed a separate Act granting each of the Colleges an increased sum of money for a period of five years. It was the hope of the Government that the five year period would provide enough time for the Colleges to learn to cooperate and to voluntarily merge into the University of Halifax.⁽²⁴⁾ The experiment failed. The Colleges refused to cooperate and in 1881 the House shelved the University of Halifax concept and grants to the Colleges were ended. The loss of income forced Saint Mary's College to close its doors for the next twenty-two years. The overall results were that ill times fell on Saint Mary's while Mount Allison pressed on with its development.

During the twenty-two years in which Saint Mary's College was closed, there was an almost constant effort to revive it. The major opportunity appeared soon after the death of a prominent Halifax businessman, Frederick Powers. Powers died on February 23, 1891 leaving a generous sum of money "for the introduction and support of the Jesuit Fathers in the said City of

(24) Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 62.

Halifax."⁽²⁵⁾ Although the wording of that part of his will concerning Saint Mary's University was ambiguous, it seemed to indicate that the money was left to establish the Jesuits at Saint Mary's College.

Archbishop O'Brien twice approached the Jesuits and both times he failed in his efforts to secure their services. The Archbishop, who was determined to reopen the College, fought in the courts for the money left by Frederick Powers. At the 1905 session of the Supreme Court of Nova Scotia, a decision was rendered which was favourable to the Archbishop. However, the Supreme Court of Canada, in the same year, reversed the decision and again the money was held in abeyance.

The Archbishop was left with no other alternative but to campaign for funds. His efforts resulted in a new structure on the Corner of Windsor Street and Quinpool Road. A small staff was hired and Saint Mary's re-opened for the fall term in 1903.

The first President was Right Reverend Monsignor Kennedy, succeeded two years later by Right Reverend Monsignor McManus. McManus was able to attract such

(25) Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p.62.

scholars as John Cobb of Cambridge and Bernard Gavin who was considered to be one of Canada's foremost mathematicians. ⁽²⁶⁾ The flavour of the College became lay probably because a large proportion of the faculty were lay scholars.

Again it was the old problem of finances which reversed the optimistic trend. The energetic lay faculty drifted to other institutions attracted by higher salaries.

In 1906 Archbishop Edward J. McCarthy succeeded O'Brien as leader of the Halifax area Catholic community. He managed to save Saint Mary's from closing once more by successfully negotiating with the Christian Brothers of Ireland to take over the running of Saint Mary's College. The contract was generous to the Brothers, both in terms of finances and in relation to the question of interference in the internal affairs of Saint Mary's. The Brothers had two major aims. Firstly, they wanted to place Saint Mary's on a sound financial footing, and secondly, to develop the College division (as opposed to the boys' school) as a legitimate degree-granting institution.

(26) The Halifax Chronicle-Herald, "First Catholic College has Notable Record", (April 12, 1952), p.9.

Progress was slow. The academic advancement of the College was hindered by the presence of the boys' school because it absorbed the time of the Brothers. Because of the income from tuitions, the Brothers were forced to continue the preparatory school. From 1913 to 1940 the number of students grew from 55 to 300 but always with a large percentage of high school boys.

The reputation of Saint Mary's as a university college had never been distinguished. It had always been 'imbedded in a high school' and had received little recognition from established universities. Saint Mary's was described as late as 1922 in the 'Sills-Learned Report' as at best, a junior college. (27)

The Brothers recognized that one means of gaining recognition would be to expand the number of professional institutions willing to accept Saint Mary's graduates into their professional schools. The first significant step was in 1916 when:

In that year Saint Mary's College became affiliated with the Nova Scotia Technical College and a three year engineering course was added to the curriculum, which prepared the student to proceed to the Technical College to complete his studies for the degree of Bachelor of Engineering. (28)

(27) Sills, K.C.M. and Learned, W.S., Education in the Maritime Provinces of Canada, (New York: The Carnegie Foundation, 1922), p.26.

(28) The Collegian, (Halifax: Saint Mary's College, 1940), p.18.

Then two years later the Nova Scotia Legislature passed "An Act to amend the Law respecting Saint Mary's College, Halifax." The import of the Act can be seen by reading its first clause:

Be it enacted by the Governor, Council and Assembly as follows: Saint Mary's College, Halifax, originally incorporated by the Chapter 39 of the Acts of 1841 shall continue to be deemed and to be taken to be a university, with all the necessary and usual privileges exercised by universities, including the power of conferring Degrees in Arts, and in all other faculties. (29)

The passage of this Act gave a boost to the administrators and the supporters of Saint Mary's. Saint Mary's availed itself of the privileges of the Act and began to offer legally acceptable degrees in Arts, Science, as well as a Diploma in Engineering.

The years between 1876-1920 were years of crisis at Saint Mary's. Gradually, however, with dedication and hard work, the College gained greater recognition in the academic field.

Mount Allison too was concerned. In 1921 the Honorable Vincent Massey visited Mount Allison as leader of a Methodist Commission investigating Church affiliated schools and colleges. His report

(29) Nova Scotia Statutes, "An Act to amend the Law respecting Saint Mary's College", April 26, 1918.

outlined some of the difficulties experienced by the Mount Allison staff:

It is evident that in endeavouring to cover all the subjects in these courses with a comparatively small number of professors (as well as to provide for honors courses) some of the members of the staff will be overburdened... The Faculty expressed the opinion that the staff should be enlarged so as to make possible extension of work in economics and in modern history, as well as a division in large freshman classes (30)

This type of review resulted in Mount Allison embarking on a program of gradual improvement in the professor-student ratio and a firm move into the field of pure sciences.

In 1925 the union of the Methodist Church in Canada with most of the Presbyterian Churches occurred. One result was the establishment of Pine Hill Theological College in Halifax. This College became the United Church of Canada's only ministerial training college in the Maritimes. Mount Allison's theological students took only the first year theology courses in Sackville after which time they would move on to Pine Hill.

The University expanded into the pure sciences with the construction of several new buildings: Biology

(30) Report of the Massey Foundation Commission on the Secondary Schools and Colleges of the Methodist Church of Canada 1921, (Toronto: Methodist Church, 1921), pp. 63-64.

(1925), and the New Science Building (1931). In 1937 the University established its control over the Fine Arts Department, Home Economics Department, and the Music Department: all previously had been under the control of the Ladies College. This Act to consolidate the Mount Allison Ladies College into Mount Allison proper spelled the eventual end of the Ladies College as a separate entity much to the chagrin of many of the former graduates of the "Ladies Branch". The final curtain fell on the Ladies College in 1946 when all its remaining courses and facilities were incorporated into the University proper.⁽³¹⁾

After the war, Mount Allison University went through a period of rapid expansion. From a wartime enrolment of approximately 500 full-time students, the University expanded to 1,100 full-time students by the 1957-58 academic year. One major reason was the decision to phase out the high school academies in 1952 and allow Mount Allison to devote itself entirely to higher education.

The rapid growth forced Mount Allison to review its overall plans for the future and its general academic philosophy. An internal commission produced in early

(31) Archibald, R. C., Historical Notes of the Education of the Women at Mount Allison, (Sackville: Centennial Committee of Mount Allison University, 1954), p. 19.

1963 a report to the Board of Regents which was adopted as Mount Allison policy.⁽³²⁾ This report, chaired by Professor D. A. Colville,⁽³³⁾ urged Mount Allison to expand its facilities while maintaining a limited enrolment. The University presented its decision to the Royal Commission on Higher Education in New Brunswick and the Commission accepted the new policy of Mount Allison without argument.

There is little doubt that the University has vastly improved its facilities. The major reason has been the generous gifts of the Mount Allison Alumni and friends of the Institution.

Government support and recognition of these aims has been more than matched by that of friends of the University on a scale of unprecedented munificence.⁽³⁴⁾

While the years between 1920 and 1960 witnessed significant growth at Mount Allison, Saint Mary's continued to struggle under its old burden of unreliable income. The fortunes of the College often depended on the particular interests of the ordinary people. In 1924 Reverend Thomas O'Donnell became Archbishop. In his opinion Saint Mary's, although growing to a respectable position in the academic community, was proving too costly for the Archdiocese. He was further con-

(32) Note: Generally known as the "Policy of Excellence".

(33) Note: One of Canada's foremost artists and designer of the Centennial Coins.

(34) Mount Allison University Calendar 1967-68, p. 7.

cerned about the independence enjoyed by the Brothers in running the College and he argued that since it was his land on which the Brothers operated the College, he ought to have more say in its operation.

The issue between the Archbishop and the Brothers became an emotional one in which Church inquiries were eventually held. As a result of the inquiries the original contract was upheld thus supporting the position of the Order. The Archbishop, however, refused to recognize the decision. He requested that his priests stay away from the College and informed the Brothers that "we no longer desire to be considered chancellor."⁽³⁵⁾

The unhappy controversy remained unresolved until the death of O'Donnell in 1937. Archbishop McNally in succeeding O'Donnell was determined to end the issue. A special inquiry, directed to Rome, settled on behalf of the Archbishop who was now in direct control of the College. The Brothers were unprepared to stay past 1940 under the new conditions and they withdrew their services in the spring of that year. However, problems at the College persisted.

(35) Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 65.

The Brothers, however, had not found a way to prevent the college from being a financial burden on the Diocese nor were they able to bring it to great academic prestige. . . Failures of this kind...lay behind their differences with Archbishops O'Donnell and McNally. The general public was less disposed to think of these failures. A strong popular expression of gratitude and love marked the gala convocation held in the spring of 1940 just before their departure.(36)

Archbishop McNally was concerned with continuing to develop Saint Mary's as an institution of higher learning of which the Catholic community of Halifax could be proud. He negotiated for and got Father Gerald B. Phelan as the new President.(37) Phelan really did not want the job but was persuaded by Archbishop McNally that Saint Mary's and Halifax needed his services at least for a temporary period.

But the Archbishop was still looking for an Order to run Saint Mary's on a permanent basis. His old friend, Archbishop Sinnoist of Winnipeg, suggested that McNally once again invite the Jesuits of Upper Canada Province to come to Saint Mary's. He did so and was accepted on the condition that the Halifax Archdiocese keep the ownership and responsibility for the properties and debts.

(36) Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 69.

(37) Note: Reverend Phelan was Head of Medieval Studies at Saint Michael's College of Toronto before coming to Halifax.

From 1940 to 1949 the Jesuit stay at Saint Mary's resulted in steady progress toward academic respectability. An Act of 1949 redefined the powers and responsibilities of both the Jesuits and the Archbishop. In 1951 Saint Mary's took a major step into the future. Archbishop McNally's attention had been drawn to the availability for purchase of the Collins estate at Gorsebrook in the south end of Halifax.

He purchased the site himself and began construction of a complex which today houses the major part of the administrative offices. In addition, he had erected a connecting Church (later the Library Reading Room) and boarding accommodation for about 250 students.

Important as was Archbishop McNally's accomplishment in bringing the renowned Jesuit Order to Saint Mary's this was not His Grace's only contribution to the cause of Catholic education. After mature consideration he finally negotiated the purchase of the magnificent Collins property known as Gorsebrook, which was to be the site of the still greater University of Saint Mary's College. (38)

Construction of the new complex was important to Saint Mary's development and placed a huge financial burden on the Archdiocese.

(38) Halifax Chronicle-Herald, "First Catholic College has Notable Record", (April 12, 1952), p.9.

The next year, 1952, Archbishop McNally secured passage of:

an 'Act respecting Saint Mary's University as the name now reads' which spelt out clearly the earlier and less assuming 'college...deemed and taken to be a University' of the original Act of 1841.(39)

The following year the University became associated with other institutions in sponsoring the Atlantic Summer School for Advanced Business Administration. In 1955 it entered into agreement with the Maritime School of Social Work, and in 1957 it signed affiliation agreements with Ignatius College in Guelph, and Regis College of Toronto for courses leading to degrees in Arts and Theology.(40)

In 1963 the University discontinued its high school program and from that point on was dedicated exclusively to higher education. In 1968 it became co-educational. The rest of the sixties saw a growth rate unparalleled in the Maritimes.

The years from 1920 to 1960 saw an unhindered growth in both student numbers and quality of facilities at Mount Allison while Saint Mary's was undergoing its perennial difficulties with control and finances. Gradually, however, as the years approached the 1960's Saint

(39)Shook, Laurence K., Catholic Post-Secondary Education in Canada, (Toronto: University of Toronto Press, 1971), p. 71.

(40)Saint Mary's University Calendar, 1971-72, p. 12.

Mary's overcame its difficulties and 1960 saw the institution, along with Mount Allison, poised for significant changes. Two important Acts, only seven years apart, would propel Saint Mary's and Mount Allison into the uncertain future.

In 1963 the Charter of Mount Allison was changed by the "Mount Allison University Act" of the New Brunswick Legislature. The corporate name of the University of Mount Allison College became Mount Allison University. Three years before Dr. Ralph Pickard Bell was installed as the first Chancellor of the University. ⁽⁴¹⁾ He was succeeded in 1968 by Dr. Roy Crabtree of Montreal.

Saint Mary's University severed its ties with the Archdiocese of Halifax in 1970 by "The Act to Amend and Consolidate the Acts of Saint Mary's University". From that point onward the ownership and fate of Saint Mary's was in the hands solely of the Board of Governors.

(41) Note: Ralph Pickard Bell has probably been the greatest benefactor of the University. His late wife also more than matched his contribution to Mount Allison University.

CHAPTER II

OWNERSHIP AND CONTROL

CHAPTER IIOWNERSHIP AND CONTROLOwnership Boards at Mount Allison University and Saint Mary's University

The two major Acts, which passed just seven years apart, failed to alter drastically the power structure in one institution, but changed significantly the power structure in the other.

The first was the "Mount Allison University Act" passed by the New Brunswick Legislature on June 19, 1963. This Act changed the corporate name of Mount Allison, dating back to 1858, from the "Regents of Mount Allison" to "Mount Allison University". And, all the powers previously entrusted to the Regents of Mount Allison⁽⁴²⁾ were now entrusted to the Board of Regents of Mount Allison University.

The Board of Regents consists of twenty members appointed by the United Church of Canada. Half of the number are appointed at each biennial session. Twenty more are either elected or appointed by the Mount Allison Federated Alumni, a body predominantly composed of either Methodist or United Church members.

(42) Note: The 1848 Act of the New Brunswick Legislature recognized the Trustees of Mount Allison as its legal owners. In 1858 a subsequent Act changed the name of 'Trustees' to 'Regents of Mount Allison' with all the same powers.

The Board also appoints, after receiving nominations from the University faculty, two further members who must be employed full-time at the University in their positions. The Chancellor, the President and the Academic Vice-President are 'ex officio' members of the Board. There is no provision made for the establishment of seats to represent the student body, although students attend as observers.⁽⁴³⁾

Each Board member elected or appointed serves in office for four years and membership can be renewed. It is interesting to note if a vacancy occurs in one of the twenty United Church of Canada seats, it can be filled by the Board itself. However, if the same situation occurs to an Alumni seat, only the Alumni have the power to fill the vacancy.

With a second major Act entitled the "Act to Amend and Consolidate the Acts Relating to Saint Mary's University", the ownership of facilities and rights of the University passed from the Archdiocese of Halifax to the Saint Mary's University Board of Governors⁽⁴⁴⁾ in July, 1970.

(43) See Appendix 2.

(44) Stat. of Nova Scotia 1970, c. 147, s. 7.

The Board is composed partly of the Chancellor, Vice-Chancellor, the Academic Vice-President, the Vice-President of Finance and Development, and the University President. The Chancellor and Vice-Chancellor are respectively the Roman Catholic Archbishop and the Vicar-General of the Archdiocese of Halifax. In addition, the Catholic Archdiocese of Halifax have the power to appoint three members to the Board from the Archdiocese at large.

The Act has provided that the majority of Board seats be filled by appointment or election. For example, the Saint Mary's Alumni Association elects six members; the University's teaching staff elects six; the student body elects four; the Board itself appoints up to three members chosen from the community at large; the Lieutenant-Governor appoints two; and the Jesuits of Upper Canada Province appoint one. (45) It is interesting to note, however, that of the Board of Governors up to the end of the 1970-71 academic year, fifteen members were Roman Catholic. This represents approximately sixty-eight percent of the Board. (46)

(45) See Appendix 3.

(46) Note: Figures supplied by secretary to Dr. Carrigan by telephone interview, March 13, 1972. The religious affiliation of four members was unknown.

The term of the membership is up to three years although members are eligible for re-election or re-appointment. The Board elects from its membership a chairman and vice-chairman. There is no particular by-law governing the election of people to these positions. (47)

The Board of Regents is the ultimate power at Mount Allison University. By law it has the authority:

to promote the advancement of education and learning in any or all of their branches; to establish and maintain such faculties, schools, institutes, departments, chairs and courses as may be desirable. (48)

In addition, the Regents are responsible for all facilities and finances and as a company, under the New Brunswick "Companies Act", are empowered to handle all finances pertaining to the University.

These powers are all subject to definition by the Board itself, thus further illustrating its ultimate control. Other important powers include the appointment of the Chancellor and a President.

The Chancellor, subject to the will of the Board, holds office for a period of four years, is eligible for re-appointment for a further four year period.

(47) Note: The Board does realize the necessity of electing individuals who are prepared to work long hours.

(48) Stat. New Brunswick 1963, 2nd Session, c.84, s.4(a), p.226.

He is the titular head of the University and confers all degrees. He is also the direct agent of the Board and may be called on to exercise any other duty that the Board may direct him to do.

There can be little doubt that the selection of a Chancellor is based to a large extent on the potential of the Chancellor not only to be a man of dignity but to be a force in the world of finance. There can be little doubt that the two Chancellors, Dr. Bell and Dr. Crabtree, have been widely recognized as members of a rather exclusive Canadian business society.

The actual direct influence of the Board of Regents in the functioning of Mount Allison University is negligible. It has been, over a long period of time, a body usually trusting its chief administrators to make the decisions as to the direction of the University. For example, it has been normal for the Board of Regents to meet only twice per year and normally the meeting times correspond to the two convocations. The Board meets at the autumn and spring convocations in the Library's Board Room at Mount Allison where the decisions and policies of the administration are approved. "Only in times of crisis or major change in direction does the Board of Regents take a direct hand, and usually then only through its

Executive Committee."(49)

In the past two decades the Mount Allison University Board of Regents has not felt there were crises sufficiently significant to warrant intervention.(50)

Within Saint Mary's University, the Board holds the ultimate authority. By necessity, of course, the Board delegates authority to its administrators, but the responsibility of ownership of the facilities, progress of the University, and service to learning rests with the Board.

The Board has the government, conduct, management and control of the University and of its property, revenues, expenditures, business, and affairs and has all the powers necessary or convenient to perform its duties and achieve the objectives of the University.(51)

The Board has the power to appoint and dismiss all University personnel, the power to fix salaries of all employees and the power to establish rules and regulations governing student behaviour. In addition, it legally has the power to make any laws, and establish any committees which it feels are required.(52)

(49) Frick, Mrs. Phyllis, Assistant to the Dean of Arts and Science, Mount Allison University. Conversation held January 12, 1972.

(50) Note: Perhaps, however, the continuance of the Canadian Association of University Teachers' Censure of Mount Allison will eventually prove to be that crisis.

(51) Stat. Nova Scotia 1970, c. 147, s.8(1)

(52) Note: A major indication of the extent of the Board's powers is illustrated by the extensiveness of the ideals to which Saint Mary's University adheres.

The most significant point to be made is that the Board has the power to decide arbitrarily on any or all of the steps "necessary" so that the objectives of the University may be attained.

For Mount Allison the majority of the Regents are by profession non-academics. Most have a University background but are in business and considered capable of bringing continuing respectability to the position.

Present Board members have the following academic qualifications for the years 1967-68 through 1971-72.

TABLE 1

ACADEMIC QUALIFICATIONS OF THE MEMBERS

OF THE BOARD OF REGENTS

OF MOUNT ALLISON UNIVERSITY (53)

<u>Degree</u>	<u>Year 67-68</u>	<u>Year 68-69</u>	<u>Year 69-70</u>	<u>Year 70-71</u>	<u>Year 71-72</u>
Doctorate ⁽⁵⁴⁾	31 (21) (64%)	28 (18) (58%)	27 (15) (59%)	29 (17) (60%)	26 (14) (53%)
Masters	2	4	3	3	3
First Pro- fessional	1	3	7	6	6
Bachelors	8	7	6	4	5
No Degree	<u>6</u>	<u>6</u>	<u>6</u>	<u>7</u>	<u>9</u>
Totals	<u>48</u>	<u>48</u>	<u>49</u>	<u>49</u>	<u>49</u>

The criteria used at Saint Mary's in the appointment of members of the Board of Governors is wide. By law

(53) Successive Mount Allison University Calendars, from 1967 to 1972.

(54) Note: Approximately half of the doctoral degrees held by Regent members are honorary degrees. In the chart above the bracketed figures represent honorary degrees.

religion is not a pre-requisite for membership in any of the offices of the University; rather, it is community respect, an interest in scholarship, connections with potential sources of income for the University and general acceptance of the aims of Saint Mary's, which are the criteria.

It is necessary to keep in mind that in assessing the academic qualifications of the membership, especially at the doctoral level, some degrees received are "honoris causa". Academic qualifications were as follows for the academic years 1966-67 through 1970-71:

TABLE 2

<u>ACADEMIC QUALIFICATIONS</u>					
<u>OF THE BOARD OF GOVERNORS</u>					
<u>OF SAINT MARY'S UNIVERSITY</u> (55)					
<u>Degree</u>	<u>Year</u> <u>66-67</u>	<u>Year</u> <u>67-68</u>	<u>Year</u> <u>68-69</u>	<u>Year</u> <u>69-70</u>	<u>Year</u> <u>70-71</u>
Doctorate	10 (38%)	12 (40%)	10 (33%)	11 (35%)	13 (48%)
Masters	3	2	1	2	3
First Professional	7	8	11	11	4
Bachelors	4	4	4	5	2
No Degree	2	4	4	2	5
TOTALS	<u>26</u>	<u>30</u>	<u>30</u>	<u>31</u>	<u>27</u>

(55). Saint Mary's University Calendars, Successive years 1966 through to 1971.

There does not appear to be a particular trend to consider academic qualifications a pre-requisite for Board membership, especially for members elected or appointed from outside the 'ex officio' group. This would help support the thesis that the Board searches for membership from among groups of individuals who generally can aid Saint Mary's University.

Normally the selections are made based on the individual's ability to bring respectability to the University and to make a worthy contribution. (56)

It is significant that the majority of the Regents are members of the United Church of Canada. The twenty United Church appointees can normally be expected to be loyal members of the United Church. For the rest there is a tradition of United Church majorities elected or appointed by the other bodies. For example, the Board of Regents for 1971-72 had thirty-seven United Church members out of a total of 48 Regents which amounts to seventy-five percent of its composition. Preceding years produce similar statistics. There is the obvious feeling that:

Mount Allison is a United Church affiliated University and Mount Allison shall remain a United Church affiliated University. (57)

(56) Hafter, Mrs. Ruth, Librarian, Saint Mary's University. Conversation held January 11, 1972.

(57) Zoellner, E.G., Superintendent of Buildings and Grounds, Mount Allison University, Sackville, N.B. Conversation held January 14, 1972.

The real competency of the Boards of both Universities must be judged not by their religious or academic backgrounds but rather by their initiative, foresight, wisdom, efficiency, sound decision-making and not the least by how they are able to communicate effectively with the faculty and students. At Saint Mary's:

Though in law the Board of Governors is the University, the Commissioners who are not Board representatives, judged that the majority of the Board members in fact had very little idea about the nature of the institution they were operating or the kinds of problems it was facing. Consequently, they were insensitive to many real issues and instead were talking about an institution that seemed to have little similarity with the one in which the administration, the faculty, the Deans and the students were working.(58)

In June of 1970, Saint Mary's University became the legal responsibility of the Board of Governors. Many of the terms of reference regarding the faculty, administration, Board and students were left undefined. Because of this the Board has been unusually active. Normally, it would only meet twice per year,⁽⁵⁹⁾ but because of the unsettled state, they have been forced

(58) Report of a Commission of Inquiry on Forty Catholic-Church-Related Colleges and Universities: A Commitment to Higher Education, (Windsor: National Education Office, 1970), "Private Report: Saint Mary's University", p. 5.

(59) Gordon, Dr. G., Saint Mary's University Faculty Association President. Conversation held January 14, 1972.

to meet quite often if only to secure the survival of the University as an Institution.⁽⁶⁰⁾ For example, in the current academic year, the full Board has met on October 6, January 27, March 9 and plans to meet at the end of March. (61)

Both University Boards have an Executive Committee. At Saint Mary's this Committee acts as a liaison between the Administration and the Board. It does much of the detailed work of the Board but it wields no particular power. "My own opinion on the Executive Committee is that it is a working Committee. It simply recommends and makes no decisions without Board approval."⁽⁶²⁾

At Mount Allison University the Executive Committee is a far more formidable force. It seems most of the decisions made by this Committee are simply ratified by the Board of Regents.⁽⁶³⁾ Many decisions are far reaching and affect the whole policy of the University, and this by a Committee composed of only seven individuals four of whom are the chief administrative officers: the President, two Vice-Presidents,

(60) Hafter, Mrs. Ruth, Librarian, Saint Mary's University, Conversation held January 11, 1972.

(61) Information supplied by Secretary to President, Dr. O. Carrigan in a telephone interview, March 13, 1972.

(62) Information supplied by Secretary to President, Dr. O. Carrigan in a telephone interview, March 13, 1972.

(63) This information supplied by Mr. David Stewart, a student member of the Committee, Mount Allison University for two years.

Dean of the Faculty, one voting student member, and two faculty members. (64)

Mention should be made at this point of the position of titular head of each University. The Saint Mary's University Act refers to the Chancellor and Vice-Chancellor positions in two parts of Section 11. The Chancellorship is to be, at least "for the time being", (65) held exclusively by the Roman Catholic Archbishop of Halifax. The Roman Catholic Vicar-General of Halifax is to be the Vice-Chancellor.

The responsibility of the Chancellor, or in his absence the Vice-Chancellor, is to preside over Convocations and to confer all degrees. It is interesting to note that other than that, the Chancellor has no legal powers or responsibilities. The influence, therefore, that he exerts can be exercised only through his seat on the Board of Governors or more subjectively by the prestige of his position as spiritual leader.

The Chancellor of Mount Allison University is also appointed by the Board. His term of office is four years but he is eligible for re-appointment. The major duty of the Chancellor is to confer all degrees, although at other times, fulfill other responsibilities delegated to him by the Board.

(64) Stewart, David, a student member of the Committee, Mount Allison University for two years.

(65) Note: Section 11(1) of Nova Scotia Statutes. It is interesting to note the inclusion of the phrase "for the time being" in the Act. If a trend continues toward further secularization, one may find this a handy loophole for the University to appoint a lay Chancellor.

Although there is no specific policy related to the appointment of Chancellor⁽⁶⁶⁾ there are characteristics which might be common to both the past and present Chancellors. Both are active lay members of the United Church of Canada. Secondly, both have had non-academic backgrounds. Lastly, both have become independently wealthy.

To briefly summarize, both Boards have relatively the same powers. The major difference is the extent to which the Board at Saint Mary's University has found it necessary to exercise direct control. Probably because of a longer tradition of non-interference the Board of Mount Allison has been content to simply ratify decisions of their administrative officers.

Both Boards illustrate that there continues to be a religious bias to their compositions. At Mount Allison University the Board of Regents is heavily represented by United Church members. The Board of Governors, at Saint Mary's, on the other hand, is heavily represented by Roman Catholics.

Executive Committees of the Board exist at both Universities but while it is agreed that they serve a useful function at both places, the Committee appears

(66)Note: Mount Allison University has only had two Chancellors, the current Chancellor Dr. Roy Crabtree and the Chancellor Emeritus, Dr. Ralph P. Bell.

to have significantly more authority at Mount Allison than at Saint Mary's. While the Committee at Mount Allison has decision-making authority subject only to rubber-stamp approval by the Board, the Committee at Saint Mary's is considered only a working Committee which must have all of its decisions ratified.

CHAPTER III
ADMINISTRATION

CHAPTER III
ADMINISTRATION

Both Mount Allison University and Saint Mary's University have quite similiar administrative structures. One common characteristic is that their responsibility is to their respective Boards. However, there are subtle but significant differences between the two which this Chapter will discuss.

Presidents and Vice-Presidents

At the apex of the administrative structure at Saint Mary's University is the President, who is appointed by the Board ⁽⁶⁷⁾ for an indefinite period of time. In general the Act has given him powers of general supervision of both academic and administrative work, academic and administrative staffs. ⁽⁶⁸⁾

(67) The Boards are ultimately responsible for the appointments and dismissals of all academic and administrative employees of the University. However, in most established universities, the Board or its equivalent body corporate, usually plays a role in the hiring or dismissal of senior administrative officers only leaving lesser positions to be filled by the President. At Saint Mary's University, for example, the added pressure exerted on the Board by accelerated growth has forced a situation in which junior administrative officials are hired from within the administrative structure.

(68) Note: The temper of modern society usually does not allow administrators to act arbitrarily even if legally empowered to do so. This is particularly true of University administrations.

The President also has the power, subject to the Board's authority and the University By-laws to appoint, dismiss, promote, suspend and terminate the contracts of academic staff members. It is his duty to supervise the student body, again subject to By-laws and established procedures. The President, in addition, has dismissal and appointment powers over administrative staff.

At Mount Allison the President too is responsible to the Board for his actions. But tradition of strong central authority has developed over the decades at Mount Allison which has entrusted to its chief administrator many powers. The President of Mount Allison has become a powerful figure not by law but by tradition.

The Presidents of both Universities hold office for an indefinite period at the pleasure of their Boards. At Mount Allison, besides having certain other powers entrusted to him from time to time, he acts, by law, with the following powers:

supervision over the direction of the academic work and general administration of the University and its teaching staff, officers and servants, and the students of the University. (69)

(69) Stat. New Brunswick 1963, (2nd Session, c.84), p.230.

Both Presidents are 'ex officio' members of the Boards and have the same powers and responsibilities of any other member. At Mount Allison, however, the President is the Vice-Chancellor of the University and in the absence of the Chancellor performs all of his duties.

At Saint Mary's University the level of administration immediately subordinate to the President is that of the Vice-President. There are two offices of Vice-President, the Vice-President in charge of Finance and Development and the Academic Vice-President. The former individual is responsible for general financing of the University, the development and operation of physical facilities, the procurement of finances and the general supervision of maintenance staff.

The Academic Vice-President is responsible for the general operation of the Academic Administrative offices and Academic Departments. Academic matters subject to interpretation or not defined by University By-laws are normally the responsibility of this person. (70)

At Mount Allison also, the second executive position in administration belongs to the Vice-Presidents. The

(70) See Appendix 4 .

Vice-President of Academics is immediately responsible for the supervision of academic affairs at the University and the smooth functioning of the University's academic policies. He is, of course, responsible to the President. This office has traditionally also been combined with the office of the Dean of the Faculty of Arts and Science, although the positions can be separated, as has been done in the past year.

Also immediately responsible to the President is the Vice-President in charge of Administration, who in this case, is also the Treasurer. He is the senior executive in charge of the development and maintenance of facilities and the supervision of maintenance staffs. In addition, as Treasurer, he is responsible for the financing of the University and the procurement and investment of funds. (71)

The specific powers of each administrative department at Saint Mary's remain free of strict definition. Because of experience it is felt that an inflexible approach to administrative affairs would prove inefficient and cumbersome. ^{Mary} The various administrative departments seem to be able to work together quite amicably.

(71) See Appendix 5 .

As long as they continue to be able to do so, division of labors will be unnecessary to any further extent.

One reason for the apparent inter-administrative amiability is the general optimism of administrative officers concerning Saint Mary's. The administrative officers seem to be quite united at Saint Mary's. One major reason for this might be as a defensive reaction to some vocal faculty members critical of administration. (72)

On the other hand the responsibilities of each administrative department are more clearly defined at Mount Allison University. At the same time they too have managed to maintain the appearance of a strongly united administration. The reason might be that the current President, Dr. L. H. Cragg, has appointed most of the chief administrators of the University. (73) For example, of the thirteen major administrative positions, ten have been filled during the Presidency of Dr. Cragg.

As at Saint Mary's University, administration at Mount Allison University has experienced difficulties with Faculty critical of administration policy. Since

(72) Note: Early in the academic year 1971-72, the administration found itself in direct confrontation with the Faculty Association. The result seemed to be polarization of some faculty members and the chief administrators.

(73) President Cragg came to Mount Allison University in September 1963.

the 1970-71 academic year the administration has found itself facing half of the University's faculty generally quite critical to administrative policy. (74)

By law there is no test of religion required for any officer, student or employee of Saint Mary's University. However, in Section 5(2) of the 1970 Act, one of the objectives of the Institution is: "to give special emphasis to the traditional Christian values in higher education." (75)

Although Saint Mary's University has loosened the strong religious ties which go back well over 100 years, it is still interesting to note that of the twenty major officers of administration, seventeen are Catholic and only three are non-Catholic. (76)

(74) Note: Dr. John Boyle, former President, Mount Allison Faculty Association, pointed out in a telephone interview held March 13, 1972 that in November of 1970 the Mount Allison Faculty Association won a censure motion against the President and Board of Regents condemning their handling of the Daniel's case. He also pointed out although he could not specifically remember the votes, that many issues indirectly related to administrative policy at Mount Allison have since 1970, resulted in very close votes in Faculty Association meetings. This indicates that there is quite an even split between so-called "pro-administration" and "anti-administration" faculty members.

(75) Stat. Nova Scotia 1970, c.147, s.5(2).

(76) Cleary, K., Registrar, Saint Mary's University. Conversation held January 14, 1972.

Mount Allison too, has by law no religious affiliation requirements for appointment to any administrative office. There can be little doubt though that the University has attracted people of the United Church persuasion to its executive positions.

Mount Allison is run completely on non-secretarian line yet it is natural that those of United Church affiliation are attracted to the Institution. (77)

The twenty-six chief administrative officers have a fifty percent United Church affiliation. (78) In 1965-66 out of the total of sixteen chief executives, thirteen were United Church members. Thus, there can be seen to be less emphasis placed on denominational membership presently than was the case a short time ago.

The formal qualifications of the administrative officers vary. Obviously different positions require different levels of academic qualification. For example, it would be expected that the post of academic Vice-President should be filled by an individual of doctoral level and with experience in University teaching. (79) On the other hand, the

(77) Mount Allison University Calendar 1959-60, p.11.

(78) Fullerton, Mrs. Margaret, Secretary to the President of Mount Allison University. Conversation held January 14, 1972.

Note: Thirteen are United Church members.

(79) See Appendix 6 .

qualifications for a junior executive position would be lower. From a purely academic standpoint, the following illustrates the academic qualifications of administrative officers of both Universities:

TABLE 3

(80)

FORMAL QUALIFICATIONS - ADMINISTRATION

	<u>Saint Mary's University</u>	<u>Mount Allison University</u>
Doctoral level	3	5
Masters level	8	8
First Professional	2	2
Bachelors level	5	4
No Degree	<u>2</u>	<u>7</u>
Totals	<u>21</u>	<u>26</u>

The formal qualifications of administrative officers also vary according to their job and areas of responsibility. (81)

At Saint Mary's the practice of hiring varies with the responsibility of the vacant position. A position subordinate to a directorship (e.g. Assistant Registrar) is normally the responsibility of the particular office concerned. In other words, the Registrar

(80) Saint Mary's University Calendar 1971-72, p.209-210
and Mount Allison University Calendar 1971-72,
p. 127-218.

(81) Note: The most recent opening at the executive level was the Director of Student Affairs. See Appendix 7' .

would lead the search for a new Assistant. But his choice would be subject to Academic Vice-Presidential approval.

A major executive position, on the other hand, requires a more formal and a significantly more stringent screening of candidates. When Saint Mary's University was searching for a President for example, a Committee was appointed to search for, interview and recommend applicants. Of course, for a position at this level, the Board of Governors makes the final choice.

The hiring of administrators at Mount Allison is basically similiar, though with a slightly different format. It is the direct responsibility of the Vice-President in charge of the department, in which the vacancy occurs. For example, the Academic Vice-President would be responsible for finding and recommending the applicant to the President. In the case of vacant Presidency, a Committee is appointed to search for suitable individuals and recommend to the Board of Regents. The final choice, of course, rests with the Board. (82)

Both of the administrations of the two Universities

(82) Bailey, A.J.B., Administrative Vice-President, Mount Allison University. Conversation held February 25, 1972.

have an interesting self-image. Mount Allison's administrative officers, for example, have had a continuing pride in their vision of Mount Allison University since the acceptance of the so-called "Policy of Excellence" in 1963. In a reply to the question "Do you feel that the decision to remain small and strive for excellence has been a success and, if so, in what way?" President L.H. Cragg replied:

I do believe this strongly . . .
Because being a small university
we can offer a special atmosphere
and because we do honestly strive
for excellence and to some degree
succeed in achieving it, we can and
do attract good faculty members.
And the combined appeal of a small
residential university, of an
increasingly able faculty and of
good facilities enables us to
attract good students. (83)

The feeling at Saint Mary's is the University is doing an economic service to Nova Scotia as well as fulfilling a moral obligation to academically qualified Nova Scotian youth. They suggest that because the vast majority of students at Saint Mary's are from Nova Scotia, the University is catering to the whole Province. Vice-President Edmund Morris stated:

Most universities do not have a
philosophy but Saint Mary's does.

(83) Cragg, L.H., In a letter dated March 7 and received March 9, 1972. For full text of letter see Appendix 8 .

Simply put it is this: that no academically qualified Nova Scotian who desires a degree from Saint Mary's University will be turned away. (84)

And in an interview, after stating initially the same concept, he added: "After all, who is paying taxes for this place - the people of Nova Scotia". (85)

Many in both Universities would not share the idealistic or positive views of the administrative officers. Most university administrations seem to face internal opposition either from their students or faculties. Opposition at Saint Mary's University and Mount Allison University has generally been from the latter groups in the last few years.

Senates

Of course, real academic issues here are decided by the Senate - its the final authority on questions of academic policy. (86)

This statement reflects the ideal role of the Senate within a modern university community. With certain reservations, the Senates at Saint Mary's and Mount Allison measure up to this evaluation. At Saint Mary's University the Senate is composed of the following

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- (84) Morris, Edmund, "What Makes Saint Mary's Run", The Times, (Halifax: Saint Mary's University, March, 1972), p.1.
- (85) Morris, Edmund, Administrative Vice-President, Saint Mary's University. Interview held January 10, 1972.
- (86) MacDonald, L.R., Director of Admissions, Saint Mary's University. Conversation held January 21, 1972.

"ex officio" members: the President, the Academic Vice-President, Deans of the Faculties (presently five), the Chief Librarian, Director of Student Affairs and the Registrar. Elected annually by the student body are five students and by the Faculty fifteen faculty members.

The Senate, therefore, has no particular group with a clear majority on the Senate. For example, in rudimentary terms the groups which could have vested interests are represented in terms of seats in the following way:

TABLE 4

DISTRIBUTION OF SENATE SEATS (87)

SAINT MARY'S UNIVERSITY

Administrative Officers	11
Faculty Officers	15
Student Officers	<u>5</u>
TOTAL	<u>31</u>

The faculty do have the largest number of seats. However, if the Deans are regarded as "administrative officers", since they are currently appointed by the President, then the faculty falls short of a majority by one seat. It could be significant in the event of a confrontation over academic matters.

(87) Saint Mary's University Calendar, 1971-72, p. 208-209.

At Mount Allison too, there has traditionally been a Senate now guaranteed by the "Mount Allison University Act" of 1963. Except for the Senate seats held by the "ex-officio" members (the President and two Vice-Presidents), the Act does not specify the number of seats to be held or by whom. The only stipulation is that the majority of Senate seats "shall be members of the academic staff of the University".⁽⁸⁸⁾

The composition of the Senate has been represented in the following way for the past two years:

TABLE 5

DISTRIBUTION OF SENATE SEATS⁽⁸⁹⁾

MOUNT ALLISON UNIVERSITY

	<u>1971-72</u>	<u>1970-71</u>
Academic staff	29	29
Administration	5	3
Students	6	7
Outside people ⁽⁹⁰⁾	<u>7</u>	<u>8</u>
Totals	<u>47</u>	<u>47</u>

⁽⁸⁸⁾ Stat. New Brunswick 1963 (2nd Session, c.84).

⁽⁸⁹⁾ Mount Allison University Calendars, 1970-72 inclusive.

⁽⁹⁰⁾ Note: These people are appointed from outside the University by the Board of Regents.

There does not appear to be a fixed distribution of seats by interest groups. The Act stipulates that Senate membership consists of "such number of persons as the Board by By-law or otherwise may determine or approve."⁽⁹¹⁾ It is interesting to note, however, that the academic staff does have a clear majority which appears to be relatively steady. It is also interesting that the non-university people on the Senate have always been members of the Alumni.

At Saint Mary's University many of the By-laws respecting the Senate, its powers and responsibilities have, as yet, not been passed by the Board. The reason given is that the Board simply has not had time to deal with the relevant issues. Meanwhile the Senate continues to operate under the old laws and traditions which were in use before the 1970 Act.

Briefly the Senate is responsible for educational policy at the University. In carrying out this dictate the Senate may create Chairs, Departments, Faculties and Schools and fix the duties of the academic staff. They also determine the courses of study, admission requirements, financial aids, standards required for diplomas, degrees and examinations. Finally, the Senate is responsible for the Library and for general

⁽⁹¹⁾ Stat. New Brunswick 1963 (2nd Session, c.84), s.18.

student discipline.

The Mount Allison Senate is nominally responsible for the establishment of admission requirements and the courses of study for all students of the Institution. They have the power of examining the qualifications of candidates for degree and for authorizing the conferring of degrees.

The Senate has the responsibility, in general, to regulate academic matters within the University - but always, and this is a significant aspect of the Act: "subject to the powers delegated to the President".⁽⁹²⁾ Thus, it can be seen that the activities of the Senate in the direction and implementation of academic policies is not only subject to the control of the Board but also to a very important source of power, the President. The exact part the President plays will be discussed in detail in a later chapter. For now, it will suffice to point out that the Act gives the President, subject to the Board, the power of

supervision over the direction
of the academic work and
general administration of the
University and its teaching
staff, officers and servants,
and the students of the University.⁽⁹³⁾

⁽⁹²⁾ Stat. New Brunswick 1963, (2nd Session, c.84), s. 13(3).

⁽⁹³⁾ Stat. New Brunswick 1963, (2nd Session, c.84), s. 13(3).

There appears to be a direct conflict between the authority vested in the Senate and the authority vested in the President concerning academic matters. The Office of the President and the Senate manage to settle differences in a manner of professional compromise, but if reason for a confrontation did arise, it would develop into an important test of strength, having long range effects on Mount Allison University.

As can be seen at Saint Mary's, the responsibilities of the Senate are general indeed. Certainly the most widespread changes in academic policy have been urged by Senate over the last three years. Reforms have been blocked.

How much the Senate's lack of power is a hangover from the days of Jesuit control is speculative. The point remains, though, that the Senate has only existed since 1961, hardly sufficient time to become firmly entrenched or stamp its character on the Institution.

Religion is not consciously regarded as an issue in the election or appointment of Senate officers at either University. As most of the University's officers point out, there is, for better or for worse,

a drift away from religion as an aspect of Saint Mary's. Nowhere does this appear more true than with the Senate. If the largest number of Senate officers are Catholic, it is probably only because of the residue of the old regime. Not all, however, are happy with the trend.

I feel, even as one of the non-Catholic members of the faculty, that it is sad to see the University shifting so dramatically away from the religious element. It appears as if it is the dollar which is more important than religion to the administrators. The loss of the characteristic will hurt Saint Mary's because it will lose its distinctiveness. (94)

The view of a senior faculty member, Professor E.A. Chard points to the practical aspect. "The secularization of Saint Mary's will give the University a much broader base for income." (95)

Mount Allison University has contended in its publications that: "In its internal administration, the University has always been conducted on strictly non-sectarian principles." (96)

(94) Hafter, Mrs. Ruth, Chief Librarian, Saint Mary's University, Conversation held January 11, 1972.

(95) Chard, Mrs. E.A., Chairwoman, History Department, Saint Mary's University. Conversation held January 11, 1972.

(96) Mount Allison University Calendar, 1902-03, p.4.

There is every indication that appointees, elected members or ex-officio members of the Senate do not reach their positions because of a particular religious affiliation at Saint Mary's University or Mount Allison University.

Tradition and time have brought about the Senate's growth to a point where the President of Mount Allison University has said, without qualification, that it is: "of course, the Senate which passes the academic policies of Mount Allison." (97)

The potentiality of conflict is there at both Institutions, but as Mount Allison has found through time and Saint Mary's hopes to find, a bitter conflict of interest with the administrative officers or Board would be to the detriment of the University as a whole.

(97) Cragg, L.H., President, Mount Allison University. Interview held January 23, 1972.

CHAPTER IV

ACADEMIC FACILITIES

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ACADEMIC FACULTIES

The character of any educational institution is determined to a considerable extent by its academic faculty. And the qualifications of the faculties is one of the most obvious and useful criteria for evaluating the academic quality of an institution.

In the last few years Saint Mary's University has been closely observed by many people interested in higher education in the Maritime Provinces because of its rapid growth⁽⁹⁸⁾ in enrolment without corresponding growth in staff size.

The Faculty of Saint Mary's has grown in the last five years but unfortunately the growth has not managed to lower the student-professor ratio. In fact, the ratio "rose from 15.7:1 in 1968-69 to 16.8:1 and rose again to 17.1:1 in 1970-71."⁽⁹⁹⁾

An interesting point is that the ratio is considered high and with every indication that it will climb higher. The following table illustrates the point:

(98) See Appendix 9.

(99) A Submission by Saint Mary's University to the University Grants Committee of Nova Scotia, (Halifax: Saint Mary's University, 1971), p. 27.

FULL-TIME FACULTY TO STUDENTSSAINT MARY'S UNIVERSITY (100)

<u>Year</u>	<u>Faculty</u>	<u>Students</u>	<u>Student/Teacher Ratio</u>
1967-68	85	1,217	17.5:1
1968-69	112	1,545	15.7:1
1969-70	140	2,070	16.8:1
1970-71	173 (100A)	2,280	17.1:1
1971-72	162	2,560	17.1:1

Because Mount Allison University in 1963 made a firm commitment to control enrolment, it has not had to face considerable staff recruitment. This is not to suggest that the staff has not increased but only that growth has been in relation to one hundred extra students.

TABLE 7

FULL-TIME FACULTY TO STUDENTSMOUNT ALLISON UNIVERSITY (101)

<u>Year</u>	<u>Faculty</u>	<u>Students</u>	<u>Student/Teacher Ratio</u>
1967-68	113	1,212	10.7:1
1968-69	115	1,281	11.1:1
1969-70	124	1,305	10.5:1
1970-71	128	1,318	10.1:1
1971-72	135	1,325	9.8:1

The size of the Faculty has obviously more than kept pace with the small growth in student population. In

(100) Saint Mary's University Calendars, 1967-72.

(100A) Note: This figure is slightly distorted because the only records available did not differentiate between full-time and part-time faculty.

(101) Mount Allison University Calendars, 1967-72.

fact the student-professor ratio has dropped from a high of 11.1:1 to a very respectable 9.8:1. It is obvious that the planners at Mount Allison have made the ideal of small classes an achievable objective as one important aspect of the Report of Excellence (1963). It appears as if Mount Allison is determined either to hold this ratio or to improve it.

Saint Mary's is having more difficulty in improving their student-professor ratio. It has been estimated that in the next five years 27 additional staff will be required just to hold the present ratio. However, unless new sources of income for the University can be found, it appears unlikely that this figure will be attained, making more difficult the declared policy of close student-professor relationship.

Although it has yet to be proven that the academic qualifications of an individual is directly correlated with his ability to teach, it does seem that Saint Mary's and Mount Allison attach considerable importance to the paper qualifications of their staffs.

Overall, Saint Mary's staff qualifications are lower than both the national average and the average of

Atlantic Universities. (See Table 8).

Mount Allison too considers the doctorate as the basic degree desired for university teaching but also compares rather unfavourably with the national average and, to a lesser extent, with the average of Atlantic Universities.

TABLE 8

HIGHEST EARNED UNIVERSITY DEGREE (102)

SAINT MARY'S UNIVERSITY AND MOUNT ALLISON UNIVERSITY

	<u>Doctorate</u>	<u>Masters</u>	<u>First Prof- essional</u>	<u>Bache- lors</u>	<u>No Degree</u>
National	50%	33%	6%	10%	1%
Atlantic	37%	43%	8%	11%	1%
Saint Mary's	35%	56%	-	9%	-
Mount Allison	36%	38%	1%	22%	1%

A second discrepancy in Saint Mary's staff is the small proportion of senior staff members to junior faculty. The major reason given is the accelerated expansion over the last few years. However, a more important reason may be the financial one: a full professor is considerably more costly than a junior faculty member.

The following chart illustrates the problem:

(102) Dominion Bureau of Statistics, 1970-71, p. 86.

TABLE 9

STAFF RANKING AT SAINT MARY'S UNIVERSITY (103)

<u>Year</u>	<u>Professor</u>	<u>(%)</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Lecturer</u>	<u>TOTAL</u>
1967-68	4	4.7	27	30	22	85
68-69	8	7.1	27	38	37	112
69-70	10	7.1	28	49	49	140
70-71	10	5.7	31	60	71	173
71-72	17	10.4	28	75	43	162

The major reason given by Saint Mary's University for the low number of doctorates and full professors is that the University pays salaries below levels considered to be competitive. (104) Yet closer scrutinization shows that Saint Mary's is not significantly below the national salary floors and is ahead of many sister institutions in the Maritimes. (See Table 11).

It also should be noted that the percentages of senior faculty has risen sharply in the last few years. For example, in 1967-68 only 4.7% of the faculty held full professorship rank but in 1971-72 the total was 10.4%.

Mount Allison has apparently reached a static point in their numbers at each of the academic levels. For example, the number of full professors has fluctuated by only two in the last five years. The effect of this in view of the gradually increasing staff size has been a decline in the percentage of full professors.

(103) Saint Mary's University Calendars, 1967-1972.

(104) Note: The levels are currently under review by a special committee of the Board of Governors.

The following chart illustrates this point:

TABLE 10

STAFF RANKING AT MOUNT ALLISON UNIVERSITY ⁽¹⁰⁵⁾

<u>Year</u>	<u>Professor (%)</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Lecturer</u>	<u>Total</u>	
1967-68	23	20	14	36	40	113
68-69	22	19	13	38	42	115
69-70	23	18	17	44	40	124
70-71	24	17	20	43	41	128
71-72	23	16	22	52	38	135

Mount Allison does not seem to be particularly concerned with the low percentage of either doctorates or the loss of senior academic members. Mount Allison's salary scales are on the average, competitive with other Maritime Universities but with generally lower salary floors. ⁽¹⁰⁶⁾

TABLE 11

SALARY FLOORS - DOLLARS, 1971-1972 ⁽¹⁰⁷⁾

	<u>Lecturer</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
National Average of Floors	8,500	10,625	13,600	17,500
Saint Mary's University	8,400	10,500	13,500	17,500
Saint Mary's Averages	(10,100)	(12,725)	(16,170)	(16,529) ⁽¹⁰⁸⁾
Mount Allison University	8,200	10,300	13,200	17,000
Mount Allison Averages	(11,051)	(13,660)	(16,720)	(22,010)

The average salaries of Mount Allison are equivalent

⁽¹⁰⁵⁾ Mount Allison University Calendars, 1967 - 1972.

⁽¹⁰⁶⁾ Note: See Appendix 10 for comparison of other Atlantic Universities average salaries paid for academic levels.

⁽¹⁰⁷⁾ Note: These figures were supplied by administrators of both Universities.

⁽¹⁰⁸⁾ Canadian Association of University Teachers' Bulletin, 1970-71 figures.

with the other institutions of the Atlantic area while, as yet Saint Mary's averages are below the average⁽¹⁰⁹⁾ and in the case of professors, far below.

A contention that Saint Mary's is not attracting the best qualified people because of substantially lower salaries seems weak from two aspects. Firstly, it cannot be denied that the average salary at Saint Mary's is lower than most other institutions but whether it is so low as to be a deterrent to attracting qualified teachers is subject to question. The point is that there are other variables involved in recruiting staff which may weigh heavily on the decision to come to Saint Mary's University. Secondly, there must be other direct incentives for attracting and holding staff members to universities. These incentives could be lumped together under the heading of fringe benefits including tenure, insurance schemes and pension plans. (Insurance plans and pension schemes have been settled quite amicably between the Saint Mary's University Faculty Association (S.M.U.F.A.) and the University's Administration.⁽¹¹⁰⁾)

(109) See Appendix 10.

(110) For details see Appendix 11.

The most contentious issues at Saint Mary's have been concerned with an administration-faculty inability to agree on procedures governing appointments, dismissals and granting of tenure. (111) In October 1971 the Faculty Association submitted their proposals regarding these areas to the Board of Governors. The Board, supported by the Administration, rejected those particular faculty proposals.

The Administration contends that since no formal agreement concerning these issues has been reached that the By-laws regarding appointments, dismissals and tenure before the 1970 Act are therefore still binding. The pre-1970 By-laws gave the Administration considerable power over tenure, appointments and dismissals. The Faculty Association has refused to recognize the Administration's contention and argue that only their October 1971 proposals, as housed in the Faculty Manual, are binding.

(111) Tenure is a form of contractual appointment officially designated as "without term", awarded to some faculty at North American universities after it has been established that the faculty members possess in high degree a number of criteria set down in requisite for "permanent association with the university". Tenure, unique to the academic profession, exists as an insurance of the faculty member against non-academically motivated interference with the subject matter of instruction and the acts of inquiry and instruction.

Dean Ian McT. Cowan, Head, University of British Columbia, Graduate Studies, as seen in his article "Need for Tenured Appointment Still Exists", LIBC Reports, (Vol. 18, No. 4, February, 1972).

On January 14, 1972 the Academic Vice-President of Saint Mary's said: "We expect the matter settled any time, probably within the next month and on our terms".⁽¹¹²⁾ After a month the matter seemed no closer to being resolved which may indicate the potential explosiveness of the situation.

The President of the Saint Mary's University Faculty Association is far less optimistic about the settlement than is the Academic Vice-President. Dr. Gordon contends that the Administration is trying to perpetuate paternalism at Saint Mary's.

The real importance of the issue is that it is the opening salvo of a much larger and unresolved issue - the struggle to fill the power vacuum at Saint Mary's.

The fringe benefits offered by Saint Mary's University to its faculty are probably similar to those offered at other universities. For example, the Administration and the Faculty Association have agreed on a fifty-fifty faculty pension plan, University contributions to the Canada Pension Plan and Faculty eligibility for group life insurance.

(112) Tait, Dr. G. W., Academic Vice-President, Saint Mary's University. Conversation of January 14, 1972.

Mount Allison University offers the same financial fringe benefits to its members of staff. (113)

On the whole Mount Allison's staff seem generally content with these forms of financial incentives.

There is a very real problem existing at Mount Allison between the Faculty and Administration over the whole question of tenure, appointment and dismissal. Although the question has been at Mount Allison University for some time, it came to public attention in 1970 over the so-called "Daniel's Affair". (114)

The Daniel's case raised the question of proper procedure in dealing with dismissals. The Mount Allison University Faculty Association does not have a handbook for dealing with such questions. (115)
In its place the University Administration carries

(113) Note: The University supplies $7\frac{1}{2}\%$ of each member's gross salary into the University's Pension Plan, plus contributing 1.8% of the contributions to the Canada Pension Plan and finally, the University matches the faculty member's contribution to the Unemployment Insurance Commission.

(Cole, James: Comptroller, Mount Allison University. Conversation of February 24, 1972.)

(114) See Appendix 12 for resume of the "Daniel's Affair".

(115) Note: There is in existence, a very old Faculty Handbook which neither the Administration nor the Faculty Association recognizes as binding.

out negotiations with each applicant or staff member on an individual basis. The result has been that promotions, dismissals and appointments have been, for the most part, arbitrary decisions of the Board of Regents based entirely on the recommendations of the Administration. The situation remained unchallenged until the Daniel's case. Since then, however, the Mount Allison University Faculty Association has argued for the establishment of proper procedures.

For the past two years a "Joint Committee on Appointment and Promotion Policy", consisting of representatives of the Administration, Regents and Faculty, has been negotiating an agreement on contentious issues. Negotiations may drag on if the Committee divides along the lines of Administration vs. Faculty, a prospect which seems likely. The situation has been further complicated by a split in the Faculty Association with approximately half the members supporting the Administration while the remaining members viewing the Administration, at best, as a "benevolent oligarchy". (116)

Meanwhile the Daniel's case remains unresolved and consequently the Canadian Association of University

(116) Boyle, Dr. John, Member of the Executive, Mount Allison University Faculty Association. Conversation of February 25, 1972.

Teachers refuses to remove its censure of Mount Allison University. The failure to reach agreement between the Association and the Administration is a question which must be resolved if the major issues of tenure, dismissals and appointments is to be settled.

The Administration appears as if it would like the issue to fade away, as indeed it seems on the verge of doing so.

The Daniel's Case was near to being forgotten around here this year except for a select few (members of the Faculty). It is only those few who want to keep the issue alive. If it wasn't for them it would be forgotten. ((117))

There is no doubt that the Faculty Association Executive wants to keep the issue alive. It is their contention that because of the lack of procedures connected with the dismissal of Mrs. Daniel that an injustice was done which must be corrected. On January 22, 1972 the Faculty Association passed a resolution calling for binding arbitration for the Daniel's case by a vote of 49 to 2 with 1 abstention. (118)

Another interesting control aspect of Mount Allison

(117) Bailey, Mr. Anthony, Administrative Vice-President, Mount Allison University. Conversation of February 24, 1972.

(118) Welsh, Dr. I., President, Mount Allison University Faculty Association. Conversation of February 24, 1972.

is the powerful authority given to Department Heads. They receive their appointments from the Administration and hold their office for a period determined by the Executive Committee of the Board of Regents. Many faculty members would prefer to see a structural change in which Heads became Chairman, elected from within the Department and holding office for an established period. In this way the duties and responsibilities would be more evenly distributed and perhaps more important, one means of Administrative control would be terminated. (119)

Religious affiliation is not a pre-requisite to gaining a teaching position at either Saint Mary's University or Mount Allison University. In fact neither Institution requests such information in a curriculum vitae. It should be pointed out, though, that both Institutions request the staff member's religious affiliation, for the purposes of the Chaplain's Office. Neither University, however, was prepared to release those figures for the purposes of this research. (120)

It is an interesting aspect of both Institutions that their past religious affiliations have the

(119) Welch, Dr. Lillian, President, Mount Allison University Faculty Association. Conversation held February 24, 1972.

(120) See Appendix 13 for letter of explanation from Mount Allison University.

largest single representation among staff members. That is, the largest single religious denomination of the Faculty is Catholic while at Mount Allison the largest single denomination of the staff membership is the United Church of Canada.

TABLE 12

RELIGIOUS REPRESENTATIONS OF STAFFS (%)

Saint Mary's University ⁽¹²¹⁾	44.1% Catholic 23.3% Protestant 32.6% All others
Mount Allison University ⁽¹²²⁾	50.5% United Church 16.5% Catholic 33.1% All others

There appears to be an attraction for Catholic University teachers toward Saint Mary's University probably because of its heritage. For the same reason University teachers of the United Church faith are attracted to Mount Allison University. Because of increasing secularization at Saint Mary's the attraction for Catholic teachers may decrease. Mount Allison does not presently show the same inclination.

It seems safe to suggest that neither Saint Mary's University nor Mount Allison University would publicly dare to infringe on a Faculty member's

(121) Figures gained through questionnaire. See Appendix 14.

(122) Figures supplied by a reliable authority of Mount Allison University who asks for withholding of name.

academic freedom. (123) However, there are more subtle means of intervention into the activities of staff members. This issue brings different reactions from people, depending on their backgrounds. For example, some Administrators at Saint Mary's University feel that too often Faculty members use the issue of academic freedom as an excuse for unsubstantiated attack on University authorities. And, on the other hand: "the faculty is generally not so interested in higher salaries or fringe benefits as they are in academic freedom at Saint Mary's." (124)

A questionnaire sent out to each member of Saint Mary's Faculty indicated that most of the faculty members do feel reasonably secure in doing research. (125) For example, of the 76 returns, 59 indicated that they were presently engaged in some form of academic research. This figure represents over 77% indicating that a significant number of the professors in the Institution feel little, if any, restriction on their freedom to do research.

At Mount Allison University administrators adamantly deny any interference into the research or teaching methods of the faculty members. But administrators

(123) Note: "Academic Freedom" was adequately defined by Theodore M. Hesburgh in his article entitled "Academic Freedom in the Catholic University", Canadian Association University Teachers Bulletin, (Ottawa: C.A.U.T., Autumn, 1970), p.16.

(124) Gordon, Dr. G., President, Saint Mary's University Faculty Association. Conversation held January 14, 1972.

(125) See Appendix 15 for questionnaire example and results.

continue to hold the power of dismissal and promotion over the faculty and the threat of intimidation must be real.

Like the question of academic freedom, the question of staff morale tends to be largely subjective. Yet opinions of University members might help to indicate a general tone of the Institution.

Generally administrators tend to feel there is less friction, greater general happiness and higher University morale than the Faculty feel. A typical attitude of the Administration at Saint Mary's University was expressed by the Administrative Vice-President when he suggested that Saint Mary's was "one big family of friendly people."⁽¹²⁶⁾ The most accurate picture of faculty morale probably lies somewhere between the two extremes, neither wholly optimistic nor wholly pessimistic. As long as the question of procedures lies in abeyance, though, there will remain an underlying current of tension between the Administration and the Faculty.

The same split in opinion on the question of morale is evident at Mount Allison. The Administrators there, as at Saint Mary's, tend toward optimism about

(126) Morris, Mr. Edmund, Administrative Vice-President, Saint Mary's University. Conversation held January 10, 1972.

the future of Administration-Faculty relationships.

Morale at Mount Allison has not been higher in years. I felt the University's morale is higher because of the upswing in athletics this year. People here are just too busy to be concerned with morale.(127)

The Faculty Association Executive does not accept that as a valid observation. In fact, they feel that the morale is low.(128)

Thus, it can be seen that like Saint Mary's University, Mount Allison University is having some serious internal problems. How these two institutions cope with the issue of democratization should have a very important influence on their futures.

With the internal Faculty-Administration problems that Saint Mary's University and Mount Allison University face from time to time, it would be understandable that they may lose sight of their "raison d'être" - the education of students. The extent of negligence of these two Universities, if any, is the underlying theme of the next Chapter.

(127) Bailey, Mr. Anthony, Administrative Vice-President, Mount Allison University. Conversation held February 25, 1972.

(128) Boyle, Dr. John, Member of the Executive, Mount Allison University Faculty Association. Conversation of February 25, 1972.

CHAPTER V

PROGRAMS AND STUDENTS: MOUNT ALLISON UNIVERSITY
AND SAINT MARY'S UNIVERSITY

CHAPTER VPROGRAMS AND STUDENTS: MOUNT ALLISON UNIVERSITY
AND SAINT MARY'S UNIVERSITY

It is now appropriate to point out each Institution's approach to entrance requirements, programs offered, facilities available and certain other aspects which directly influence the education of the student.

Entrance Requirements

The admission requirements differ only slightly between Saint Mary's and Mount Allison. At Saint Mary's the basic requirement for entrance to first year undergraduate studies is the Grade Eleven, Nova Scotia Junior Matriculation which must include at least English, Mathematics, and any three others. (129) S.A.C.U., C.E.E.B. or other standardized tests are not required but can be submitted as supporting documents by the candidate. The matriculation average must be sixty percent with no mark below fifty.

According to Saint Mary's Admission Officer, the acceptance of a candidate depends largely on the recommendation of the applicant's school. This aspect of admission policy opens the door to many

(129) Note: Saint Mary's also accepts the Grade Eleven High School final marks as the equivalent to Nova Scotia Junior Matriculations. The three extra courses are chosen from Biology, Chemistry, Economics, Geology, History, Physics and a language other than English.

candidates with low academic qualifications.

But even though the academic pre-requisites may sometimes be circumvented, there are still many applicants rejected "because they do not have the minimum qualifications." (130) The following Table illustrates that although increasing numbers are applying to Saint Mary's rejections remain high.

TABLE 13

APPLICATIONS-REJECTIONS-ACCEPTANCES AT
SAINT MARY'S UNIVERSITY

<u>Year</u>	<u>Applications</u>	<u>Rejections (%)</u>	<u>Acceptances (%)</u>
1970-71	3,000	37%	63%
1971-72	3,500	35%	65%

For admittance to Mount Allison six junior matriculations are required (or the equivalent) with an average of sixty per cent and no mark below fifty. The subjects which the candidate can offer for admission is wider than at Saint Mary's. (131)

In addition, Mount Allison requires the S.A.C.U. test for Canadian applicants and the C.E.E.B. test for United States applicants.

Statistics indicate that there is not a significant discrimination against candidates from other Canadian

(130) MacDonald, L.R., Director of Admissions, Saint Mary's University. Interview held February 24, 1972.

(131) The list includes: English, languages other than English, Mathematics (Algebra and Geometry), Geography, History, World Blitics, Economics, Physics, Biology, Chemistry, Music, Fine Arts and an Additional Mathematics.

Provinces or foreign countries. (132) It is interesting to note the relatively large number of Nova Scotia students attending Mount Allison. (133) It seems that successive Nova Scotia Governments have recognized this connection with Mount Allison because they have contributed financially to Mount Allison as they have to the Nova Scotia Universities. (134)

At Mount Allison too the selection of some applicants is based less on high school marks than on recommendations on the students' behalf. As Mount Allison's Registrar indicated: "We do not turn away all applying students with low marks. Some people just have to be admitted on their strong recommendations and on their past merits." (135)

Mount Allison University has had a controlled number of students since 1963. That has meant a restrictive admission policy limiting the number of applicants into the first year program.

The University's policy of limited enrolment makes it impossible to accept all those who qualify. Preference will be given to students with an average of 65% or more. (136)

(132) See Appendix 16 for complete statistics.

(133) See Appendix 16 .

(134) Note: The Nova Scotia Grants Committee has been awarding a static \$100,000 to Mount Allison since 1963. Prior to that it was higher than this figure on a per capita basis.

(135) Cameron, Donald, Registrar, Mount Allison University. Interview held January 14, 1972.

The application totals, acceptances, rejections and application withdrawals for the last three academic years is illustrated by the following table. (137)

TABLE 14

APPLICATIONS-REJECTIONS-ACCEPTANCES-WITHDRAWN APPLICATIONS

AT MOUNT ALLISON UNIVERSITY (138)

<u>Year</u>	<u>Applications</u>	<u>Rejections (%)</u>	<u>Acceptances (%)</u>	<u>Withdrawn (%)</u>
1969-70	1,532	805 52%	473 31%	251 17%
1970-71	1,237	594 48%	462 37%	217 15%
1971-72	1,185	423 36%	498 42%	264 22%

As the figures indicate there is a gradual decline in the number of applicants at Mount Allison University.

Another indication of the general academic quality of students attracted to the two Universities is the failure rate of first year students. At Saint Mary's University failure to pass two courses is considered a "failed Year". Research done on the marks of first year Saint Mary's students in the academic year 1970-71 indicated a two percent failure rate. (139) The

general policy of Saint Mary's is that a first year student who fails the year must withdraw for one year before returning. Students who fail while in the sophomore, junior or senior years, however, are allowed to return to their studies the following year.

(137) Registrar's Office, Mount Allison University, February 20, 1972.

(138) Registrar's Office, Mount Allison University, February 20, 1972.

(139) See Appendix 15 for details of study.

Only if upperclassmen fail two consecutive years are they asked to withdraw.

At Mount Allison University a failed year is one in which the student does not pass more than fifty percent of his year's courses. In 1970-71 there were 40 first year students who failed their year.⁽¹⁴⁰⁾ First year students who fail the year are not automatically asked to withdraw from attending the following year. However, it is necessary to apply for readmission. Of the forty students in that position in 1970-71, 21 were readmitted for the 1971-72 year.

If a student fails two consecutive years or fails six courses in three consecutive years, he must withdraw and gaining readmittance in the future "is very difficult and rare".⁽¹⁴¹⁾ It is interesting that applying the Mount Allison standards for failure to Saint Mary's the failure rate for 1970-71 for first year students at Saint Mary's would be fourteen percent failure rate instead of 2%, significantly higher than Mount Allison. Other factors obviously enter such as standards of marking which are beyond the scope of this thesis.

(140) Frick, Mrs. P., Assistant to the Dean of Arts and Sciences, Mount Allison University. Interview held February 20, 1972.

(141) Frick, Mrs. P., Assistant to the Dean of Arts and Sciences, Mount Allison University. Interview held February 20, 1972.

Religious Affiliations

Neither Institution requires the applicant to divulge his denominational preference in order to gain admittance. Catholic students, however, from the Halifax area are still attracted to Saint Mary's University. But the point is that since the Act of 1970 the religious affiliation of University members has become a less significant issue. In reference to the student's religion the Registrar of Saint Mary's commented that, "It has become important to keep records of the student's religion for the purposes only of the Chaplain. As far as admittance is concerned, it is insignificant." (142)

The following table illustrates that there has been a percentage drop and leveling of Catholic students in relation to students of other denominations. The 53.7% Catholic figure is even less startling when one considers that the Catholic population of Halifax-Dartmouth is presently fifty-two percent. As the percentage of Protestant and other religious denominations grows, the Halifax proportions are more reflected at Saint Mary's.

(142) Cleary, K. J., Registrar, Saint Mary's University
Interview held January 16, 1972.

TABLE 15

RELIGIOUS AFFILIATIONS - FULL-TIME STUDENTSSAINT MARY'S UNIVERSITY (143)

<u>Year</u>	<u>Catholic</u>	<u>(%)</u>	<u>Protestant</u>	<u>(%)</u>	<u>Others</u>	<u>No Religion</u>
1968-69	941	68.7			405	
1969-70	1,425	52.7			1,276	
1970-71	1,199	56.9	813	38.6	35	58
1971-72	1,367	53.7	1,052	41.3	27	101

Mount Allison University, too, does not discriminate against any member of the University on grounds of religion. Like Saint Mary's the religion of students is not considered the business of the Institution "except for the Chaplain's Office".⁽¹⁴⁴⁾ However, as the following Table points out there is still an attraction for United Church students to Mount Allison although there has been a significant drop in their numbers. It is also interesting to note the gradual climb in numbers of Catholic students attending the University.

TABLE 16

RELIGIOUS AFFILIATIONS - FULL-TIME STUDENTSMOUNT ALLISON UNIVERSITY (145)

<u>Year</u>	<u>United Church</u>	<u>(%)</u>	<u>Other Protestants</u>	<u>(%)</u>	<u>Catholics</u>	<u>(%)</u>
67-68	663	50.3	498	37.8	68	5.1
68-69	593	45.6	535	41.2	78	6.0
69-70	532	38.4	589	42.7	108	7.8

(143) Note: Statistics supplied by Registrar's Office of Saint Mary's University. "Others" for 1968-71 includes Protestants. Also, the figures for 1969-70 are too high because part-time students were included.

(144) Cameron, Donald, Registrar, Mount Allison University.

(145) President's Report 1969 to 1970, (Sackville: Mount Allison University, 1971), p.51.

TABLE 16 (Continued)

<u>Year</u>	<u>Others</u>	<u>No Religion</u>
67-68	23	62
68-69	25	67
69-70	15	85

Programs and Course Offerings

Saint Mary's University and Mount Allison University both emphasize undergraduate programs. Both Universities offer a four year program at the undergraduate level. Qualification for a Bachelor's degree at Saint Mary's depends on passing twenty courses thus accumulating twenty credits. The following Table outlines the requirements for the degrees Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, as well as the Diploma of Engineering:

TABLE 17UNDERGRADUATE AND DIPLOMA REQUIREMENTSSAINT MARY'S UNIVERSITY (146)

<u>Faculty</u>	<u>Required Credits</u>	<u>Required Courses</u>	<u>Special Requirements</u>
Bachelor of Arts	20	(a) 1 English (b) 1 History (c) 1 Philosophy (d) 1 Social Science	(a) In addition to Required Courses, a major concentration of 5 courses in a particular discipline at 2nd, 3rd, 4th level or (b) 8 courses in any discipline at 3rd and 4th year levels.

(146) Healy, Denis, Report on Academic Studies and Students, in their First Year at Saint Mary's University, (Halifax: Saint Mary's University, 1971), p.11-12.

TABLE 17 (Continued)

<u>Faculty</u>	<u>Required Credits</u>	<u>Required Courses</u>	<u>Special Requirements</u>
Bachelor of Science	20	(a) 9 courses in science	(a) concentration in one subject preferred.
Bachelor of Commerce	20	(a) 2 English (b) 1 Mathematics (c) 1 Philosophy (d) 5 courses from Arts or Science	(a) a major concentration in 1 of Accounting, Business Administration, or Economics of 4 or 5 courses.
Engineering Diploma			(a) Syllabus of studies prescribed by Nova Scotia Technical College for the first three years of the Bachelor of Engineering Course.

For undergraduate students of superior academic quality at Saint Mary's there is the opportunity to acquire an Honours Degree. There are special requirements attached to this degree. (147)

Saint Mary's University also offers graduate courses in History, Philosophy and Education leading to the Degree Master of Arts. Candidates must spend one full academic year in residence, complete four full graduate courses and submit an acceptable thesis. (148) All courses must be at the 400 or 500 level with no mark below B. The following Table outlines the requirements

(147) See Appendix 17 for requirements of Honours Degree.

(148) Note: A course may be substituted for a thesis.

for the degree Master of Arts in History, Philosophy and Education:

TABLE 18

GRADUATE REQUIREMENTS

SAINT MARY'S UNIVERSITY (149)

<u>Discipline</u>	<u>Required Credits (Courses)</u>	<u>Special Requirements</u>
History	4 or 5	(a) a reading knowledge of at least one foreign language (b) a thesis written on one of the following: Canadian, Canadian-American Relations, Stuart and Tudor England. <u>or</u> (c) a fifth history course acceptable to the department, in lieu of the thesis (d) an oral comprehensive examination at the end of course work.
Philosophy	4	(a) a thesis from one of the following areas: Ancient, Medieval and Modern Philosophy; Logic; Epistemology; Metaphysics; Philosophy of the Mind; Philosophy of History; Philosophy of Science Phenomenology; and Existentialism.
Education	4	(a) a thesis on an acceptable area of Education, (b) a prior year of teaching is encouraged; (c) enrolment in a non-credit Graduate Research Seminar.

Like Saint Mary's University, Mount Allison University requires that the student successfully complete twenty

(149) Saint Mary's University Calendar 1971-72, pp. 61-64.

courses (credits) for the Bachelor's degree. The following Table outlines the requirements for the degrees Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, as well as the Diploma of Engineering:

TABLE 19

UNDERGRADUATE AND DIPLOMA REQUIREMENTS

MOUNT ALLISON UNIVERSITY (150)

<u>Degree</u>	<u>Required Credits</u>	<u>Required Courses</u>	<u>Special Requirements</u>
Bachelor of Arts	20	(a) 1 English at 1st year level; 3 other courses at 1st year level. (b) 5 courses at the 2nd year level (c) 10 courses from the 3rd and 4th year levels, 6 of which must be chosen from the major and minor disciplines.	(a) a major and minor must be chosen usually by the 2nd year. (b) a major consists of 4 courses at the 3rd and 4th year levels plus 1 basic course usually at the 2nd year level. (c) a minor consists of 2 courses at 3rd and 4th year levels plus 1 basic course at the 2nd year level.
Bachelor of Commerce		(a) 1 1st year level commerce (b) 1 first year Mathematics (c) 1 first year Economics (d) 1 1st year English (e) 2 second year Commerce (f) 2 second year Mathematics (g) 2 second year Economics (h) 6 3rd and 4th year commerce	(a) a major and minor subject must be chosen by 3rd year. (b) the major must be from one of Accounting, Economics or Mathematics.

TABLE 19 (Continued)

<u>Degree</u>	<u>Required Credits</u>	<u>Required Courses</u>	<u>Special Requirements</u>
Bachelor of Fine Arts		(a) 5 Fine Arts (b) 1 English at 1st year level (c) 4 2nd year Fine Arts (d) 3 Art History (e) 4 3rd year Fine Arts (f) 4 4th year Fine Arts	(a) course consists mainly of practical work to develop creative ability in drawing, painting, sculpture and the graphic arts (b) a major and minor subject which must be selected in fourth year.
Bachelor of Music		(a) 1 1st English (b) 6 1st Music (c) 8 2nd Music (d) 7 3rd Music (e) 8 3rd Music	(a) a choice of major is made after the first year in one of: Music Education, Performance, Music History, Theory and Composition. (b) Periodic public performances are mandatory.
Bachelor of Science		(a) 1 1st English (b) several Mathematic courses (c) 1st year Chemistry (d) 1st year Physics (e) 2 general Arts courses	(a) A 60% average is required on 12 courses from 3 of following list: Biology, Chemistry, Geology, Mathematics, and Physics.
Diploma of Engineering			(a) Syllabus same as required by Nova Scotia Technical College and University of New Brunswick.

Mount Allison University also offers Honour's programmes for all the Degrees and in most of the fields. (151)

Graduate work at Mount Allison presently consists of a Master of Science in either Chemistry or Biology. The graduate student must complete two graduate courses, prepare a thesis and in addition, pass a public oral examination on the thesis and related material.

Student Services

Saint Mary's University provides adequate temporary health services for students. Both a registered nurse and a doctor are on call twenty-four hours and as well, the University houses a medical infirmary. Administrative officers attempt to carry on a policy of personal contact with students, feeling this is a very important student service. Finally both Catholic and Protestant Chaplains are available for counselling. Vice-President Edmund Morris feels this concept is stressed at Saint Mary's: "The office doors of all administrators, including the President, Dr. D. Owen Carrigan, are open to students at any time." (152)

Mount Allison University also considers student affairs and services an important aspect of the Institution's

(151) See Appendix 18 for details.

(152) Morris, Edmund, "What Makes Saint Mary's Run?" The Times, (Halifax: Saint Mary's University, March, 1972), p. 1.

life. A Director of Student Affairs at Mount Allison acts as a link between students and the chief administrators. ⁽¹⁵³⁾ There is access to both a Protestant Chaplain and a Catholic Priest who is not directly attached to the University. In addition, each Residence has an infirmary with a full-time Registered Nurse on duty.

Finances

Using the latest schedule of fees a student attending Saint Mary's on a full-time basis would be expected to pay a total of \$637 to cover registration fees, tuition fees, laboratory fees, library, athletics and health services. ⁽¹⁵⁴⁾ In addition there is a compulsory charge of \$18 paid to the Student Council, giving a total of \$655. Students living and boarding in one of the Residences must pay an additional \$955 for double room accommodation while a single room boarding student would be expected to pay an additional \$1,030.

At Mount Allison the basic fee for tuition is \$635 with a \$50 fee for Student Affairs (e.g. Athletics, Student Administrative Council). ⁽¹⁵⁵⁾ The cost of a single room and board is \$975 and board with a double room is \$875. The following Table illustrates the comparative student costs at both Saint Mary's and Mount Allison.

(153) See Appendix 7 .

(154) Financial Information 1971-72, (Halifax: Saint Mary's University, 1971), p.1

(155) Mount Allison University Calendar, 1971-72, p.93.

TABLE 20

BASIC STUDENT COSTS - SAINT MARY'S UNIVERSITY
AND MOUNT ALLISON UNIVERSITY

<u>Saint Mary's University</u>			
Tuition	\$637	Single Room & Board	\$1,030
Student Fees	18	Double Room & Board	955
<u>Mount Allison University</u>			
Tuition	\$635	Single Room & Board	\$ 975
Student Fees	50	Double Room & Board	875

Both Saint Mary's and Mount Allison offer financial assistance to students in the form of scholarships, bursaries and assistantships. This aid at Saint Mary's University amounts to approximately \$87,500 per year divided among 330 students. (156) At least one administrative officer feels that the amount is not sufficient to meet the University's responsibilities. The Admissions Officer commented that "We know the sum is low. Some of us have been hammering away for some time to get a raise in scholarship money, not so we get more for individuals but so we can include more individuals at about the same level." (157) On the other hand the Administrative Vice-President stated that: "I don't know of any University where more help was made more available to students in need". (158)

(156) Cosgrove, E., Director of Awards, Saint Mary's University. Interview held March 16, 1972.

(157) MacDonald, L.R., Admissions Officer, Saint Mary's University. Interview held January 10, 1972.

(158) Morris, Edmund, "What Makes Saint Mary's Run?", The Times, (Halifax: Saint Mary's University, March 1972), p. 1.

Mount Allison University, on the other hand, offers seventy-five scholarships and 45 bursaries. The total amount allotted through these channels in 1971-72 was \$150,000.⁽¹⁵⁹⁾ The following Table helps to illustrate the comparative figures of the student aid of the two Institutions:

TABLE 21

A COMPARISON OF FINANCIAL ASSISTANCE
OF MOUNT ALLISON UNIVERSITY
AND SAINT MARY'S UNIVERSITY
1971 - 1972

	<u>Amounts of Bursaries, Scholarships, Assistantships</u>	<u>Number of Students Affected</u>	<u>Total Student Body</u>
Saint Mary's	\$ 87,500	330	2,580
Mount Allison	150,000	119	1,325

Athletics

Athletics characteristically holds a prominent place in university life. The administration of Saint Mary's strongly supports Saint Mary's athletics particularly because of the publicity Saint Mary's teams have brought to the University. As Vice-President Edmund Morris observed: "in Toronto they know of Saint Mary's because of its sports teams".⁽¹⁶⁰⁾

(159) Cole, J., Comptroller, Mount Allison University. Interview held February 25, 1972.

(160) Morris, Edmund, "What Makes Saint Mary's Run?", The Times, (Halifax: Saint Mary's University, March 1972), p.1.

The cost of operating the athletic program costs each student \$14 per year. The total expenditure including operating costs for the arena presently stands at \$144,200.⁽¹⁶¹⁾ After deducting all sources of income for athletics (e.g. gate receipts) the deficit is \$40,000.

The majority of funds are channelled into the major intercollegiate sports of hockey, basketball, and football. Only fifteen percent of total expenditure is directed toward intramural sports and of that fifteen percent, the salary of the Director of Athletics is drawn. There is no intercollegiate women's sports teams.

In the last eight years the role of athletics has caused considerable debate at Mount Allison University. With implementation of the controlled enrolment in 1963, Mount Allison found it difficult to keep attracting enough outstanding athletes to make their intercollegiate teams competitive. However, in 1968 the Mount Allison Federated Alumni decided to cooperate financially with the Mount Allison Student Administrative Council to establish a yearly endowment of \$8,600, the returns on which is used to attract athletes by offering \$500 scholarships. In

(161) Morris, Edmund, Vice-President Administration, Saint Mary's University. Interview held January 10, 1972.

1971-72 \$4,000 was spent. The result has been a gradual rise in the competitiveness of Mount Allison's athletic teams. (162)

Mount Allison operates a full compliment of men's intercollegiate teams in the major sports including football, basketball, hockey and soccer. In addition, women's teams compete on a full scale intercollegiate program in field hockey and basketball. In addition, both men and women have intercollegiate swimming teams.

All these teams operated on a budget for 1971-72 of \$54,962. (163) The salaries of the athletic staff absorb fifteen percent of this amount. (164)

Mount Allison also operates a highly successful intramural program. Because the University is ninety percent residential, there is a considerable amount of intra-House rivalry which often manifests itself in intramural athletic competitions. This year the budget for intramural athletics was \$65,558.

For both Universities the rising cost of athletics will be cause for concern, particularly at Saint Mary's if they should decide to develop a comprehensive intramural program, build new facilities and offer equal programs for women's sports.

(162) Note: For example, Mount Allison's football has not won a league game since 1964 until the past season when they managed to win half of their games.

(163) Cole, J., Comptroller, Mount Allison University. Interview held February 20, 1972.

(164) Note: The coaches get additional salary allowances for phys-ed classes and intramurals coaching.

Library Facilities

No serious discussion of a University's service to its students can overlook the importance of library facilities.

Mount Allison has a new library named the Ralph Pickard Bell Library after its benefactor. Saint Mary's, on the other hand, complain of generally inadequate facilities. (165)

The following comparative Table illustrates the discrepancy between the library facilities of the two Universities:

TABLE 22COMPARISON OF LIBRARY FACILITIESMOUNT ALLISON UNIVERSITYAND SAINT MARY'S UNIVERSITYMount Allison University

Full-Time Staff	32
Number of Volumes	185,000
Capacity Volumes	400,000
Number of Seats by:	
Carrels	158
Tables	259
Lounge Chairs	59
Typing Booths	10
Seating in Film Theatre	59
Seating in Seminar Room	28

(165) Report of Saint Mary's University to Nova Scotia Grants Committee, pp. 41-48.

APPENDIXES

LETTER SENT BY C. F. ALLISON TO SAINT JOHN

WESLEYAN METHODISTS

"My mind has of late been much impressed with the great importance of that admonition of the wise man — "Train up a child in the way he should go; and when he is old, he will not depart from it." The establishment of Schools in which pure religion is not only taught, but constantly brought before the youthful mind, and represented to it as the basis and ground work of all the happiness which man is capable of enjoying here on the earth and eminently calculated to form the most perfect character is, I think, one of the most efficient means in the order of Divine Providence, to bring about the happy result spoken of by the wise man.

It is therefore under this impression, connected with my accountability to that Gracious Being, Whom I would ever recognize as the source of all the good that is done in the earth, that I now propose, through you, to the British Conference and to the Wesleyan Methodist Missionaries in the Provinces of New Brunswick and Nova Scotia, to purchase an eligible site and erect suitable buildings in Sackville, in the County of Westmorland, for the establishment of a School of the description mentioned, in which not only the elementary, but higher branches of education may be taught; and to be altogether under the management and control of the British Conference, in connection with the Wesleyan Missionaries in these Provinces.

"If my proposition should be approved of, and the offer I now make accepted, I will proceed at once to make preparations, so that the buildings may be erected in the course of next year; and I will, as a further inducement, by the blessing of God, give towards the support of the school £100 per annum for ten years.

"I shall be glad to hear that my offer is accepted, and to have the earliest intimation of your decision on this subject and, am,

Reverend and dear sir,

Yours Sincerely,

C. F. ALLISON."

MEMBERSHIP OF THE BOARD OF REGENTS:

MOUNT ALLISON UNIVERSITY

8. (1) The management and control of the business and affairs of the University shall be vested in a Board of Regents consisting of such number of persons as shall from time to time be elected or appointed as Regents as herein provided.

(2) The Regents for the time being in office as such shall constitute the Corporation.

9. (1) Subject as hereinafter provided, twenty Regents shall be appointed by the General Council of the United Church of Canada (ten at each biennial session thereof), twenty Regents shall be elected or appointed by the Federated Alumni and a maximum of four Regents may be appointed by the Board.

(2) Notwithstanding anything herein otherwise provided, Regents appointed by the Board pursuant to subsection (1) may be appointed for a regular term of four years as provided by section 10, subsection (1), or for any period less than four years as the Board may decide.

(3) Upon the receipt of nomination from the faculty of the University the Board shall appoint in addition to any other appointments herein provided to be made by the Board not more than two members of the full-time teaching staff of the University to be Regents for a regular term of four years as hereinafter provided, or for any period less than four years, as the Board may decide, and provided that each Regent so appointed shall be qualified to be a Regent only so long as he or she continues to be a member of the full-time teaching staff of the University.

(4) The Chancellor, if any, the President and the senior Academic Vice-president shall be members *ex officio* of the Board and shall have and may exercise all the rights and privileges of Regents elected or appointed pursuant to the provisions of subsection (1).

BOARD OF GOVERNORS

7 (1) The Board shall consist of the following Governors:

(a) the Chancellor, the Vice-Chancellor, the President, the Academic Vice-President and the Administrative Vice-President, ex officio;

(b) three appointed by the Diocese;

(c) six elected by the alumni association of the University;

(d) six elected by the academic staff of the University;

(e) four elected by the students of the University ;

(f) one appointed by the Upper Canada Province of the Society of Jesus;

(g) up to three others elected by the Board and selected from the community at large;

(h) two appointed by the Lieutenant-Governor in Council.

(2) The elected and appointed Governors shall serve for terms not exceeding three years and shall be eligible for re-appointment or re-election.

(3) The Board shall elect from its members a chairman and a vice-chairman.

(4) If, during his term of office, an appointed or elected Governor ceases for any reason to be a Governor, the person or body who appointed or elected such Governor may appoint or elect another person to the Board for the unexpired portion of such Governor's term.

SAINT MARY'S UNIVERSITY

THE SENATE

Composition
of Senate

- 13 (1) The Senate shall consist of the:
- (a) President;
 - (b) Academic Vice-President;
 - (c) Deans of all faculties;
 - (d) Librarian;
 - (e) Registrar;
 - (f) five students elected by the students;
 - (g) fifteen members elected by the academic staff; and
 - (h) the Director of Student Affairs.

NOTE: The only two places in the Act of 1970 in which either the Academic Vice-President or the Administrative Vice-President are mentioned are in the "Composition of the Senate" (above) or in the "Composition of the Board of Governors" (See Appendix 3). No where in the Act are their duties or responsibilities outlined.

Vice-Presidents: Mount Allison

14. (1) The Board may appoint one or more Vice-Presidents of the University, who need not be a member or members of the Board.

(2) In the absence of specific directions by the Board, the Vice-President or, if there be more than one Vice-President, the Vice-President nominated by the President as his deputy, shall act in the absence of the President.

(3) The Vice-President or Vice-Presidents, as the case may be, shall have such other powers and duties as may be delegated to him or them by the Board.

15. The Board shall also appoint and prescribe the duties and terms of office of a Secretary of the Board and a Treasurer of the University, neither of whom need be a member of the Board, and such other officers or officials as it may see fit.



**APPLICATIONS ARE INVITED
FOR THE POSITION
OF
VICE-PRESIDENT
(ACADEMIC)**

SAINT MARY'S UNIVERSITY
halifax, nova scotia

(A coeducational residential public university with a 12-month enrolment of 5,500 students and offering programs in arts, social sciences, science, business administration, engineering, education, and graduate programs in selected areas)

**A CHALLENGING POSITION IN ONE
OF EASTERN CANADA'S FASTEST
GROWING UNIVERSITIES**

Qualifications — Ph.D., teaching and administrative experience

Duties — responsible for all academic matters

Salary — negotiable according to qualifications and experience

(applicants should include full vitae and names of three referees)

APPOINTMENT EFFECTIVE JULY 1, 1972

APPLY TO: Chairman, Vice-Presidential Search Committee,
Saint Mary's University, Halifax, Nova Scotia

MAIN-STAR
CHRONICLE HERALD JAN 6, 7, 8

DIRECTOR OF STUDENT AFFAIRS
MOUNT ALLISON UNIVERSITY

The Job

The Director of Student Affairs, in close cooperation with an Associate Director, acts as a link between students and the President of the University. The Director exercises general oversight of student affairs on behalf of the University, maintaining liaison with student organizations and administrative bodies and cooperating with the administration and students in the formation of policies affecting student affairs.

An opportunity to do some teaching may be offered.

The Person

A mature person who is able to work effectively with students, faculty and administrative officers. A university graduate, preferably with some teaching experience.

Salary will be commensurate with responsibilities, qualifications and experience. Duties will commence on July 1, 1972, or earlier by arrangement.

Applications, including a curriculum vitae, should be sent, before January 15, 1972, to:

Mr. Anthony Bailey,
Vice-President (Administration),
Mount Allison University,
Sackville, New Brunswick.

MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

OFFICE OF THE PRESIDENT

March 7, 1972

Mr. George Fotheringham
1094 Wellington Street
Apartment 306
Halifax, Nova Scotia

Dear Mr. Fotheringham:

I promised to give you an answer to your question, "Do you feel that the decision of 1963 to remain small and strive for excellence has been a success and, if so, in what way?".

I do believe this, strongly. Some things that a university strives to do, and is expected to do, can be done best when the university is large and when, therefore, departments are large and include a variety of specialists, when library holdings are extensive, when laboratory facilities are sophisticated and highly varied. This is particularly true of professional education and graduate education. Other things that the university strives to do, or should strive to do, can in my judgment be done best in a small university, where relationships are personal, where interdisciplinary programmes come naturally, where students are brought naturally and easily into contact with students and professors in other disciplines. To a very considerable degree we have managed to retain this atmosphere; and, indeed, I believe that there is more cross fertilization, more interdisciplinary cooperation, than ever before. Our decision to remain small was, of course, accompanied by a decision to concentrate on undergraduate work and in undergraduate work on a relatively limited number of disciplines. As a result, it is possible to do what we do well, and this we make a principal endeavor. Because being a small university we can offer a special atmosphere, and because we do honestly strive for excellence and to some degree succeed in achieving it, we can and do attract good faculty members. And

- 2 -

the combined appeal of a small residential university, of an increasingly able faculty, and of good facilities enables us to attract good students. The result is that, in my judgment, the university is steadily improving in the quality of education that it offers. Not all this is a consequence of our remaining small; but I think our remaining small has had a good deal to do with it.

I hope that this will be of some help to you.

Good luck with the thesis.

Yours sincerely,

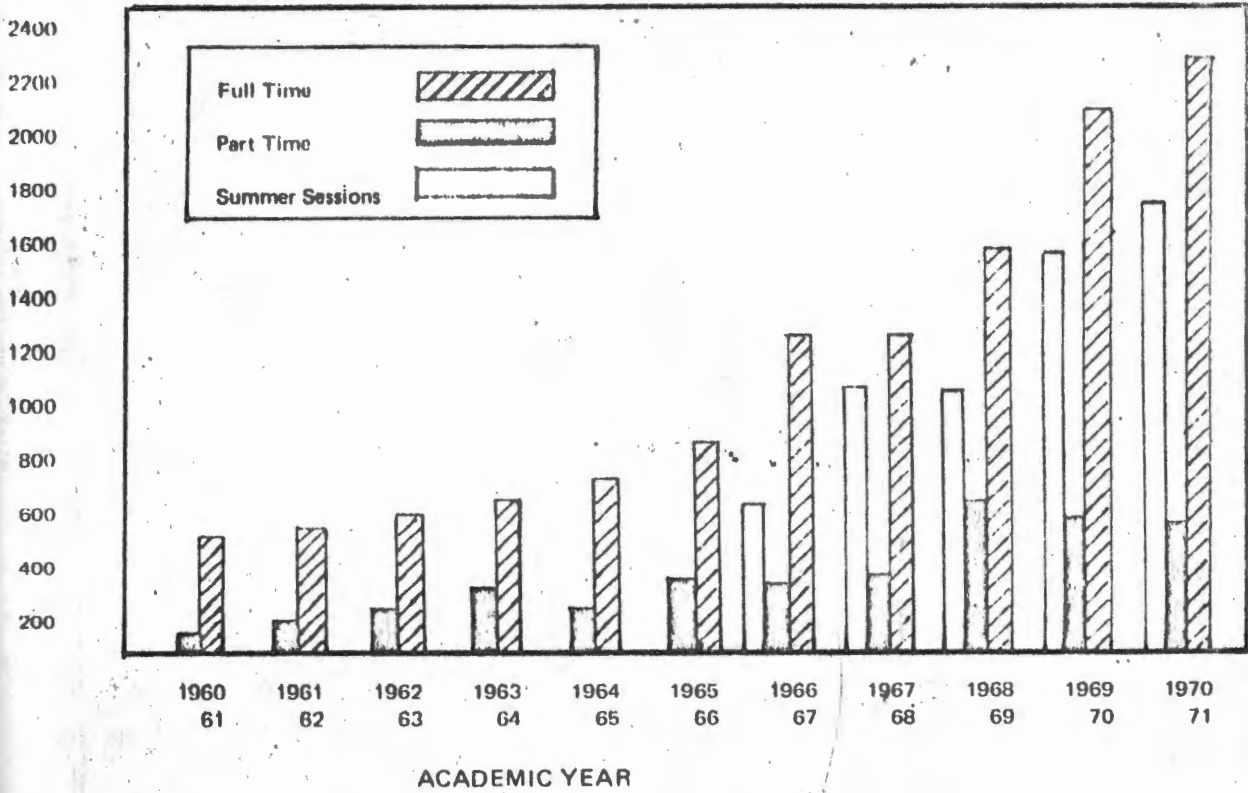


L. H. Cragg, President

LHC/ec

SAINT MARY'S UNIVERSITY

FULL-TIME AND PART-TIME STUDENT ENROLMENTS



SALARIES OF FULL-TIME TEACHING STAFF AT MARITIME UNIVERSITY

1970-1971

<u>University</u>	<u>Professor</u>	<u>Associate P Professor</u>	<u>Assistant Professor</u>	<u>Lecturer</u>	<u>Overall Average</u>
Acadia University	\$18,962	\$15,250	\$11,727	\$ 9,380	\$13,506
Dalhousie University	21,337	16,055	13,155	12,223	15,669
Memorial University	19,116	14,926	11,830	9,365	12,724
Moncton University	18,020	14,895	11,882	8,802	11,718
Mount Allison University	19,421	18,017	12,085	10,033	13,351
University of New Brunswick	19,534	15,050	12,093	10,017	13,912
University of P.E.I.	18,363	15,843	12,335	9,776	12,884
Saint Francis Xavier University	19,697	15,278	11,936	9,554	12,627
Saint Mary's University	16,529	14,559	11,305	9,265	12,037
Saint Thomas University	17,860	14,983	11,141	9,392	11,517

From C.A.U.T. Bulletin, Spring, 1971.

SECTION 4.000

MAINTENANCE OF FACULTY MEMBERS

27.

4.216 Optional forms of pension are available instead of the 120 month guarantee. They are:

- (a) a larger pension payable as long as he lives, or
- (b) a larger pension payable as long as he lives with guaranteed minimum of 60 monthly payments in any event, or
- (c) a smaller pension which, upon his death will be continued for life to his designated beneficiary, or
- (d) a larger pension until his Old Age pension payments begin and a smaller pension thereafter. In this way he will be able to receive a level amount of pension during his retirement years.

4.217 If a Faculty Member leaves the University before retirement and before he has participated in the Plan for 10 years he will be entitled to the pension provided by his own contributions.

If he has participated for at least 10 years he will be entitled to the pension provided by all contributions made on his behalf.

4.218 Instead of the pension to which he would be entitled, as provided above, he may elect the cash value of such pension.

4.219 If a Faculty Member is totally disabled as determined by a qualified physician, he will receive the cash value of the pension provided by all the premiums paid on his behalf.

4.220 Canada Pension Plan

1.8% of \$4500.00 only of the total salary shall be deducted so that a pension be paid monthly to the member starting at the age of 66. Specific details can only be obtained from the Business Office.

4.230 Life Insurance

4.231 This plan is operated by the Great West Life Insurance Company.

The cost is shared on a 50-50 basis by the University and the individual. The cost per month to the individual is 17¢ per month per \$1,000 of insurance.

4.200 FRINGE BENEFITS4.210 Pension Scheme

- 4.211 A Faculty Member may join the Plan on any October 1st provided he is at least age 20 but not more than age 59, if male, or 54, if female.
- 4.212 A Faculty Member's normal retirement date is the last day of the academic year in which his 65th birthday falls, if male, or 60th birthday if female. With the consent of the University he may retire any time before or up to 5 years after his normal retirement date.
- 4.213 A Faculty Member's monthly pension will be the sum of:
- (1) the amount of pension purchased by the University's contributions of 5% of his salary.
 - (2) the amount of pension purchased by his basic contributions of 5% of his salary.
 - (3) the amount purchased by his voluntary contributions. He may contribute up to \$1,500 for each year during which he has been in Saint Mary's employ; provided that during any one year he may not contribute more than \$1,500 (including his basic 5%) for service after joining the Plan nor more than \$1,500 for service before joining the Plan.
 - (4) any dividends as allowed by the Manufacturers Life Insurance Company.
- 4.214 If a Faculty Member dies before retirement his beneficiary will receive all contributions made on his behalf or, if greater, the cash value of the pension purchased for him. Instead of cash, this benefit can be paid in instalments as described in the Master Policy.
- 4.215 A Faculty Member will receive his pension for as long as he lives with a guaranteed minimum of 120 monthly payments. If he dies after retirement, but before 120 payments have been received, his beneficiary will receive the remainder of the payments.

4.000 MAINTENANCE OF FACULTY MEMBER 28.

4.232 New members of staff become eligible to join this plan two months after their employment begins. Applications must be submitted within 30 days of the expiry of this two month period to avoid the necessity of submitting evidence of good health. Application forms may be obtained from the Dean's secretary or from the Business Office.

4.233 SCHEDULE OF BENEFITS

<u>Classifications</u>	<u>Amount of Life Insurance to Highest \$500.00</u>
Employee age 45 yrs. and under	2 1/2 times annual salary
Employees age 46 yrs to 50 yrs.	2 times annual salary
Employees age 51 to 55 years	1 1/2 times annual salary
Employees age 56 to 65 years	1 time annual salary
Employees age 66 to 70	\$2,000

4.234 The group life insurance benefit is paid to the insured's beneficiary, on his death from any cause whatsoever.

4.235 Disability Benefit - If before his sixtieth birthday the member becomes totally and permanently disabled, while insured, his life insurance is continued without further premium payment.

4.236 Conversion Privilege - On termination of employment with Saint Mary's University, the member has the right of applying without a medical examination for any standard policy issued by the Great-West Life, except disability or double indemnity, or term insurance. The individual policy may be taken in any amount up to the amount for which the member was insured under the group plan.

No evidence of health is required except for any members whose insurance might exceed \$26,500 under the schedule.

4.240 Long Term Disability Benefits and Sick Leave

4.241 For the first 90 days after incurring any disability or illness which precludes the fulfilment of his duties a Faculty Member will receive full salary.

4.242 Long Term Disability Insurance

Long Term Disability Insurance is compulsory for all Faculty Members. Participating Faculty Members shall receive 60% of their full salary beginning 90 days after incurring the disability.

SECTION 4.000 MAINTENANCE OF FACULTY MEMBERS

29.

The cost for this is shared on a 50-50 basis by the University and the individual. The cost per month to the individual is 60.5¢ per month per \$100 of insurance. For example, a person earning \$100 per month is insured for 60% of \$1000 or \$600. His cost per month would be $6 \times 60.5¢ = \$3.63$.

New Members of staff become eligible to join this plan two months after their employment begins. Applications must be submitted within 30 days of the expiry of this two month period to avoid the necessity of submitting evidence of good health. Application forms may be obtained from the Dean's secretary or from the business office.

Monthly Income Insurance is specifically designed to provide continuation of a reasonable portion of a member's salary if he should suffer the misfortune of an accident or sickness that disables him for a long time. Income benefits received by a disabled member are free of income tax.

Benefits commence on the completion of the waiting period and are payable during the continuance of disability up to age 65. House confinement is not required to qualify for benefits, but the disabled member must be under the care of a duly qualified physician legally licensed to practice medicine.

4.243 Definition of Disability

A member will be eligible for benefits during the first two years of disability if he is under the care of a qualified physician and can perform no duty of his regular occupation. He will be eligible for benefits after two years if under the care of a qualified physician and unable to work at any occupation for which he is reasonably fitted by education, training or experience.

SECTION 4.000 MAINTENANCE OF FACULTY MEMBERS 30.

4.244 Waiver of Premium

Premiums are waived during the time a member is receiving benefits.

4.245 Limitations

Disabilities caused by war or pregnancy or disabilities not under the continuing treatment of a physician are not covered.

Disabilities arising from temporary or part-time employment for remuneration other than with Saint Mary's University will be covered if the part-time employment has - (a) a direct connection with the individual's full time specialty and (b) is performed within the Provinces of Nova Scotia, New Brunswick, and Prince Edward Island.

Individuals may be covered while on Sabbatical Leaves of Absence for a period of absence not exceeding 2 years. Disabilities arising from temporary or part-time employment for remuneration while on leave of absence will also be covered.

4.250 Maritime Medical Care

4.251 All residents of Nova Scotia are entitled to benefits under the government-operated "medicare" plan, M.S.I. This plan covers the cost of most general practitioners' and specialists' medical fees. Nova Scotia also provides "free" hospitalization at the ward level, for residents of the Province. Newcomers to the Province usually are classified as residents after they have lived here three months. Members of staff who have recently arrived in Nova Scotia are advised to contact the offices of M.S.I. for information concerning registration requirements, benefits, etc.

4.252 Maritime Medical Care is an insurance plan operated by the Medical Society of Nova Scotia, which covers most medical-hospital costs that are not included in the government-operated plans.

Application forms are available at the Dean's office or the Business Office.

4.000

MAINTENANCE OF FACULTY MEMBERS

31.

4.253 Costs per month for Maritime Medical Care are:

Single	\$3.90
Family	\$10.77

4.260 Taxation Arrangements

4.261 All new members of staff must fill out and file with the Business Office a form TD1, Employee's Tax Deduction Return. This return requires among other things, the submission of the individual's Social Insurance Number. The University is prevented by law from paying any person who has not submitted a Social Insurance Number.

4.262 Citizens of the United States and the United Kingdom who come to Canada on a contract of two years or less may, under certain conditions, claim exemption from Canadian income taxes. Please contact the Business Office if you believe you may be eligible for this exemption. Employees who are granted this exemption do not have to obtain a Social Insurance Number.

4.270 Other Benefits

A full-time Faculty Member shall be entitled to a private office and free parking, if space allows, and to free tuition for himself and his spouse, and 50% of tuition fees for his dependent children who are eligible to attend Saint Mary's University.

**academic freedom
and tenure**

*liberté universitaire
et permanence de l'emploi*

MOUNT ALLISON UNIVERSITY¹

Mrs. Catherine Daniel was appointed to the Mount Allison Conservatory as a voice teacher in 1956. The Conservatory became the Department of Music of the University in 1962 and its teachers were given university ranks. Mrs. Daniel is considered to have tenure as an Instructor.

On 17 April 1969, Mrs. Daniel received a letter from Dr. Poole, Dean of Arts and Science, informing her that he had received a number of serious complaints about her teaching, that he would discuss these with the President, and that he would soon arrange a meeting with her.

The President of Mount Allison, Dr. Laurence Cragg, met with Dr. Elmer Tory, President of the Faculty Association, to discuss appropriate procedures and to consider appropriate preliminary steps. The University had not previously established formal procedures for dealing with cases of dismissal.

On 29 April, Mrs. Daniel met with President Cragg, Dean Poole, Dr. Proctor the Head of the Department of Music, Dr. Tory as her advisor, and Professor Greenslade as a disinterested observer. Dr. Cragg asked for Mrs. Daniel's resignation effective 30 June 1969; alternatively, on the basis of the reports by Dean Poole and Dr. Proctor on her unsatisfactory work he would recommend to the Board of Regents that she be dismissed on the grounds of incompetence and neglect of duty.² She was informed that she would receive a year's severance pay plus the University's contribution to her pension for one year following termination of her employment. It was agreed that Mrs. Daniel would meet informally with Dean Poole, Dr. Proctor, Dr. Tory and Professor Greenslade to discuss the evidence in the statements which had been made.

The second meeting was delayed until 5 May, by which time Mrs. Daniel had submitted the marks for her students. At this meeting Dean Poole and Dr. Proctor reviewed their grounds for charging her with incompetence and neglect of duty and she was given a copy of the complaints made to the Dean. Dean Poole had been visited by 11 of Mrs. Daniel's 13 voice students, in groups of three and four, to complain of her teaching.³ He had made

1. This report was provisionally approved by the A.F. & T. Committee in March 1970, subject to comments from President Cragg and the Mount Allison Faculty Association Executive. The report was sent to both on 1 April 1970 and comments received from Dr. Cragg on 6 and 7 May, and from the Faculty Association on about 28 April. Specific comments and corrections have been incorporated into the revised text and notes. A general commentary from Dr. Cragg and from Dr. Tory are attached as appendices.
2. The letter from Dr. Cragg to Mrs. Daniel of 8 May 1969 states, "that if you decided not to resign we would recommend that appropriate action be taken to terminate your appointment immediately; (and it was agreed that 'appropriate action' would include, if you requested it, a fair hearing in accordance with accepted practice)."
3. This statement is based on information received by the C.A.U.T. investigating committee on 17 February at its afternoon discussion with the President, Vice-President (and Dean), and the Head of the Music Department. In his commentary of 4 May on the C.A.U.T. Report, Dr. Cragg writes: "Dean Poole had been visited by 27 of Mrs. Daniel's students (including 11 of the 13 voice majors and minors) in groups varying in size from one to six."

A special meeting of the Faculty Association was called on 8 May. Motions were unanimously passed:

- i. approving the Executive's "actions and tendencies";
- ii. insisting that recommendations of the Hearing Committee be morally binding on all parties;
- iii. urging that the composition of the tribunal be acceptable to all parties; and
- iv. urging that "attempts be made to achieve a tribunal in which all members are acceptable to all parties."

The same day, 8 May, President Cragg informed the Faculty Council, at a regular meeting, that a dismissal action was in progress, that in the absence of a set procedure for dismissal he desired to work with the Faculty Association to establish a mutually satisfactory procedure which would ensure a fair hearing and "in general be in line with the practice followed by other universities."

Dean Poole wrote Mrs. Daniel on 7 May reminding her of her agreement to inform the President soon of her intention. Mrs. Daniel telephoned President Cragg on 8 May and informed him that she would not resign but desired a hearing so that she could defend herself against the charges. President Cragg replied by letter in which he pointed out that "no formal charges in detail have yet been made." He reviewed the substance of the two informal meetings, and promised to inform her of the formal procedure for a dismissal hearing when he received a written statement of her decision not to resign; if she chose the option of having a formal hearing she would be given a formal statement of the basis for dismissal action.

Mrs. Daniel wrote to President Cragg on 12 May acknowledging his request for her decision regarding resignation. She requested information about the dismissal procedure and a statement of the charges against her, and she referred to the published C.A.U.T. procedures as being acceptable to her.

The Faculty Association Executive met on 13 May to consider its position in preparation for the Senate meeting on dismissal procedures. It was agreed to continue to press for (i) a Hearing Committee acceptable to all parties to the dispute, and (ii) morally binding recommendations.

The Senate met on 14 May with Dr. Tory in attendance as a representative of the Faculty Association. At that time the Mount Allison Senate consisted of the President, the Vice-President, the Dean, all Department Heads (20), several other *ex officio* members, six members of the Board and six elected faculty members, as well as two student observers. The President's draft procedure was presented with his assurance that it was to apply specifically to this case and not to establish procedures for future application. President Cragg reported that he had considered the procedures recommended by the C.A.U.T. Policy

4. Dr. Cragg in his comments on the C.A.U.T. Report, states that he does not agree with this summary and prefers the following: "In conversation with Dr. Tory, President Cragg emphasized that the Board could not delegate its authority to dismiss. He was convinced, however, that the Board would accept the recommendations of the Hearing Committee -- as would the President -- unless there were very compelling reasons not to do so. In the very unlikely event that a Hearing Committee recommendation were rejected, an appeal could be made to the C.A.U.T. and, on the results of its investigation, it could then seek binding arbitration." The Executive of the Mount Allison Faculty Association comments: "On several occasions, President Cragg has mentioned the possibility of an appeal to C.A.U.T. should the Hearing Committee's recommendation be rejected by the Board."

notes of their statements and had the students sign his record. (Annual evaluations of Mrs. Daniel by the Head of the Music Department resulted in comparatively small salary increases for 1966-67 and 1967-68, and no merit increase for 1968-69.)

At the conclusion of the meeting, Mrs. Daniel was asked to inform the President in writing whether or not she would resign or request formal dismissal hearings.

Meanwhile, the Faculty Association Executive met on 1 May and unanimously approved two motions:

- i. "It is essential that the members of the Arbitration Committee should be drawn from outside the University";
- ii. "All parties should accept the findings of such a Committee."

The Faculty Association Executive met again the following day to discuss President Cragg's proposed *Procedures in regard to Dismissal of a Tenured Faculty Member for Cause*. Detailed comments were sent to the President arguing that:

- i. the Hearing Committee should be drawn from faculty members outside of Mount Allison who are acceptable to all parties in the dispute (so that the Committee would be impartial and be seen to be impartial);
- ii. that the Committee should be composed of fewer than seven, preferably three, so that unanimity might be achieved;
- iii. the Committee's recommendation be accepted beforehand as binding on all parties; and
- iv. that the written statement of the specific grounds for dismissal determine what evidence was pertinent.

The comments emphasized that the Faculty Association would not automatically defend any faculty member, but was concerned to ensure that proper procedures be established to ensure a fair hearing and objective judgment and that "discussion within the community should be minimized during and after any dispute so that the academic functions of the University would not be impaired."

President Cragg wrote in response to the Faculty Association Executive's comments. He expressed disappointment that the Executive had made firm statements of principle rather than continuing informal discussion. The principles of composing the Hearing Committee with outside people and of binding recommendations were rejected because to accept them would be to "declare that our faculty is incompetent to advise and our board incompetent to decide who does or does not meet the standards that this University sets for itself." He expressed confidence that a hearing committee could be formed from tenured faculty members of the University which would make "objective, fair, and informed judgments" which would be sounder than those which could be made by persons from outside the University.

In conversation with Dr. Tory, President Cragg emphasized that the Board could not delegate its authority to dismiss. Should the Hearing Committee's recommendation be rejected by the Board, then an appeal to the C.A.U.T. could be made and, depending upon the results of its investigation, an arbitrator

as morally binding. The statement referred to the hearing with a majority report would be presented to the Board and could be accepted; further that the Hearing Committee "having the power to hear all relevant evidence and interview all interested persons, is the only body able to reach just decisions. Therefore, its decision should be binding on both parties to the dispute."

On 19 June, President Cragg reported at a meeting of the Senate that the Executive Committee of the Board of Regents had decided that the Hearing Committee should be internal and that its recommendation should not be binding on the Board.

Also on 19 June, President Cragg wrote to Mrs. Daniel acknowledging her confirmation of intention not to resign, and asking her to reply within seven days whether or not she desired a formal hearing; failing a reply from her it would be assumed that a formal hearing was not requested and he would make his recommendation for dismissal to the Board.

Mrs. Daniel replied, 25 June, that she requested a formal hearing which met the minimal criteria outlined in the C.A.U.T. Policy Statement and which would assure her of a greater degree of equity than the *ad hoc* Mount Allison procedures.

President Cragg replied to Mrs. Daniel on 5 July indicating that he interpreted her letter as a rejection of his offer of a hearing and that he would make his recommendation to the Board. Then on 13 August he wrote to Mrs. Daniel to inform her that the Executive Committee of the Board of Regents had decided (a) to terminate her appointment effective 1 July, 1969, and (b) pay her a sum equivalent to one year's salary plus the University's contribution to her pension fund.

Before receiving the President's notice of dismissal, on 13 August, Mrs. Daniel wrote him to ask for a year's leave of absence to permit her to continue studies at Indiana. She also reiterated her willingness to accept a formal hearing consistent with the C.A.U.T. requirements.

The Faculty Association, at its October meeting passed motions:

- a) reaffirming its insistence on morally binding recommendations of a mutually acceptable hearing committee; and
- b) directing its Executive to attempt to obtain an acceptable formal hearing for Mrs. Daniel.

Mrs. Daniel first appealed to the Executive Secretary of the C.A.U.T. in May 1969. Since then there has been considerable correspondence with President Cragg. The central issue concerns binding arbitration. President Cragg insists that the Board should retain the right to reject the Hearing Committee recommendation "in order to protect the University against the possibility of an unwise or unfair finding." He also regards the C.A.U.T. proposed procedures as "resorting immediately to arbitration" and thus a "threat to university autonomy and a public assertion that individual universities are incapable of deciding 'who shall teach'." President Cragg stated that to accept that a Hearing Committee's decision must be binding would imply that the "administrative officers are not to be trusted, that the Board of Regents will not be objective, that the findings of a hearing conducted with full and proper safeguards by an independent Hearing Committee will not carry tremendous weight with the Board of Regents."

Both the Faculty Association and the A.F. & T. Committees of the C.A.U.T.

Faculty Handbooks of eight Canadian universities. Most of the clauses of the President's draft procedures were adopted without much change. The President agreed that he would not make a formal recommendation to the Board contrary to that of the Hearing Committee but that he reserved the right to join in discussion and to express his opinions as a member of the Executive of the Board. The clause in the original draft concerning composition of the Hearing Committee was revised to specify:

- a) a membership of five faculty members with tenure, at least four of whom must be from Mount Allison; and
- b) procedures for forming the committee if mutual agreement could not be reached on five persons.

The procedure was adopted by Senate "for this case" with the minutes recording Dr. Tory's objection to the procedure.⁵

Subsequently, on 10 June 1969, the Executive Committee of the Board of Regents unanimously adopted the *ad hoc* procedures.

President Cragg sent a copy of the revised dismissal procedures to Mrs. Daniel on 16 May. He noted that he understood her letter of 12 May to mean that she was withholding her decision to resign until the dismissal procedure was established, and that she would receive a written statement of charges only after she had made a request for a formal hearing.

Mrs. Daniel replied on 22 May that the procedure for dismissal did not conform to the requirements of the Faculty Association, nor to those of the C.A.U.T., and that she could not give a definite answer until Dr. Tory had discussed the matter with the C.A.U.T. President Cragg replied (23 May) that her reasons for delay were unacceptable, that her choice was to resign or to commence dismissal procedures according to the procedures adopted.

Dr. Tory wrote on 27 May to President Cragg reaffirming his objections to the dismissal procedure and proposing that a more generous financial settlement might be negotiated.

Mrs. Daniel (28 May) replied to the President that she had a third alternative: refusal to "participate in a procedure which is so heavily biased toward the administration." President Cragg's reply of 11 June stated that a failure on her part to provide a written decision by Friday, 13 June, would be taken as a confirmation of her oral statement that she would not resign. He would then recommend dismissal and proceed with formal action — either a hearing according to the adopted procedures if she so requested, or direct conveyance of his recommendation to the Board.

Mrs. Daniel's reply on 12 June (a) confirmed her decision not to resign; (b) agreed that a fair hearing was essential but on the advice of the Faculty Association and of C.A.U.T. could not accept the proposed procedure as a fair one; (c) enclosed a proposal for a lump-sum settlement, without prejudice, for \$36,718 (on which there was no consultation with C.A.U.T.); and (d) announced that she was leaving for Indiana to continue her studies for an M.M. degree.

The Faculty Association Executive met on 13 June and agreed to present to the Chairman of the Executive of the Board of Regents a statement of the

⁵ Both the proposed and revised procedures contain the following clause: "Should the Board not accept the recommendation of the Hearing Committee, it shall refer the matter back to the Committee for reconsideration, with a statement of its reasons. The Hearing Committee may, if it wishes, reconsider its recommendations. However, the Board shall not be bound by its recommendations." (The original version of the procedures was published in the Faculty Handbook of the University of Alberta, 1968, p. 10.)

mistaken. The probability of either of these circumstances arising may not be high, but the division of functions must be established by procedures of general application so that one need never be unduly concerned with the question of motive in a particular case. If the procedure is not uniformly resorted to, the position of any individual or organization seeking to invoke it in a particular case is completely invidious.

The reason the C.A.U.T. specifically objects to the use of an advisory hearing committee is that it fails to make this distinction between functions which we believe to be the only guarantee of academic freedom. When a university president institutes dismissal proceedings in good faith against a faculty member, it is because he has concluded that there are grounds for dismissal and that dismissal would be in the best interests of the university. He may be right but, by definition, he is no longer impartial. The cause may not be personal, but it is nevertheless his because of his belief in it and commitment to it. Consequently, if the final decision on dismissal rests with the president, or a body of which he is a member, he is a judge in his own cause. The C.A.U.T. does not believe the wise and honourable chief executive would want the right as judge to pass on the validity of his own decision as chief executive. If the hearing committee recommended against dismissal and the president, or the body of which he was a member reversed that decision, either before or after referral for reconsideration, justice would not clearly be seen to be done.

There is more than one way to accomplish an independent adjudication. The C.A.U.T. believes binding arbitration is the best way.

A. Berland
D. Hart

May 1970

Following lengthy correspondence with Dr. Cragg that resulted in no change in attitude or resolution of the Daniel grievance, the A.F. & T. Committee established a two-man committee of enquiry at its meetings on 24-25 January. The investigating committee visited Mount Allison on 17 February. The morning was spent in discussion with the Executive of the Faculty Association and the afternoon in discussion with President Cragg; Dr. Poole, Vice-President (Academic) and Dean; Dr. Proctor, Head of the Music Department; and Dr. Crawford, Vice-President until the current academic year. The Faculty Association Executive reviewed the events of the Daniel case and cited a number of examples to illustrate the view that decisions about appointments usually did not involve faculty members other than Department Heads and senior administrators. In the discussion with the senior administrators the committee argued for a binding arbitration procedure and in response was given substantially the arguments presented above.

In summary, Mrs. Daniel was informed that her work was unsatisfactory, that if she did not resign, formal steps would be taken to dismiss her. She chose not to resign, whereupon the President drafted an *ad hoc* procedure for dismissal hearings, subsequently revised by the University Senate. The Mount Allison Faculty Association raised a number of objections to the proposed procedure: it did not provide for a Hearing Committee decision binding on all parties; it did not provide for a committee composed of faculty members from outside Mount Allison University; it permitted the President to serve both as one who decides that there are grounds for recommending dismissal and as a member of the Committee of the Board which decides whether to accept the Hearing Committee's recommendation. President Cragg took the position that the senior administrators and Board could be relied upon to be impartial and objective and that a Hearing Committee established according to the adopted procedures could be relied upon to be impartial. Mrs. Daniel protested that she wanted a formal hearing which satisfied the requirements advocated in the C.A.U.T. Policy Statement, but would not submit to a hearing according to the Mount Allison *ad hoc* procedure. President Cragg made his recommendation to the Board's Executive Committee and Mrs. Daniel was dismissed without a hearing. The current position of the Faculty Association is that Mrs. Daniel deserves a hearing by a committee acceptable to all parties in the dispute, and whose decision will be morally binding on all parties.

The C.A.U.T. takes the view that only the university president, as chief executive officer, should have the power to institute dismissal proceedings against a faculty member. Formal authority for such a critical measure ought not to reside at any other level. At the same time, the C.A.U.T. is committed to the principle of adjudication by an independent tribunal as the fairest of dismissal proceedings. This commitment implies no lack of trust in the ability or integrity of university presidents or other executive officers. It merely implies that there is an adjudicative as well as an executive decision to be made in determining that cause for dismissal exists and that these decisions ought not to be made by the same authority.

It is, of course, true that the division of executive and adjudicative functions provides against the possibility of an incompetent, a corrupt or a malicious administrator. But more important, it recognizes that a capable, benign and scrupulous executive may, in a particular case, be unable by reason of personal

6 In an effort to reach agreement with the President, the Executive of the Faculty Association decided not to push for an outside committee, as they had originally planned to do, but to ask the Association to set up a working party on an impartial committee.

MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

OFFICE OF THE PRESIDENT

March 2, 1972.

Mr. George Fotheringham,
1094 Wellington St., Apt. 306,
Halifax, N. S.

Dear George:

Your request for statistical information with respect to religious denominations of the Mount Allison Faculty has been considered, and it has been decided not to release such information.

Meetings, appointments, etc., have been keeping Dr. Cragg extremely busy and he has not had time to give attention to your question, "Do you feel that the decision of 1963 to remain small and strive for excellence has been a success and, if so, in what way?". I know he will do so at the earliest opportunity.

I hope the thesis is progressing satisfactorily.

My warm regards to you, Janet and Jennifer.

Yours sincerely,

Marcie

Margaret E. Fullerton,
Secretary to the President.

'f

RELIGIOUS AFFILIATIONS OF
SAINT MARY'S FACULTY 1971-72

(Source: Result of Questionnaire sent to staff members, January, 1972)

<u>Total of</u> <u>Questionnaire</u> <u>Returns</u>	<u>Roman</u> <u>Catholic</u> (%)	<u>Protestant</u> (%)	<u>Other</u>	<u>None</u>		
77	34	44.1	19	24.3	12	12

1. I am a member of the Faculty of Arts, Department of History.

2. The highest academic qualification I hold which is recognized by Saint Mary's University is at the following level:

- (a) doctoral X
- (b) master's _____
- (c) first professional _____
- (d) bachelor's _____

3. I hold the following academic rank:

- (a) professor _____
- (b) associate professor _____
- (c) assistant professor X
- (d) lecturer _____
- (e) instructor _____

4. Including the present academic year I have been teaching at the university level for 5 years of which 2 years have been spent at Saint Mary's University.

5. I am presently engaged in some type of research.

- (a) yes X
- (b) no _____

6. I am presently engaged in research to help fulfill the requirements for a higher degree.

- (a) yes _____
- (b) no X

Note: If 'yes' please indicate which degree . _____

7. My religion is: (a) Roman Catholic _____
(b) Protestant X
(c) Other _____
(d) No Religion _____

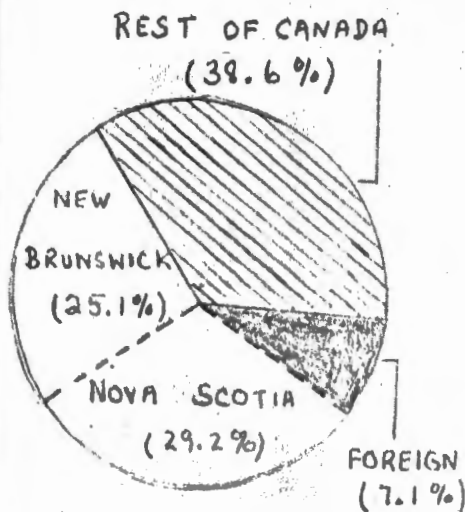
8. Do you consider the atmosphere, in your department, in the university as a whole, to be:

	department	school
(a) very friendly	_____	_____
(b) friendly	<u>X</u>	<u>X</u>
(c) professional but impersonal	_____	_____
(d) unprofessional and impersonal	_____	_____
(e) unfriendly	_____	_____
(f) very unfriendly	_____	_____

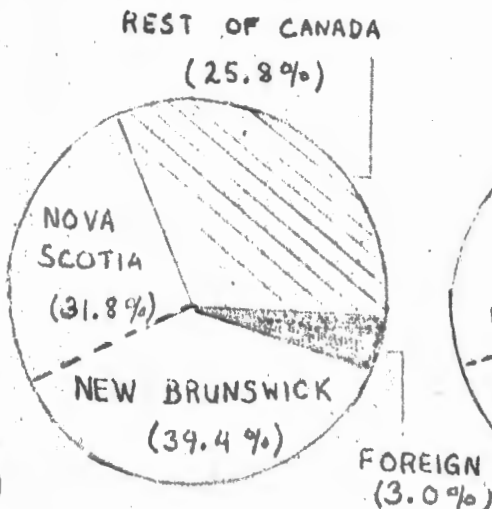
RESULTS OF RESEARCH
INTO MARKS OF FIRST YEAR STUDENTS
SAINT MARY'S UNIVERSITY L970-71

- (a) Number of students tested: 455
- (b) Average Mark on English, Mathematics and three other Grade XI subjects as required by Saint Mary's University Entrance requirements: 66.6
- (c) Average Mark on the best six subjects in Grade XI as required by Mount Allison University: 65.1
- (d) Number of students failing first year based on Saint Mary's University requirements: 10 (2%)
- (e) Number of students failing first year based on Mount Allison University standards: 65 (14.2%)

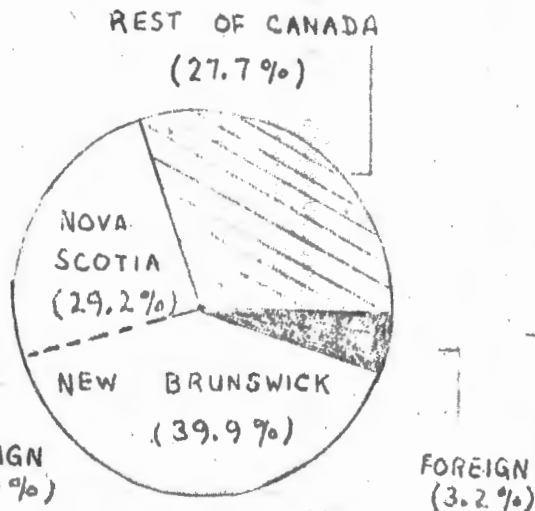
STUDENTS BY HOME ADDRESS
MOUNT ALLISON UNIVERSITY



1963-64

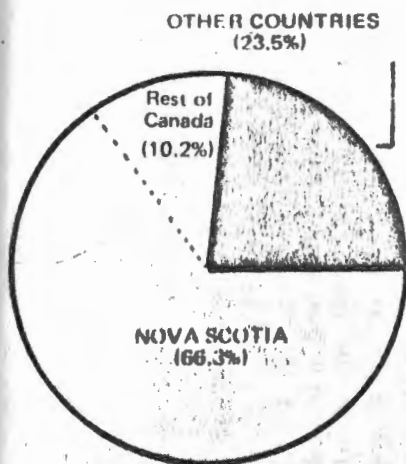


1968-69

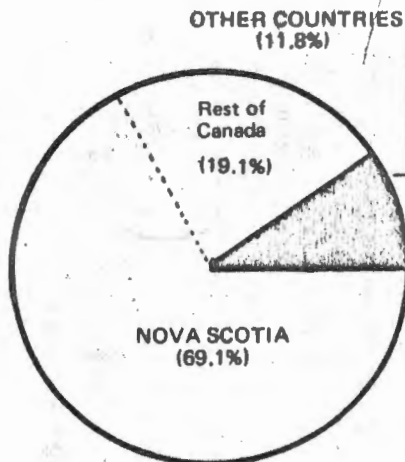


1969-70

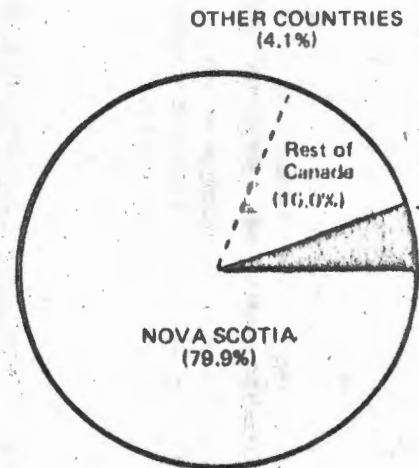
STUDENTS BY HOME ADDRESS
SAINT MARY'S UNIVERSITY



1960-61



1965-66



1970-71

Architecture

Saint Mary's University, in association with the Nova Scotia Technical College, offers the first two years of a six-year course in Architecture leading to a Bachelor of Architecture degree. Students who complete two years of satisfactory University study, the courses studied being in any faculty, and who have been recommended by their appropriate Dean are admitted without further examination to the third year at the School of Architecture, Nova Scotia Technical College, Halifax, where they complete the four year professional phase of the curriculum.

Candidates should, preferably, complete at least one University course in Mathematics, alternatively, they may be required to take an entrance examination in this subject at Nova Scotia Technical College.

HONOURS DEGREES

ARTS AND SCIENCE

The general requirements for Honours Degrees are as follows:

1. Students of above-average ability are urged to make application to follow an Honours program before the end of their Sophomore year. Formal application for admission to an Honours program must be made on a form available in the Registrar's office. The form must be submitted by the student applicant to the Chairman of the Department concerned, and must receive the approval of the appropriate Dean of Faculty.
2. All Honours programs must consist of twenty full courses or equivalents beyond the Freshman year, and must satisfy the requirements for the General Bachelor's degree. A student must have the approval of the Committee on Academic Standing to transfer from an Honour's program to the General program.
3. A student must obtain a grade of not less than B in every Honours course as described in item 4(a) or 5(a) below. A student receiving a mark of less than B in any Honours course in item 4(a) or 5(a) will be permitted to continue in an Honours program only with the approval of the Committee on Academic Standing.
4. In an Honours program with a major, the fifteen full courses or equivalents taken beyond the sophomore level must include:
 - (a) nine full courses or equivalents beyond the sophomore level in a major subject;
 - (b) two full supporting courses or equivalents to be determined by the department of the major;
 - (c) four full courses or equivalents in the Humanities or Social Sciences.

5. In an Honours program with a combined major, the fifteen full courses or equivalents taken beyond the sophomore level must include:

- (a) eleven full courses or equivalents beyond the sophomore level in two allied subjects. Not more than seven full courses or equivalents being in either of them.
- (b) four full courses or equivalents in the Humanities or Social Sciences.

COMMERCE

Requirements for Honours Degree in Economics:

1. Admission Requirements:

- a. a 2.6 average in Economics.
- b. Junior year or higher standing.

2. Degree Requirements:

- a. ten full-year courses or equivalents in Economics
- b. no grade below C (2.0) in these ten courses (a student may receive a grade lower than C but it cannot be counted in the ten required courses).
- c. a minimum average of 2.6 in the ten Economics courses presented for Honours.
- d. the student must meet the requirements for a major in Economics.
- e. eight of the ten courses must be on or above the 300.0 level.
 - (i) a student may substitute a course from another department which is below or above the 300.0 level with the permission of the Department of Economics. These substitutes will normally be in the Mathematics Department.
 - (ii) the eight courses on or above the 300.0 level (or equivalent thereof) must contain at least one of the following:
 - (i) 302.0
 - (ii) 303.0
 - (iii) 440.1-441.2
- f. the student will be expected to complete university requirements for graduation.
- g. twenty full courses, or equivalents, beyond the freshman year are required.

BACHELOR OF ARTS (HONOURS COURSES)

(*) An asterisk indicates courses prescribed for Honours standing. (See General Regulations, Section 32).

HONOURS IN ECONOMICS:

1st and 2nd years: as for the general degree. Economics 100, 250 and 260 as well as Mathematics 134 and 264 must be included.

3rd and 4th years:

- * Four Economics courses at the 300-400 level.
- Six electives chosen in consultation with members of the Economics Department.

4th year:

- * Economics 410, 440, and one of 400 or 450.
- * One additional course in Economics.
- One elective, to be chosen in consultation with members of the Economics faculty.
- * Thesis.

HONOURS IN ENGLISH:

1st and 2nd years: as for the general degree. A second English course from the 300 series should be elected in the second year. A total of nine courses and a thesis are required.

3rd and 4th years:

- * English 400, 410, 440, 460.
- * Four more courses in English. Only two of 340, 345, 350, 360, 370, 375 may be chosen.
- Two electives.

HONOURS IN ENGLISH AND GREEK:

1st and 2nd years: as for the general degree. Greek 110 and 200 must be included.

3rd and 4th years:

- * English 400, 410, 440, 460.
- * Greek 300.
- * Two of Greek 400, 410, 420, 430.
- Three electives.

HONOURS IN ENGLISH AND HISTORY:

1st and 2nd years: as for the general degree. History

100 or 200 or 205 or 210 must be included.

3rd and 4th years:

- * English 400, 410, 440.
- * Another approved course in English.
- * History 440 or English 460.
- * Four more courses in History above the 200 level.
- One elective.
- * Thesis.

HONOURS IN ENGLISH AND LATIN:

1st and 2nd years: as for the general degree. Latin 100 or 110, 200, must be included.

3rd and 4th years:

- * English 400, 410, 440, 460.
- * Three of Latin 400, 410, 420, 440.
- * Latin 450.
- Two electives.

HONOURS IN ENGLISH AND PHILOSOPHY:

1st and 2nd years: as for the general degree. Philosophy 100, and 210 or 220 must be included.

3rd and 4th years:

- * English 400, 410, 460 and another approved course in English.
- * Four courses in Philosophy.
- Two electives.

HONOURS IN FRENCH:

1st year: as for the general degree, but including French 100 or 120 and 200.

2nd year: as for the general degree, but including French 200, and possibly a course in French at the 300 level.

3rd and 4th years: Seven courses in French beyond the 200 level. (Students must include: (a) at least three of French 300, 350, 370, 380, 390, 420, 440 (b) one of French 480, 490, (but not both).)

Three electives, chosen in consultation with the Department.

HONOURS IN GERMAN:

1st and 2nd years: as for the general degree, but including German 110 and 200, and one English course on the 200 level.

Classics 100 and History 100 are recommended.
Students entering the university with entrance credit in German should take German 200 during their freshman year and German 360 during their sophomore year.

3rd and 4th years: German 310, 320, 360, 400, 420, 450, English 400 and one additional English course on the 300 or 400 level.
Two electives.

HONOURS IN HISTORY:

1st and 2nd years: as for the general degree, including, one of History 100, 200, 205, or 210.

3rd and 4th years:

- * Four courses at the 300 level.
 - * Two courses at the 400 level.
 - * History 440.
- Three electives.

All Honours programmes must be in accord with departmental policy and receive approval of the Head of Department.

HONOURS IN HISTORY AND PHILOSOPHY:

1st and 2nd years: as for the general degree. At least one of History 100, 200, 205, or 210; and one of Philosophy 100, 210, 220, or 230.

3rd and 4th years:

Four History courses at the 300 and/or 400 level, or three courses at these levels plus History 440.
Four courses in Philosophy.
Two electives.

HONOURS IN LATIN:

1st and 2nd years: as for the general degree. Latin 100 or 110, and 200 must be included.

3rd and 4th years:

- * Latin 400, 410, 420, 440, 450.
 - * History 380, 390.
- Three electives.

HONOURS IN LATIN AND GREEK:

1st and 2nd years: as for the general degree. Latin 100 or 110, 200, Greek 110, 200 must be included.

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3rd and 4th years:

- * Latin 400, 410, 420, 440, 450.
 - * Greek 300.
 - * Two of Greek 400, 410, 420, 430.
 - * History 380 or 390.
- One elective.

HONOURS IN MUSIC

1st and 2nd years: As for the general degree. Music 105, 110, 210* and a practical subject (non-credit) must be included.

3rd and 4th years:

- * Music 305.
 - * Music 430.
 - * Three from Music 320, 340, 420, 440.
- Five electives.

HONOURS IN PHILOSOPHY

1st and 2nd years: as for the general degree. Philosophy 100, 210 or 220 must be included.

3rd and 4th years:

- * Philosophy 230 or 340.
 - * Six further courses in Philosophy.
- Three electives.
* Comprehensive Exam.

HONOURS IN PHILOSOPHY AND GREEK:

1st and 2nd years: as for the general degree. Philosophy 100, 210, 220, or 230, Greek 110, 200 must be included.

3rd and 4th years:

- * Philosophy 300 and 310.
 - * Two further courses in Philosophy.
 - * Greek 300, 420.
 - * One of Greek 400, 410, 430.
- Three electives.

HONOURS IN POLITICAL SCIENCE:

1st and 2nd years: as for the general degree. Political Science 100 must be included.

3rd and 4th years:

Eight courses in Political Science beyond the 100 level. No thesis.

Two electives chosen in consultation with the Department.

HONOURS IN PSYCHOLOGY:

1st and 2nd years: as for the general degree. Psychology 200 must be included. If it can be arranged, Psychology 340 should be taken concurrently. Biology 100 or 110, Philosophy 350 and at least one course in Mathematics are recommended.

3rd and 4th years:

* Psychology 340 and five of 330, 350, 360, 370, 400, 420, 440, 450 and 460.

It is recommended that the student complete at least four Psychology courses before enrolling in the 4th year.

Three electives.

* Psychology 470.

A general examination in Psychology.

HONOURS IN PSYCHOLOGY AND SOCIOLOGY:

1st and 2nd years: as for the general degree. Psychology 200 and Sociology 200 must be included.

3rd and 4th years:

* Psychology 340. (Sociology 340).

* Three other courses in Psychology.

* Two other courses in Sociology.

Three electives.

* Psychology 470.

A general examination in appropriate areas of both fields.

HONOURS IN PSYCHOLOGY AND PHILOSOPHY:

1st and 2nd years: as for the general degree. Psychology 200 and Philosophy 100, 210, 220, or 230.

3rd and 4th years:

* Psychology 340, 470 and two other courses in Psychology.

* Four courses in Philosophy.

Two electives.

A general examination in Psychology.

HONOURS IN BIOLOGY, CHEMISTRY, GEOLOGY, MATHEMATICS, PHYSICS:

See under Bachelor of Science. If these are taken for the B.A. degree, certain modifications of the requirements are possible, but not in the courses prescribed for Honours.

**B.A. IN AMERICAN STUDIES
(GENERAL AND HONOURS)**

An inter-departmental programme-major which consists of a sequence of courses from several disciplines including American History, Literature, Government, and Art.

The required courses in the programme are History 200, 365, and 465, Political Science 320 and English 370. Three other courses must be selected from History 330, History 455, English 350, Economics 300 and Fine Arts 470.

A minor is not required of students in the programme. Students completing Honours must fulfill the above requirements plus History 440 or English 460. Interested students should consult Dr. G. Adams, Head, Department of History.

**B.A. IN CANADIAN STUDIES
(GENERAL AND HONOURS)**

Canadian Studies is an inter-departmental programme, the object of which is to provide interested students with a related pattern of courses dealing with various aspects of Canadian civilization, art, economics, history, literature and politics. The prerequisite courses include English 260, French 200, History 210 and Political Science 200.

A General and Honours programme are available. The General programme consists of any six courses at the 300 and 400 levels, selected from Economics 340, English 360, Fine Arts 350, French 350, History 310, History 320, History 345, History 410, History 415, History 425, Politics 340, and any four electives. From time to time other courses may be added to this list as they become available.

The Honours programme is intended for the student who wishes to specialize. The requirements include English 360, French 350, History 345, any five courses from those listed in the previous paragraph, a research topic approved by the Professor of Canadian Studies and any other elective.



Saint Mary's University

HALIFAX - CANADA

OFFICE OF THE PRESIDENT

November 8, 1971

University Officials
and Administrators
Saint Mary's University
Halifax, Nova Scotia

Gentlemen:

This letter will serve to introduce Mr. George Fotheringham, a full-time M.A. student in the School of Education. Mr. Fotheringham is in the process of preparing, as his Thesis, a comparative study of Mount Allison University and Saint Mary's University. The project is broadly conceived and covers a good many aspects of the two institutions, such as Faculty qualifications, student performance, Library, and student affairs.

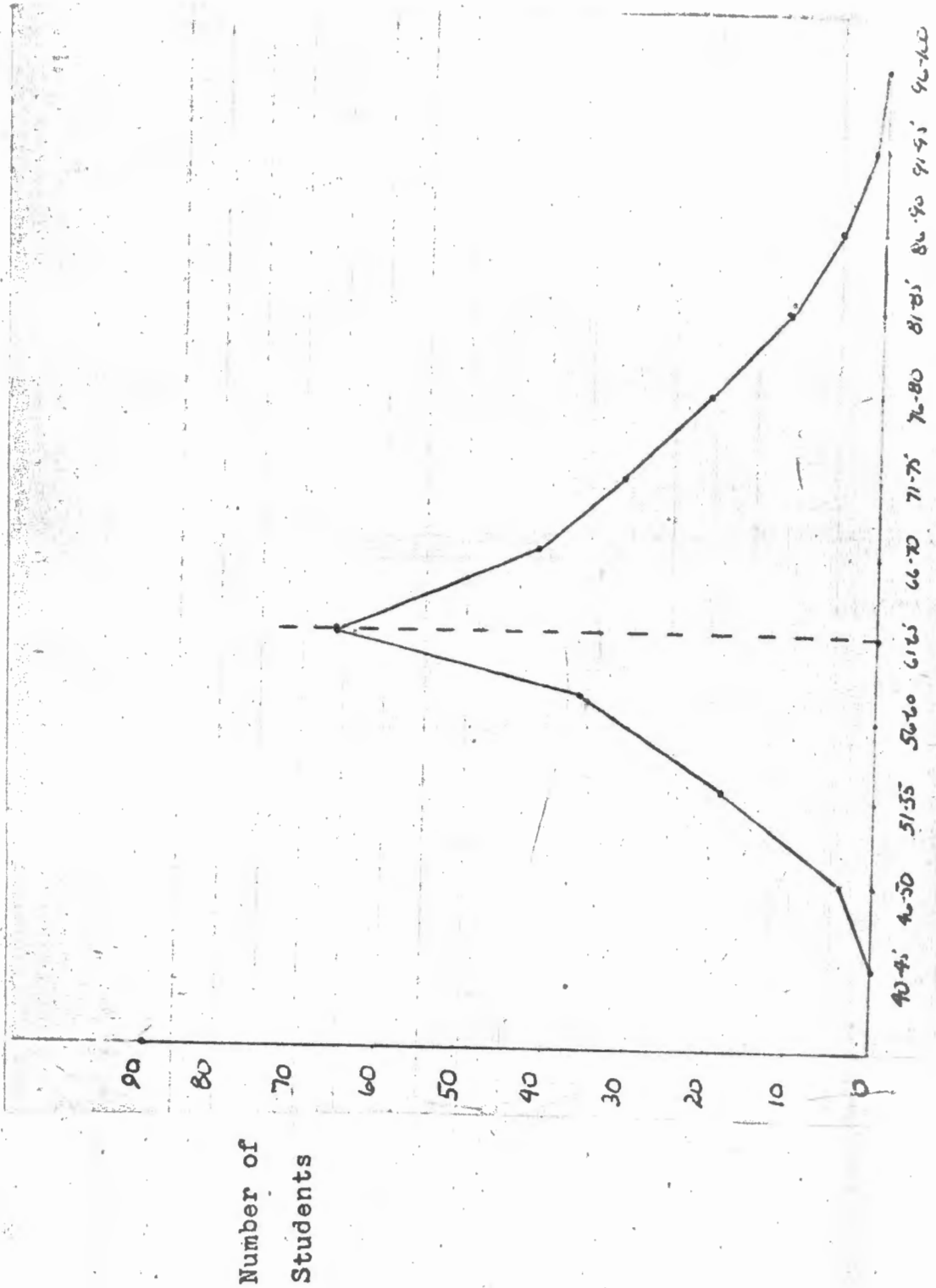
I would be grateful if you would make available to Mr. Fotheringham the documents and the verbal information needed for the carrying out of this study. It is not intended, of course, that you should take over from him the responsibility of culling the required data from the documents.

I indicated to Mr. Fotheringham, through Dean Weeren, that the University would not be able to put at his disposal documents regarding the University Budget. On the other hand, he will hence be able to make certain calculations on the basis of data that we can provide him with regarding student numbers, tuition fees and per capita grants.

Yours sincerely,

D. Owen Carrigan
President

DOC/cm



Average Marks of Incoming Students 1970-71 - Saint Mary's University

W. A. ...
W. A. ...

W. A. ...
W. A. ...

W. A. ...
W. A. ...

BIBLIOGRAPHY

1901
1902
1903

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1906

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