

the Connection

SPECIAL EDITION

Mount Saint Vincent University, Halifax, Nova Scotia



Dr. E. Margaret Fulton, President of Mount Saint Vincent University, Lawrence J. Hayes, Q.C., Chairman of the Board, Archbishop James Hayes, Chancellor of the University and Sr. Paule Cantin, General Superior of the Sisters of Charity, all made presentations to the Royal Commission on Post-Secondary Education at the Halifax hearings in February.

Mount Makes Special Plea for Funding to Initiate and Continue Women's Programs

As Canada's only university built by women, for women, Mount Saint Vincent University made a special plea to the Royal Commission of Post-Secondary Education, for funding to continue and initiate programs designed to prepare women for a rapidly changing society.

In its 118-page brief to the Commission, the Mount said it considered itself a national resource primarily oriented towards the educational needs of women and required special funding because of its unique mission.

Canada needed a university where women could obtain an education in an environment sensitive to their needs, it said.

The brief, presented by University President, Dr. E. Margaret Fulton, pointed out that any program of international development which hoped to succeed must be addressed to women. The Mount was not only already involved in several national projects but in many international ones as well—in the Dominican Republic, Malawi, Malaysia and the West Indies.

The Mount recommended against any suggestion of amalgamation between institutions because it was felt that the quality of education would suffer. It would be better for the Mount to remain true to its own philosophy and objectives, the brief stated, and in this way make a major contribution to Nova Scotia, Canada and the world. Amalgamation would destroy the uniqueness of the Mount since 90 per cent of its

students were women, many of them mature part-time students.

The Mount also asked that the Provincial Government continue efforts to provide adequate and equitable funding for the proper functioning of Nova Scotia universities with special recognition of the large increase in enrolments in the past few years.

In the Mount's case, this meant that more and more mature women were attending the University on a part-time basis. The Mount had the highest proportion of part-time students in the Atlantic Provinces but "suffers from lack of endowment funds since women are only now moving into more influential positions and only a few are able to contribute large monetary gifts to their alma mater."

The Mount brief recommended that the Maritime Provinces Higher Education Commission continue to serve as the liaison between univer-

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Enormous Shift In Higher Education

A combination of demographic, social and economic changes plus technological revolution have all combined to bring about an enormous shift in higher education, Dr. E. Margaret Fulton, President of Mount Saint Vincent University told the Royal Commission on Post Secondary Education at the February hearings.

She said statistics show that the average age of the population in the western world would increase for at least the next two decades and this would have an effect on university enrolment levels. During the last 20 years in Canada, she said, the female component at the university level increased dramatically, from 24 per cent to 46 per cent. Expressed in absolute numbers, she said, there were 27,000 women in university in 1960; 22 years later there were 183,000, almost a sevenfold increase. And the rate continues to climb, she said.

With 85 per cent of its students female, this unprecedented post-secondary growth has affected Mount Saint Vincent University. Today, she said, 39.7 per cent of those enrolling at the Mount were more than 26 years of age and 44.7 per cent of the total student population attended on a part-time basis. The majority of these were mature women, she said.

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Admission Standards

In discussing admission standards with the commissioners, Dr. Pauline Jones, Academic Vice-President, said, "We have to admit those that have a right to be here. At the same time we do not admit those for whom success is unlikely. It is important to balance these two factors."

For those who wish to be admitted to the Mount she said there had to be a mixture of indicators as to their suitability. Intellectual standards, motivation, personality and the interaction of the student with the system, were all considered, she said.

"We have a responsibility NOT to admit those who will obviously not succeed here," she felt.

Moral Aspect of Education Is Emphasised by Mount Team

In their preliminary remarks to the Royal Commission on Post Secondary Education, Archbishop James Hayes, Chancellor of the University, Sister Paule Cantin, General Superior of the Sisters of Charity, and Lawrence J. Hayes, Q.C., Chairman of the Board, all emphasised the importance of the moral aspect of education.

Archbishop Hayes pointed out that the Mount has certain values and "those who are not willing to be exposed to those values are not acceptable." He said that the Catholic Church had a long standing concern for education and that the Mount was committed to social responsibility and teaching moral conviction as a way of life.

"The Church may often be reproached for not having enough concern for women's issues," he said, "but the Mount, with its devotion to educating women, is addressing an absolutely basic need and concern of society and its Catholic environment is a link with a philosophy and set of values and norms."

Human Person

Sr. Paule Cantin said that in fidelity to its tradition the Mount spoke loudly for respect of the human person. "We believe our university must carry on its Christian tradition," she said, "and make a contribution to the church and society through high quality research, in-depth study of problems and a just sense of history together with a concern for the complete development of the person, especially of women."

Sr. Paule, who is chair of the Mount Saint Vincent University Corporation, went on to point out that the Mount had spoken out



Sr. Paule Cantin is greeted by Rod McClellan, Chairman of the Royal Commission.

against pornography and violence against women. It had encouraged research into neglected women's issues and had long recognized that violence against women was tied in with manipulation.

"The Mount has introduced academic programs, women's and peace studies," she said, "and by strengthening its student services office and providing excellent role models for young women, it continues to be a force within the province and the country."

Not by Profession Alone

Addressing the Royal Commission on Post-Secondary Education, the president of Mount Saint Vincent University suggested that the universities must not confine themselves to training students in professional skills but must develop leaders educated in mind and spirit. Dr. Margaret Fulton's remarks are of vast significance for those who rightly would define the role of our institutions of higher learning.

It long has been a concern of many of us that our total system of education has become too involved in the process of teaching people how to make a living. Of course that is important. Individuals must be trained in the various skills required by our complex contemporary society. The goal of expanding one's capacity to earn a living is a realistic one. It is unfortunate that such education tends to be confined within increasingly narrow borders.

A result of specialization, suggested Dr. Fulton, is that its graduates become "specialized ignoramuses" who are unable to relate to people or to enhance society.

The stories are innumerable of highly educated individuals whose education isolates them from society. The engineer who cannot write a letter, the physician lacking in communication ability, the lawyer who would starve in a food store, the literary giant who cannot boil water—it may sound exaggerated but such extremes serve only to emphasize the point that a university education must do more than teach students to make a living. "You go to university to learn how to live," said Dr. Fulton.

It is a valid and an important point that she is making. It is one which applies not only to the universities but to the entire education community. While schooling must train in specific skills, it must also be broad enough to add those dimensions which make living a pleasant and rewarding experience. In recent years, an obsession with the rationalistic in education has largely displaced the romantic. Already, it is evident that our society is the poorer.

(Reprinted from The Halifax Chronicle-Herald, Feb. 7, 1984)

Involved

She said the Corporation of the Sisters of Charity and the sister professors at the university continue to be involved, not because of ownership of the institution but through a personal commitment to its philosophy and its students. "The sisters, the members of the Board of Governors, and the very fine faculty collaborate in their role as researchers for the future and preservers of the culture and knowledge of the past," she said.

In outlining the history of the Mount, Sr. Paule told the commissioners that the Sisters of Charity founded Mount Saint Vincent Academy to educate girls in the Halifax area more than one hundred years ago, in 1873.

An affiliation with Dalhousie University was formed in 1914 to share the teaching of a university program for a degree which would be granted by Dalhousie, and in 1925 Mount Saint Vincent became a college, granting its own degrees.

In 1949 the college became a member of the National Conference of Canadian Universities and in 1966, the Nova Scotia government approved a revision of the college charter and the college became Mount Saint Vincent University. Today it has an enrollment of 3,000 students with more than half of them mature women.

Lifelong

Mr. Hayes told the commissioners that he felt there were three main objectives of the university.

- to preserve and transmit the cultural heritage and knowledge of civilization;
- to train minds and imbue them with the ability and the tools to learn (and this included the ability to use modern tools such as computers);
- to teach specific skills which would enable the students to make a useful contribution to the economy.

"I put the teaching of specific skills as number three," Hayes said, "recognising that attempting to impart knowledge on any given subject in today's world is very much like shooting at a moving target."

He said it was obvious in any profession and in any area of knowledge that learning was a continuous and lifelong process requiring updating, and woe to the person who graduated from university thinking that he or she knew any subject.

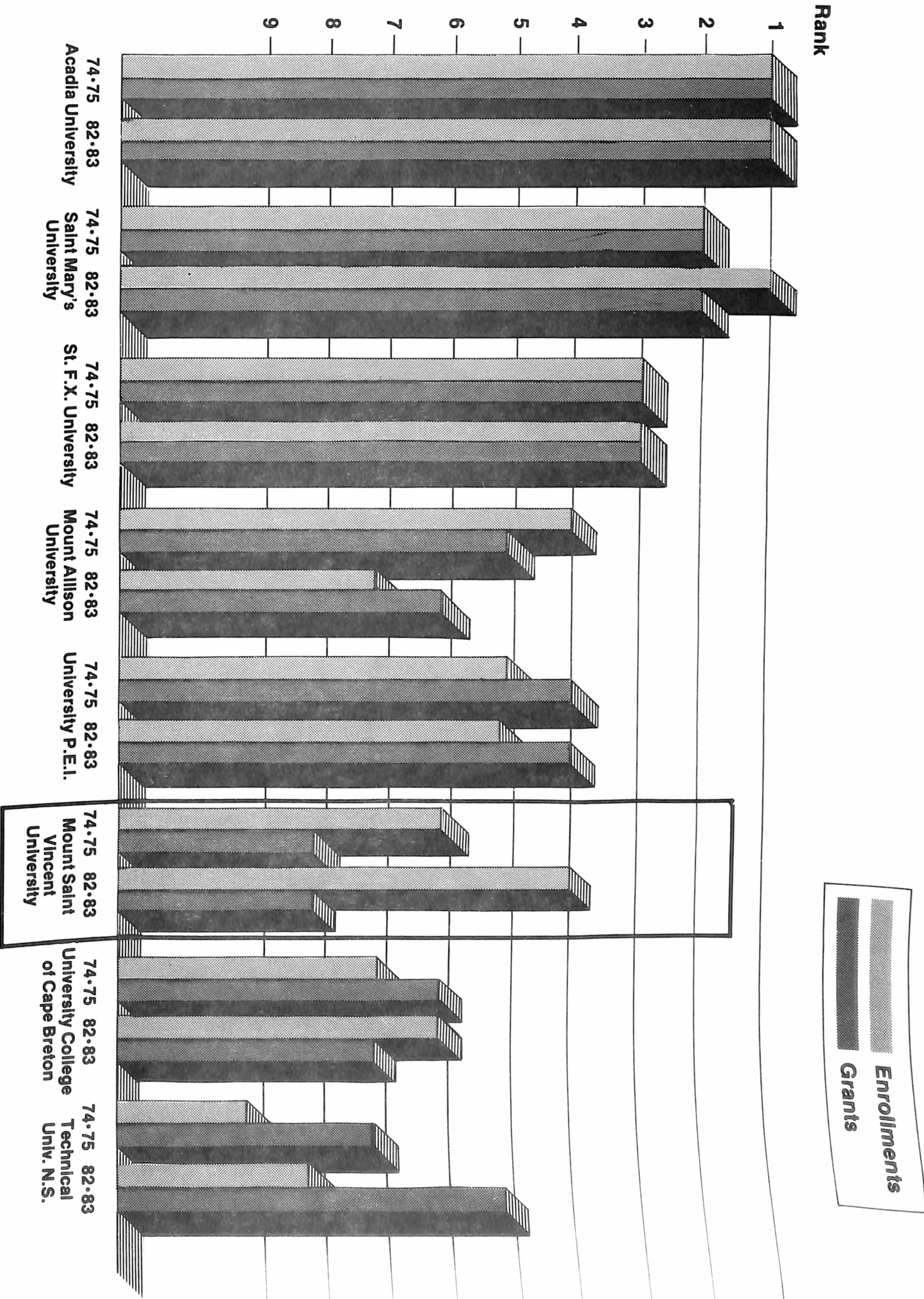
The emphasis would be on providing the proper context for the use of knowledge acquired and on providing the skills to continue the learning process throughout a person's career and lifetime.

Hayes believed that Mount Saint Vincent University had remained faithful to those three objectives over the years and hoped "our brief demonstrates clearly that we will continue to do so in the future."

He emphasized that the Mount had the additional objective, "and I may even say, the mission, of ensuring that higher education is more widely available to women in our society. While much progress has been made in this area," he said, "I think all fair-minded people will agree that a great deal remains to be done"

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Comparative Ranking of Enrollment and Grants for the Academic Years 1974-75 and 1982-83.



Average Student Grant For Selected Maritime Universities

For Year 1981-82

Institution	Operating Grant	Grant per FTE
Acadia	\$11,370,465	\$ 3,325
MSVU	5,939,220	3,069
St. F.X.	9,553,090	3,710
St. Mary's	9,764,270	3,227
TUNS	6,115,820	7,522
UCCB	6,833,000	4,108
Mt. Allison	7,180,090	4,318
UPEI	8,329,785	4,888

Average Cost Per FTE Student To Total Operating Costs For Selected Maritime Universities

For Year 1981-82

Institution	Total Operating costs	Cost per FTE
Acadia	\$19,304,111	\$ 5,644
MSVU	9,449,523	4,883
St. F.X.	18,423,138	7,155
St. Mary's	15,546,686	5,138
TUNS	12,125,055	14,914
UCCB	8,582,579	5,463
Mt. Allison	13,487,083	8,110
UPEI	10,993,857	6,452

SOURCE: Operating grants—MPHEC Annual Report 1981-82
Enrolment figures in calculation used in Appendix 4—MPHEC reports
Operating costs—AAU F.I.S. Report 1981-82



Larry Hayes, Chairman of the Board, meets Commissioners Dr. W. Shaw and Mrs. Joan Gregson Evans just before the hearings commence.

Mount Seriously Underfunded Relative to Other Institutions in Nova Scotia Commissioners Told

Mount Saint Vincent University was one of several institutions of higher education in Nova Scotia to be seriously underfunded relative to other institutions in the province, Mary Moore Uhl, Assistant to the President for Finance and Planning, told the Royal Commission on Post-Secondary Education.

She pointed out that "the funding formula used for the Mount by the Nova Scotia Grants Commission was based on an existing estimate of costs which applied when the institution was run by the Sisters of Charity.

"These dedicated women," she said, "received almost no salaries and were prepared to take on heavy work loads with no extra remuneration." The situation today was quite different and that was why the Mount was asking the provincial government to continue its efforts to provide adequate and equitable funding for the proper functioning of our university.

Disparities

While the Maritime Provinces Higher Education Commission's recommendation in 1977 (that the Mount receive additional funds) was approved in principle by the Nova Scotia government, the five-year period suggested by

MPHEC for correcting disparities was extended to 10 years.

"Equalization payments have been received by the Mount every year since 1977-78, until this year, when regrettably they were not allocated, for 1983-84," said Moore-Uhl.

She said that although, over the years, the Mount had received a total of \$1,239,250 in equalization payments, these amounts were added each year to the base grant which was initially "far too small and still has not reached the appropriate level of funding."

She estimated that the Mount had lost more than \$5 million over the years because of the funding formula, "and those are not 1984 dollars, so the figure is really considerably higher."

Another problem unique to the Mount was in the fact that almost half the students registered at the university were part-time, mature students, she said.

"MPHEC recognizes for part-time undergraduate students one-half course as one tenth of a full-time equivalent," Moore-Uhl explained. "Each one-unit course represents one fifth of a full-time equivalent. It could conceivably take as many as 10 students to qualify for one full-time equivalent grant and yet we have to provide facilities for these part-time students. They need

classroom space, use of the library and computer centre; they have to be processed through the registrar's and business offices; they use all the facilities on campus with consequent wear and tear on furniture and equipment. So 10 students, each taking one-half course simply don't equate with one student taking five courses, in terms of funding."

Moore-Uhl said that while the Mount tried not to jeopardize the quality of its programs, underfunding meant that "we have to rely on very dedicated faculty and staff who take on heavy loads for no extra remuneration." It had also meant a greater proportion of part-time faculty than desired. The Mount could provide better facilities and programs, she said, with more equitable funding, especially for its mature students with pre-school age children.

The Mount received a grant of \$3,069 per full-time entry (1981-82 figures) compared, for example, with \$4,888 for students at the University of Prince Edward Island and in fact, had the lowest grant per student of any comparable university in the Atlantic region.

"That fiscal responsibility had not been achieved without tremendous sacrifice on the part of its faculty and staff," she said.

(Enormous—con't from p. 1)

Another trend to consider was the number of seniors returning to university. The best statistics available currently showed that in the U.S. there were 78,000 Americans over 55 years of age attending university in 1982-83 and these enrolments were expected to jump to 250,000 during the present year.

Dr. Fulton warned that universities which overlooked this kind of revolution and the business connections associated with it "will be left behind and accused of not caring for people's needs."

Referring to the technological revolution, she said that while there are 12 million people taking courses on college campuses in the U.S. there is an additional 17 million taking courses outside colleges. The Mount's DUET program (Distance University Education via Television) is one aspect of this new technology.

She described today's universities as "service industries with a primary responsibility in terms of projecting the value systems which enhance humanity."

Dr. Fulton said the Mount was responding to the demonstrated needs of society with its commitment to women; its distance education program; its pioneering of co-operative education in the Maritimes and its introduction of new programs in child study, computer studies, public relations and gerontology; and its links with women in Canada's north and in developing countries such as Malawi, Zimbabwe and the Dominican Republic.

Technology Should Humanize Not Isolate, Fulton Says

Referring to the Mount's DUET program (Distance University Education via Television), Dr. Margaret Fulton told the commissioners, "We firmly believe educational television must humanize, not isolate, that it should, whenever possible, be viewed in groups of mutually supportive individuals."

Faculty, too, must alter their traditions. "Professors of tomorrow will have to spend more time keeping abreast of changing technologies which can now put the greatest minds in the world into everyone's living rooms," she said.

New technologies and their impact on women were underscored by the fact that two-thirds of the female workers in Canada were in positions that will be affected by the introduction of micro-electronic equipment.

More women will need the benefits of higher education as well as role models for success. "The fact that the Mount exists as a regional and national resource is addressing that need for role models," Dr. Fulton said.



(Special Plea—con't from p. 1)

sities and governments in the Maritime Provinces and would like to see greater efforts made to follow the recommendations of the MPHEC in financial matters.

The Mount would also like to see the Nova Scotia government make better use of the information generated by MPHEC. At the same time it recommended that all universities be required to strengthen their own evaluation activities to the extent that each would develop comprehensive, systemic appraisal procedures which would focus on programs for academic departments and on functions and productivity for administrative and service departments.

It was felt that a new system of community colleges would be unnecessary in Nova Scotia since universities in the provinces have fulfilled the community service function which has, in other parts of Canada, been provided by community colleges. Vocational schools, however, should be encouraged to expand their offerings to meet increased demands for training in the new technology.

In its brief, the Mount asked the Commission to make suitable recommendations for improving the research endeavour in the area of post secondary education generally and in Nova Scotia in particular. This was important in the light of the lack of major research in areas involving women's issues.

Determination of tuition fees should remain the function of the university, the brief said, for only the institution was able to assess what portion of its revenue must come from this source.

The Mount recommended that all universities be encouraged to recognize grades from other institutions, whether or not a particular course is offered by one or all the universities. Students enrolled in one university should be allowed to access courses not available in their home university, but which were required to complete a degree program.

It was also recommended that the Nova Scotia, and especially the metro area universities, expand their inter-institutional cooperation, in order to provide the best quality education for the lowest cost to the public purse.

Part-Time Population Growing at the Mount

Dr. Susan Clark, dean of human and professional development, fielded a host of questions by the Royal Commission on Post Secondary Education.

She explained several of the Mount's programs and efforts to accommodate the growing part time student population.

At present, the Mount was offering as many evening courses as possible, while four degrees could be obtained on a part time basis, she said, although physical limitations on facilities prevent increasing the number of evening courses.

Some 20 per cent of all courses offered at the Mount were held between 4:30-10 p.m. she said.

Dr. Clark noted that liberal arts courses were interspersed with course requirements in professional programs for a rounded education.

The Mount believed other universities should be more flexible in accepting credit courses taken at different universities, according to Dr. Clark.



(Moral—con't from p. 2)

and Mount Saint Vincent is strongly committed to preserving an institution whose primary objective is to encourage and promote the education of women to assume proper leadership roles in our society."

Hayes maintained "We must stoutly resist any effort to reduce universities to mere technical training schools, however sophisticated the level of that training might be."

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