

A regular meeting of the University Council was held on April 1, 1970.

Present: Msgr Bauer, Msgr Smyth, Dr. C.W. MacDonald, Dr. Currie, Rev. G. Topshee, Rev. J. Gillis, Dr. D.F. Campbell, Dr. Clarke, Sr. C. MacNeil, Dr. R. MacKinnon, Dean MacDonell, Mr. Chadwick, Dr. Chiasson, Dr. G. MacKinnon, Dean J.J. MacDonald, Dr. R.B. MacDonald, Dr. Reid, Dean J.K. Macdonald.

Observers: Rev. C. Brewer, Mr. A.J. Doucet, Mr. R. MacKinnon Miss Dixon.

On motion by Dr. C.W. MacDonald, seconded by Dr. Chiasson, the minutes of the previous regular meeting and of the special meeting of March 19, 1970, were accepted as circulated.

Dean J.J. MacDonald introduced discussion on "the format for appraisal of graduate programmes". He gave details of work done by APICS and of the proposals made to the AAU, which was to canvass universities. He spoke of the importance of setting up procedures for the coordination of new graduate programmes. Dean MacDonell said that action should not be unilateral. Dr. Chiasson expressed the fear that the whole arrangement might be no more than a veto arrangement. Msgr MacLellan said that he would bring the matter up at the meeting of the AAU the following week. Dean MacDonald agreed to prepare a memo to the President before the AAU meeting.

After a lengthy discussion on the "feasibility of renewed radio or television presentations by Faculty members", it was moved by Rev. G. Topshee, seconded by Msgr Smyth, that Council invite Mr. Kingsley Brown, Jr, to address Council at the next meeting on educational radio and television programming. Motion carried.

Dr. D.F. Campbell gave a progress report of the sub-committee reviewing the Second Liberfeld Report relation to Xavier College expansion. He said that when further information has been gathered and further discussion has taken place within the committee, recommendations will be formulated for presentation at a special meeting of Council, possibly in late April, since decision must be taken soon if plans are to be implemented. Dean J.J. MacDonald said that several things had to be done:

- 1) a decision has to be taken as to which new programmes will be offered at Xavier College, and approval will have to be sought from the University Faculty;
- 2) if Xavier College goes to 3rd and 4th years, decisions must be made by council,

by the Faculty, and possibly by the Board of Governors;  
3) financial arrangements will have to be looked into carefully. Dean MacDonell gave as his opinion that approval will have to be sought from the University Faculty for the implementation of some of the proposals. Msgr MacLellan said that the project had been presented to the University Grants Committee and approval in principle had been given for a certain expenditure. More money may now be needed. To facilitate discussion at the proposed meeting of Council, he had asked Mr Doucet to prepare a set of models based on available statistical information. These models were then explained by Mr Doucet. Msgr MacLellan said that one of the things to be decided is the size of the antigonish campus, since this would affect the decision on the Sydney campus. Mr. R. MacKinnon gave as his personal opinion that St. F.X. may be already too big, that it should go back to approximately 2000 to ensure proper atmosphere. Msgr MacLellan added that the community and what it can absorb in terms of student population must be considered. Dr. Currie said that the University, since it is largely financed by public money, cannot limit its enrollment. Msgr MacLellan replied that every university is making that decision, regardless of "rights"; and that new campuses are set up when necessary. Dr. G. MacKinnon said that if adequate facilities were available, the present number might not be too large. It was agreed that Council would hold a special meeting to discuss the recommendations of the sub-committee.

The Chairman referred to a letter from Dr Currie requesting the attendance of a reporter from the Xaverian Weekly at Council meetings. Dr Currie, a Faculty Advisor to the Xaverian, explained his request, answered questions, and analysed the problems of the Xaverian as they came to light in the criticism voiced by the meeting. The quality of reporting was discussed at length, particularly as it would affect the reporting of Council meetings. It was agreed that a trial period be established and that a particular reporter be accepted. Dr Currie moved, seconded by Dean J.J. MacDonald that Mr Derek Kimball be permitted to attend meetings of the Council as a reporter for the Xaverian Weekly during the first term of 1970-71. Motion carried.

Msgr MacLellan reported on a bequest from the estate of Mr D.G. Murphy, of Yarmouth.

Meeting adjourned at 5:30 p.m.

Y. G. BRUNELLE,  
Secretary

MEMORANDUM

ST FX ARCHIVES  
REV C G BREWER  
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TO: THE UNIVERSITY COUNCIL, ST. FRANCIS XAVIER UNIVERSITY

FROM: Three members of the six member committee to study the Second Lieberfeld Report, i.e. Rev. G. MacKinnon, Rev. M. MacLean, Dr. J. T. Sears.

SUBJECT: Report of above named committee members on the Second Lieberfeld Report.

The Committee appointed by the University Council to examine the Second Lieberfeld Report failed to achieve a consensus. After several meetings and much discussion it became clear that two reports would be required if the differing views of the Committee members were to be adequately presented to the Council.

In the course of its deliberations the Committee did consider three possible options for development at Xavier College.

Option 1

Xavier College should move to the proposed new campus and continue to offer there the programs it currently offers: the first two years in Science, the first two years of the Honors Programs in Arts, the Freshman and Sophomore years (with the former expiring when and if Grade XII becomes the admission level) of all Faculty of Arts programs, as well as the week-end and the extension courses currently offered. In terms of students in regular academic programs, this would mean that each student would spend a minimum of two years on the main campus. This proposal would result in a maximum up to 1974 (after which other data - Exhibit 2 - suggest falling numbers) of approximately 900 students (Exhibit 1) and would require physical facilities at the new campus costing an estimated \$7 million.

Option 2

The second option considered would have Xavier College offer two years toward all degrees, as well as the part-time and extension courses currently offered. Under this proposal, students in the Honors Program in Arts, and all students in Science, would spend two years on the main campus; all other students would spend one year on the main campus.

Depending upon the assumptions made (see Exhibits 1 and 2) this option could result in maximum enrollment of 1085 (in 1974) or 1246 in 1975). The capital cost of facilities for this alternative (which has not been estimated by experts) would appear to be between \$8.5 and \$9.1 million.

Option 3

The third proposal considered by the Committee would have Xavier College continue to offer the programs it currently offers, and add the Junior and Senior years of the Pass (General) Bachelor of Arts Degree. The capital cost of facilities for this option has been estimated at \$10.6 million with maximum enrollment estimated at 1285 students in 1974-75 (Exhibit 1).

Figure 1

Options Discussed By Council Committee

Option	1	2	3
Facilities	Classrooms for 1000 students; offices for faculty; Gym for 1800; Library for 1000 expandable to 1800; Students' Services Centre for 1800.	Classrooms for 1250; offices for faculty; Gym for 1800; Library for 1250 expandable to 1800; Students' Services Centre for 1800.	Classrooms for 1500/1800; Offices for faculty; Gym and Library for 1800; Students' Services Centre for 1800.
Programs Offered	Same as currently offered, plus Nursing and recreation.	Same as currently offered, plus Junior year of all Pass Arts programs, Nursing and recreation.	Same as currently offered, plus Junior and Senior years of all Pass Arts Programs, Nursing and recreation.
Number of Students	Maximum of 885 in the 1970-74 period, reached in 1974.	Maximum of 1085 in the 1970-74 period, reached in 1974 or 1246 in the 1973-83 period, reached in 1975.	Maximum of 1285 in the 1970-74 period, reached in 1974.
Capital Expenditure (Estimated)	\$7 million.	\$8.8 million.	\$10.6 million.

The above noted members of the Committee urge the adoption of Option 1, with the following provision regarding buildings. The Library, gymnasium and students' centre should be constructed to accommodate a maximum of 1800, with the portion of the library building not required for 900 students devoted to classrooms and/or faculty offices; the

remaining required classroom and office facilities should be constructed in the style suggested by the architects (Woodcock). This would, in the event of future growth beyond the estimated 900, preclude the high incremental costs associated with expanding the relatively inflexible buildings (library, gym, students' services.) The three committee members responsible for this report also believe that careful consideration should be given to the actual need for a gymnasium at the initial stage of such a development.

The above noted members of the Committee believe that the function of the Committee was to recommend a course of action which would effectively meet the current higher education needs and desires of the people of Eastern Nova Scotia and enable the University to respond to changes in such needs and desires in the future. To be able to do this a certain degree of flexibility is essential. This flexibility will be maximized if the financial burden, for both operating and capital purposes, is minimized, and if there is an adequate "critical mass" of academic and administrative resources to maintain a viable base from which initiatives can be taken.

Option 1 provides physical facilities for the forecast enrollment at its highest level over the next fifteen years, and provides (with our suggestions) for expansion if that should be necessary. Option 2 provides for a maximum difference in enrollment of 346 more students at an incremental cost of from \$1.5 to \$2.1 million (or \$4325.00 to \$6069.00 per student). Option 3, compared to Option 1, accommodates 385 more students at an incremental cost of \$3.6 million (\$9350.00 per student),

while moving from Option 2 to Option 3 adds only 39 students at an incremental cost of from \$1.5 to \$2.1 million.

Clearly, the larger the capital investment made, together with its accompanying operating costs, the less flexibility the University will have. It appears infinitely more prudent to anticipate needs by providing for structural and fiscal flexibility than to put physical structures in place today to accommodate an assumed specific set of needs in the future. Thus, Option 1 meets current needs and those of the near term future, in terms of numbers of students; it provides facilities amenable to increased numbers in the future, if that should prove necessary, and it provides Xavier College with vastly improved facilities to continue all existing programs for larger numbers of full, part-time and extension students.

Option 2 and 3 require larger investments, with their financial viability dependent upon a significant number of untested hypotheses. If it does develop that technical institutes, vocational schools, comprehensive high schools, Grade XII admission (or Grade XII as a fully paid Freshman year at University rather than in a high school), population migration, birth rates, retention rates, externally imposed enrollment limits, and so forth, result in an ever-increasing number of university candidates, then Option 1 provides for the needed expansion. Option 2 and 3, however, do not provide for the decreasing numbers, and such decreases, if they did materialize, would result in an extreme financial burden on the institution.

Alternatively, the main campus could be expanded to accommodate

a temporary "bulge" in enrollment at lower cost because of the existence of basic facilities. It would appear to be in the best interests of the University and the Province to overtax capacity for a short period, if necessary, than to construct capacity for the maximum expectations and subsequently have to meet the higher fixed overhead.

The major source of flexibility, however, must always be the existence of a viable unit. To the extent that enrollment is dispersed to two locations, with overlap in the activities at the two locations, the less likely it is that the University will be able to afford the highly qualified and specialized scholars and administrators, and the students, whom such people would attract.

It must be granted that a Xavier College academic program which offers nothing above the Sophomore year reduces its viability (as used here) vis-a-vis a degree program, but such offerings maintain the opportunities for higher education by means of an in-community facility. It can be argued that opportunities would be increased if there were zero or only one years to be spent away from home, but, given loan and bursary programs, and the fact that the only incremental cost is the cost of room, laundry and a small part of the board cost, it would appear that the additional numbers who would attend University would be very small.

The "cost" to the students who do come to the institution might be very high if the result were a smaller number following the major and honors programs. The existence and effectiveness of these programs is dependent upon the quality and number of students; without these requisites

the University cannot afford to recruit the specialized and highly skilled faculty necessary for effective major and honors programs. Consequently, the drain-off of major and honors students, which would undoubtedly result from the extension of Xavier College programs to the Junior or Junior and Senior levels, could only result in a decrease in the viability of major and honors programs and in the capacity of the University to attract superior scholars.

The principal arguments advanced for the extension of Xavier College programs are that this is necessary to attract qualified faculty, that two years is the normal pattern, that the extension is financially sound, and that community aspirations require such extension. Taking these arguments in turn, it would appear that the increased supply of qualified faculty, manifest in unsolicited applications as well as successful recruiting efforts on the main campus, and statistics on numbers engaged in graduate work and many other indices, should, in the near future ameliorate the problem of securing qualified faculty for a program which only goes to the Sophomore level.

To say that the "normal" pattern is to have two years at Community Colleges (and so argue for Option 2 if and when Grade XII becomes necessary for admission) is to look at half of the argument; the "normal" pattern is also to spend two years at the institution to which one transfers. Thus, the normal pattern argument argues as effectively both for and against the extension of Xavier College programs. A rather impressive case can be made for spending two years of a three year university course on the larger campus, among students drawn from a wider area, and away from one's home. The value of this experience is

difficult to measure or document but it is opinion of this part of the committee that in the majority of cases the experience is an enriching and maturing one for the student.

The appraisal of the financial soundness of an extension of current Xavier College programs should be left to the Comptroller's Office, and should give full cognizance to the added cost of servicing larger facilities as well as serving a larger student and faculty population. Notwithstanding the possibility that the proposed extensions may be financially sound, the drain-off of students from the main campus and the consequences described above, should be kept clearly in mind.

The issue of community aspirations is the most subjective and possibly the principal issue to be dealt with. Further, it should be kept in mind that there is not one but two communities involved. It might be more accurate to say four communities are concerned in this question: the general public of Cape Breton County, the faculty of Xavier College, the general public of the eastern part of the mainland of Nova Scotia and of the western part of Cape Breton Island, and the faculty on the main campus. One must ask if the aspirations of any of these communities are "legitimate" if the result of acceding to their requests would be to lower the standards of the total university and lessen its academic prestige. Would any of these communities actually benefit by such a procedure..

It may fairly be assumed that the communities that depend upon the main campus have aspirations of their own, aspirations which clearly would be frustrated by any diminution in the role of the main campus of

the University. Also, the Town of Antigonish, from an economic, social, and cultural point of view, is much more dependent on St. F. X. than the metropolitan Sydney area would ever be on Xavier College. In sum, it appears that any argument based on "community aspirations" is reduced to the advancement or preservation of self-interests; consequently, to advance or defend a cause on that basis is to belittle ourselves and our responsibilities.

After diligent consideration of all the factors involved in the Lieberfeld Report and the newer data that were made available for this study, the above noted members of the Committee urge the University Council to adopt Option 1 described above, with the provision regarding buildings. It is the conviction of the authors of this report that the best interests of the whole University, of the involved communities, and of the Province of Nova Scotia would thereby be best served.

Exhibit 1

Fall of Year	Existing Programs Xavier College Enrollment*	Nursing	Diploma in Recreation	3 col. sub-Total	3rd yr. Gen. Arts	4th yr. Gen. Arts	Total
1967	447	-	-	447	-	-	447
1968	500	-	-	500	-	-	500
1969	550	-	-	550	-	-	550
1970	600	75	-	675	-	-	675
1971	660	75	30	765	-	-	765
1972**	560	75	55	690	200	-	890
1973	685	75	60	820	200	180	1200
1974	750	75	60	885	200	200	1285

\*Based on estimates prepared by Dean J. J. MacDonald (April 1, 1970). Estimates prepared by Registrar Donald Fewer (undated) are virtually identical for all categories for 1974 and intermediate years.

\*\*Grade XII entrance requirements.

Exhibit 2

Fall of Year	Estimated Grade XII*	Enter University**	Enrollment Two Year Program Xavier College #
1973	1656	-	-
1974	1625	662	1202
1975	1603	650	1246
1976	1625	641	1226
1977	1624	650	1227
1978	1580	650	1235
1979	1446	632	1217
1980	1561	578	1127
1981	1349	624	1144
1982	1240	540	1102
1983		496	982

\* Based upon (a) live births in Cape Breton County in years 1957-66.  
 (b) progression rates of 84% to Grade IX, and of 86%, 90%, and 70%, to Grades X, XI, and XII respectively, from the preceding grades.

\*\*Based upon progression rate, Grade XII to University of 40%.

# Based upon assumption that 40% of Grade XII entrants proceed to Xavier College, and 90% of previous year's entrants enter second year. For 1947 previous year's entrants assumed to be 600.

Source: Estimates prepared by Mr. J. A. Doucet.

REPORT OF THE COUNCIL SUBCOMMITTEE ON

THE SECOND LIEBERFELD REPORT

ST FX ARCHIVE  
REV C G BREWER  
MG 31/6 S B F 27

This committee composed of Dr.C.W.MacDonald, Dr.John Sears,Dr. Gregory MacKinnon, Dr.Murdock MacLean, Dr.W.Reid and Dr.D.F.Campbell, was appointed at the November 17,1969 meeting to look into Model II of the Second Lieberfeld Report ( the relocation of the B.B.A. in toto to Sydney as well as selected areas in the B.A. program), and into proposed alternative models. Meetings were held on five occasions. In the course of our discussions, the following were considered:

(1) Moving the B.B.A. in toto to Sydney (Models II and IIA of the report)

There seemed to be general agreement that this would not be a good move for the following reasons advanced by the various members of the committee:

- (a) Enrollment in this program in Canada and at the University has been in the order of 8 - 10% , and this would not provide adequate numbers of students for Sydney.
- (b) This would overemphasize the business or service phase of the college and might serve to induce students to take this program rather than Arts for reasons other than their real needs and aspirations.
- (c) The B.B.A. program allows Junior and Senior students to choose electives in Economics, Mathematics, Social Sciences and Liberal Arts. These courses would not be available in Sydney unless selected areas of the B.A. program were introduced as well.

(2) Transfer of the Education Department to Sydney.

There was no unanimity on this question, but there appeared to be general agreement that this should not be done. Arguments advanced in support of this view were:

- (a) Enrollment in this program is not high and a doubt was expressed that students from outside Cape Breton would go to Xavier.
- (b) The program is operating at a high level in Antigonish now.
- (c) This would result in overemphasis of professional studies at Sydney.
- (3) Introduction of the General or Pass B.A. in Sydney paralleling the General B.A. in Antigonish.

This alternative was discussed at the last three meetings. Also considered was the introduction of the junior year only for the General B.A. in view of Grade XII becoming the entrance level to University in 1972.

At the last meetings, three possible programs for Sydney were considered (assuming students were to be admitted from Grade XII only by 1972):

(A) One year in Arts and Business Administration, 2 years in Science and the introduction of new areas of study for the first two years such as nursing, recreation etc. This, in effect, would mean operating the college with its current programs.

(B) The introduction of the Junior Year in Arts.

(C) The introduction of the General B.A.

Committee members could not come to any agreement on these proposals. Members of the committee from Antigonish supported proposal (A) and members of the committee from Sydney supported proposal (C). In the light of this, the Chairman suggested that the three faculty members from Sydney present a report and the three from Antigonish present another report to Council. There was agreement on this!

Attached to this summary of proceedings is the Sydney report representing the views of D.F.Campbell (Chairman), C.W.MacDonald,(Secretary) and W.Reid.

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D.F.Campbell,  
Chairman, Committee on Second Lieberfeld Report

REPORT OF COMMITTEE MEMBERS FROM XAVIER COLLEGE

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REV C G BREWER  
MG 31/6 S B F 27

I. Background.

In response to the continuous pressure from the Cape Breton community supporting the introduction in Sydney of programs leading to a university degree, the firm of Taylor, Lieberfeld and Heldman were appointed to determine whether or not this would be feasible. The point at issue, as far as we are concerned, is can the University be of greater service to its constituency and satisfy more fully the aspirations of the people of Cape Breton by setting up structures whereby students can complete requirements for a degree in certain areas through the completion of courses on the Sydney Campus? We are not interested in, and we most emphatically do not support the establishment of a separate degree-granting institution in Sydney. The question is should the University extend certain of the degree programs in Sydney.

We support the proposal that the general B.A. be offered on the Sydney campus as well as the Antigonish campus. However, before we proceed to this point, a review of the Lieberfeld Report itself will be made.

II. Summary - Report to St. Francis Xavier University.

An Analysis of Prospective Growth and Development Pattern -  
January 1969 (See Digest prepared by C.W. MacDonald, November 1969)

I. Forecasting Enrollment.

Three target dates (1974-75, 1980-81, and 1985-86) for projecting enrollments were established and the following approaches were examined:

(1) "First Approximation"

This was based on the assumption that the economy would be stabilized and resulted in an optimistic forecast.

(2) "Alternate Forecast I"

Here it is assumed that the tendency of children to stay in school longer will be countered by an increase in out-migration.

③ "Alternate Forecast II"

In this forecast, Lieberfeld assumed that the economy would not be stabilized, i.e. out-migration would continue and the retirement rate to university for the seven counties of Eastern Nova Scotia would lag behind the national average by 20%. It is this cautious and conservative approach which was used as a base for enrollment projections. The retirement rates from Grade XII to University were the following:

1974-75	-	32%
1979-80	-	36%
1984-85	-	40%

Lieberfeld also used the following pattern of progression through school:

1. 85% of live births in any one year reach Grade 9.
2. 92% of Grade 9 will go to Grade 10.
3. 93% of Grade 10 will go to Grade 11.
4. 70% of Grade 11 will go to Grade 12.

III. Models Investigated and Enrollments Projected.

A. Model I - the continuance of present programs in Antigonish and Sydney.

	Antigonish	Sydney	Total
1975-76	3104	792	3896
1980-81	3505	892	4397
1985-86	2957	758	3715

In general, the trend is enrollment rising to a peak in 1980-81 and decreasing to 1985-86. Lieberfeld recommended, therefore, that enrollment in Antigonish be stabilized at 2500 through to 1985-86 and that enrollment in Sydney be treated as a residual. He suggested two models which would deal with the internal problems to be shared as we face a rise and then a decline in enrollment.

B. Model II Business Administration transferred in toto to

Sydney, present program continued in Sydney, and, to the extent feasible, degree programs in Arts. (He is assured that the B.B.A. would enroll 20%). The enrollment pattern would be:

	Antigonish	Sydney	Total
1975-76	2453	1443	3896
1980-81	2499	1898	4397 .
1985-86	2340	1375	3715 .

C. Model IIA

The only difference between this and Model II is a reduction of enrollment in the B.B.A. from 20% to 10%. The following enrollment pattern results:

	Antigonish	Sydney	Total
1975-76	2453	1443	3896
1980-81	2499	1898	4397
1985-86	2507	1208	3715

In committee, the question of maintaining enrollment at Antigonish at a certain optimum and/or maximum level was not amenable to agreement. We feel that authorities in Antigonish are in a better position to offer suggestions in view of their personal knowledge. Our people agree that it has merit, but are not prepared to set a figure.

D. Model III. This model calls for degree-granting programs in all areas on both campuses. The committee agreed that this was not feasible. However, the enrollment patterns are as follows:

	Antigonish	Sydney
1975-76	2200	1696
1980-81	2200	2197
1985-86	2200	1515

I. General B.A. in Sydney.

This will be discussed below. A full breakdown of enrollment will be found in Appendix A. The procedure followed in drawing up projected enrollments was in line with projections prepared by Dr. J. J. MacDonald and Mr. D. Fewer to 1974-75, which involved a correction of Lieberfeld's underestimates of enrollment up to that date. It was also assumed (in line with Lieberfeld's rates) that there would be an increase of 3% each year in new students from 1975-76 to 1980-81, and a decrease of 3% thereafter to 1985-86.

Additional assumptions were:

1. Arts - 70% of new students
- B.B.A. - 10% of new students
- Science - 13% of new students
- Engineering - 5% of new students.
2. 70% of first year Arts proceed to second year.
- 70% of second year Arts proceed to third year.
- 33% of first year Science proceed to second year.

The following enrollment pattern emerged:

	Antigonish	Sydney	Total
	Faculty	Faculty	
1975-76	2964	185 1586	99 4550
1980-81	3358	209 1754	109 5112
1985-86	3035	190 1574	98 4609

ENROLLMENT IN GENERAL ARTS.

	Antigonish	Sydney
1975-76	1120	1175
1980-81	1309	1318
1985-86	1276	1176

IV. Financial Implications of Various Models

Lieberfeld concluded that all models, save Model III, were financially viable, i.e., there would not be deficits in operating expenditures. We conducted a cost analysis of the model involving the pass B.A. in Sydney and Antigonish, and found it too would not result in deficits on either campus. The complete breakdown is found in Appendix C. Here we present a summary of differences between expenditures and income.

Lieberfeld's Model II and the program including the General B.A. in Sydney:

	<u>1975 - 1976</u>		<u>1980 - 1981</u>		<u>1985 - 1986</u>	
	<u>Antigonish</u>	<u>Sydney</u>	<u>Antigonish</u>	<u>Sydney</u>	<u>Antigonish</u>	<u>Sydney</u>
Model II	+538,250	<del>+127,989</del>	+678,460	<del>+281,211</del>	+374,009	+215,607
General B.A.(Sydney)	+320,132	+301,367	+251,592	+412,822	+263,389	+370,382

We have come to this conclusion:

The introduction of the General B.A. in Sydney will not result in operating deficits in Antigonish and Sydney.

CONCLUSIONS AND RECOMMENDATIONS

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The foregoing information makes it reasonably apparent that the introduction of the General Arts program at Xavier would not adversely affect academic quality on either campus. On the contrary, the academic quality of the total university could improve as a consequence of more flexible and integrated programs between both campuses, resulting from the fullest possible use of contemporary developments in inter-campus communication. (See Lieberfeld's second report, Pages 91-95). Furthermore, the limited four-year program at Sydney would not jeopardize the financial stability of the total university.

With these obstacles apparently removed, we feel that the development of the General Arts in Sydney offers the best prospects for the future development of the University and the constituency which it serves.

Our principal reasons for this position are as follows:

- (1) The University can provide greater educational opportunities in an area where the low educational level is viewed as a formidable obstacle to the economic development of the most populous segment of the University's constituency.
- (2) To make additional years of University education more accessible to the children of low-income families, to lessen the hardships of an increasing number of adults aspiring to higher education are responsibilities in keeping with the social orientation concept traditional to St.F.X.
- (3) A better qualified, a more stable and contented faculty - as a consequence of the four-year program - would serve to enhance Xavier's ability to contribute to the improvement of the community environment, viewed as vital to the development of any economically disadvantaged area.

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(4) The four-year General Arts program at Xavier is a realistic and honest response to the accelerating and legitimate demands of the residents of the Sydney metropolitan area to achieve equality of opportunity in the area of Higher Education.

D.F. Campbell  
D.F. Campbell  
C.W. MacDonald  
C.W. MacDonald  
W.M. Reid  
W.M. Reid

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*from Leberfeld*  
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 REV. C. G. BREWER  
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MODEL II:

	<u>Total</u>	<u>Antigonish</u>	<u>Sydney</u>
<u>1975-76</u>	3896	2453	1443
Arts		1381	489
Bus. Admin.		--	817 (& others)
Science and Engineering		751	137
Others		321	--
<u>1980-81</u>	4397	2499	1898
Arts		1288	822
Bus. Admin.		--	921 (& others)
Science and Engineering		848	155
Others		363	--
<u>1985-86</u>	3715	2340	1375
Arts		1319	467
Bus. Admin.		--	778 (& others)
Science and Engineering		718	130
Others		303	--

MODEL IIA:

	<u>Total</u>	<u>Antigonish</u>	<u>Sydney</u>
<u>1975-76</u>	3896	2453	1443
Arts		1381	897
Bus. Admin.		409	--
Science and Engineering		751	137
Others		321	--
<u>1980-81</u>	4397	2499	1898
Arts		1288	1283
Bus. Admin.		460	--
Science and Engineering		848	165
Others		363	--
<u>1985-86</u>	3715	2507	1208
Arts		1319	689
Bus. Admin.		389	--
Science and Engineering		718	130
Others		303	--
		<u>2340</u>	<u>1208</u>

APPENDIX B - General B.A. in Antigonish and Sydney  
- Enrollment Patterns

1. Assumptions:

3% increase in new students to 80-81 - 3% decline each year thereafter to 85-86.

72% of new students enroll in Arts - 1st year  
10% of new students enroll in Bus. Admin. - 1st year  
13% of new students enroll in Science - 1st year  
5% of new students enroll in Engineering - 1st year

70% of 1st year Arts proceed to 2nd year  
70% of 2nd year Arts proceed to 3rd year  
33% of 1st year Science proceed to 2nd year

Others left constant at 165 because of unknown factors making estimation difficult.

*bury - those who  
move out for awhile & return*

10%	Year	Arts	Returning	X.C. Transfers	Antigonish
	1974-75 - 2800	(1140) + 200			
	1975-76	(1254) + 200	1454	1400	2964
	1976-77	(1292) + 200	1492	1482	3084
	1977-78	(1331) + 200	1531	1542	3183
	1978-79	(1371) + 200	1571	1591	3272
	1979-80	(1412) + 200	1612	1636	3358
	1980-81	(1370) + 200	1570	1679	3359
	1981-82	(1329) + 200	1529	1680	3319
	1982-83	(1289) + 200	1489	1660	3259
	1983-84	(1250) + 200	1450	1630	3190
	1984-85	(1212) + 200	1412	1595	3117
	1985-86	(1176) + 200	1376	1559	3035

New and Returning Arts in Antigonish

1975-76	-	1120
1980-81	-	1309
1985-86	-	1276

3. General B.A. (See Page IV)

B.	Antigonish	Faculty	Sydney	Faculty	
1975-76	2964	185	1586	99	4550
1980-81	3358	209	1754	109	5112
1985-86	3035	190	1574	98	4609

4. Two Years After Grade XII

C.	Arts	Faculty	Sydney	Faculty	
1975-76	3219	201	1331	83	4550
1980-81	3651	228	1461	91	5112
1985-86	3305	206	1304	82	4609

5. Xavier College

3 years General B.A. - 1 year Bus.Admin. - 2 years Science - 1 year Engineering  
2 years others -

1975-76

Year	Arts	Bus.Admin.	Science	Engineering	Others	Total
1	548	76	99	38	105	866
2	372	--	33	--	60	465
Pass B.A. 3	255	--	--	--	--	255
Hon.Arts/4	--	--	--	--	--	--
2 years	<u>1175</u>	<u>76</u>	<u>132</u>	<u>38</u>	<u>165</u>	<u>1586</u>

1980-81

	<u>Year</u>	<u>Arts</u>	<u>Bus. Admin.</u>	<u>Science</u>	<u>Engineering</u>	<u>Others</u>	<u>Total</u>
	1	606	84	109	42	105	946
	2	419	--	36	--	60	515
Pass B.A.	3	293	--	--	--	--	293
Hons.Arts/	4	--	--	--	--	--	--
Two Years		<u>1318</u>	<u>84</u>	<u>145</u>	<u>42</u>	<u>165</u>	<u>1754</u>

1985-86

	<u>Year</u>	<u>Arts</u>	<u>Bus. Admin.</u>	<u>Science</u>	<u>Engineering</u>	<u>Others</u>	<u>Total</u>
	1	520	72	94	36	105	827
	2	386	--	31	--	60	477
Pass B.A.	3	270	--	--	--	--	270
Hons.Arts/	4	--	--	--	--	--	--
Two Years		<u>1176</u>	<u>72</u>	<u>125</u>	<u>36</u>	<u>165</u>	<u>1574</u>

SI FX ARCHIVES  
 REV C G BREWER  
 MG 31/6 S B F 27

APPENDIX C - Cost Analysis - Model II and General B.A. in  
Antigonish and Sydney

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X ARCHIVES  
R: V C G BREWER  
MG 31/6 S B F 27

INCOME

Tuition and Government Grants are calculated on the same basis as the report using the new enrollment figures.

All other revenues are the same as those listed in the report.

EXPENDITURES

General and miscellaneous expenses	]	Same as used in report Model II.
Plant operating expenses		
Graduate scholarship		

Extension	]	Expenses	Eliminated from report - Model
Coady			
House			

All other expenditures are projected on the same basis as the report.

Revenue - Re Rental Income for the years 1980-81 - 1985-86 was not included in the report revenue figures - See Model II.

Rental figures listed in the report are included in Model B and C.

REPORT

Scholarship

Model I includes a higher factor for XJC.

Model II presents the same factors for scholarship for XJC and X.

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ST FX ARCHIVES  
REV C G BREWER  
MG 31/6 S B F 27  
1985-86

MODEL II

	<u>1975-76</u>		<u>1980-81</u>		<u>1985-86</u>	
	<u>X</u>	<u>XJC</u>	<u>X</u>	<u>XJC</u>	<u>X</u>	<u>XJC</u>
Expenditures	5,369,655	2,614,054	6,604,049	3,996,234	7,393,701	3,594,997
Income	5,907,905	2,486,065	7,282,509	3,715,023	7,767,700	3,379,390
	538,250	127,989	678,460	(281,211)	374,009	215,607

General B.A.

Expenditures	6,091,528	2,992,213	8,165,681	3,894,877	9,079,619	4,248,494
Income	6,411,660	3,293,580	8,417,273	4,307,699	9,343,008	4,618,876
	<u>320,132</u>	<u>301,367</u>	<u>251,592</u>	<u>412,822</u>	<u>263,389</u>	<u>370,382</u>

Addition of Junior Year  
in Arts

Expenditures	6,513,913	2,570,227	8,910,940	3,321,148	8,730,383	3,625,224
Income	6,922,935	2,782,305	9,125,161	3,599,811	10,121,688	3,840,196
	<u>409,022</u>	<u>212,078</u>	<u>214,221</u>	<u>278,663</u>	<u>1,391,305</u>	<u>214,972</u>

Projections Based on Live Births  
 Cape Breton Co.

Year	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
Live births	3644	3573	3523	3562	3560	3474	3181	3279	2967	2751

Year	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
Gr. 9 (84%)	3060	3001	2959	2992	2991	2918	2672	2754	2492	2310

Year	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Gr.10(86%)	2631	2580	2545	2571	2570	2509	2297	2368	2143	1986

Year	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Gr.11(90%)	2367	2322	2290	2322	2321	2258	2067	2131	1928	1787

Year	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Gr.12(70%)	1656	1625	1603	1625	1624	1580	1446	1561	1349	1240

Year	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
1st Yr Univ (40%)	662	650	641	650	650	632	578	624	540	496

→ Faculty, students - 2nd rate?  
 → if x new =

550  
 75  
 ---  
 2750  
 3850  
 ---  
 51250