

Loyola College

Montreal Canada



RECTOR'S ANNUAL REPORT

1956

THE RECTOR'S REPORT

DIAMOND JUBILEE CONVOCATION

1917-18, 1918

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In opening the 60th Convocation of Loyola College, I remind you that we began our Exercises this morning with the Baccalaureate Service at 8 o'clock, at which the Very Reverend George E. Nelson, S.J., presided, followed by the solemn High Mass, and at which The Most Reverend Bishop of Baltimore, Md., D.D., preached the sermon.



At the Exercises of this morning, at this point in the Proceedings, the Rector of Loyola College presents his annual report.

Before so doing, I desire to repeat my words of welcome to all who have honored us by coming to our Convocation. We are pleased that you are with us in order to share our happiness in this time, a time of gratitude for the past sixty years, a time of hope for the future.

I desire also to pay tribute to my academic and administrative staff, both Jesuit and Lay. In the stresses and pressures of daily life during the scholastic year, it is not always easy to pause long enough to assure them of my deep respect for, and appreciation of the lofty professional ideals they show and of the precious loyalty they give to Loyola. In retrospect, the consolation effect is one of the most rewarding experiences in the good fortune of a Rector and Administration to enjoy. There is no sufficient time at my disposal to pay the individual tributes I desire to give and each deserves to receive, and so I say with simplicity and sincerity to each and all: Thank you for a task well done!

In my last annual report, I took occasion to speak in some detail about registration, the problems of expansion, the state of our finances, the development of our studies, and the training of our students in extra-curricular activities. This year it seems appropriate, on the occasion of our Diamond Jubilee, to look back for a space in order to assess our life and ideals in the light of a not inglorious past. Virgil has shown the way:

Tantae molis erat Romanum condere gentem so vast was the effort to found the race of Rome.

PPP Loyola College has been the only Catholic seat of learning for the English-speaking Catholic population of the Province of Quebec who desire University training. The British North America Act provided for the language and culture of the English-speaking and the French-speaking races of Canada, and the Province of Quebec, in accordance with the Act, has given to Loyola College the right to offer this service to its English-speaking citizens.

At this point, I would like to pause a moment in order to pay a tribute to the parent of Loyola, another Jesuit College, Ste. Marie. Beginning in 1848 and becoming incorporated in 1852, Ste. Marie was the first Jesuit College to open since the Conquest. For the past century Ste. Marie has adhered to a splendid tradition of scholarship, dignity and honesty second to none. Even as early as 1844, Rev. Felix Martin, S.J., the founder of Ste. Marie, wrote:

"Let me stress again the necessity of the English language in this future College."

Not only French-Canadians were interested in beginning this College. It was an Irishman, Mr. Donegani, who provided the opportunity for obtaining the site of the College. When it opened, in September, 1848, of the thirteen students registered in First Year High School, six were English-speaking Canadians: Clarke, Coffin, Curran, McGrath, Ryan and Stuart. Within a few years, such well-known Montreal names were found among its graduates: Anglin, Devlin, Drummond, Fahey, Guerin, Hackett, Kavanagh, Kelly, Meehan, Murphy, O'Hara, Power, Quinn, Richardson, Walsh, etc. In 1889, with Papal authorization together with that of the Quebec Government, that interesting relationship was initiated with Canada's oldest institution of learning, the University of Laval, which provided, on the side of Ste. Marie, for the full implementation of the rich tradition of the educational system of the Society of Jesus, and on the side of the University

for the granting of degrees to the graduates of the Jesuit College.

Eleven years previous to this, in 1888, a separate and distinct English Section was instituted at Ste. Marie, and it is at this point that Loyola began to exist in embryo. In 1896, one part of this English Section removed to a separate site on the corner of Bleury and St. Catherine Streets, and it took the name of Loyola. This is why we are commemorating in 1956 our Diamond Jubilee.

Loyola College prospered from the start. Within two years, in January 1898, the young college had to move to larger quarters, buying Tucker School at 68 Drummond Street; the cause was increased registration, the occasion was a fire on the roof.

In 1899, Loyola College was incorporated, and, though the Government Bill permitted her to

"affiliate with any university in the Dominion of Canada," the Rector of the College continued the previous academic relationship with Laval University. Msgr. Laflamme, then Rector of Laval, officially confirmed the right to those students presented by Loyola to receive the degree from Laval University.

Twenty years later, when the Montreal section of Laval University received its charter and became the University of Montreal, the academic relationship of Loyola College to Laval University was transferred to the University of Montreal, and Msgr. Piette, Rector of the University of Montreal formally re-affirmed it. This, of course, still obtains.

The present site of Loyola College was purchased on January 5th, 1900, but the building was not started until 1913. Then, because of the War of 1914, the removal from Drummond Street to Sherbrooke Street West was still further delayed until 1916 when classes were started in September of that year.

The students who came found three buildings, the Refectory Building, the Junior Building and one and one half stories of the present Administration Building, all erected under the Rectorship of Reverend Thomas McMahon, S.J. For the past forty years there has been a steady progress on this site in respect of physical expansion. In 1920, Reverend W.H. Hingston, S.J., then Rector, raised the Administration Building another story and added two wings: he also built the covered rink in 1924. In 1927, Reverend E. Bartlett, S.J., raised the Adminis-

tration Building to its present height of seven stories. Six years after this, Father McMahon, again Rector, completed the Chapel.

In 1947, Reverend E. Brown, S.J., the rector, build the Central Building, and 1954, Reverend J. McCaffrey, S.J., installed the artificial ice in our Stadium. Though the architecture is that of English-collegiate Gothic, yet one notes with pleasure an interesting variety and contrast amid the six buildings, ranging from the attractive graciousness of the Junior Building to the more modern feeling of mass and strength of the Central Building.

From the beginning Loyola College was, of course, a classical college, as, indeed, it still is. The Faculty of Arts prepared students for Bachelor of Arts and Bachelor of Letters and, though it appears to us today a slight anomaly, coming under the aegis of the Faculty of Arts, also a Bachelor of Science. Because Loyola College has always felt the duty of serving the needs of our youth, it has seen fit to enlarge the scope of its studies without detriment to its essential work of giving an education in the Humanities and the Social Sciences. It is not surprising, therefore, to learn that pre-engineering courses were begun in 1923. A separate Faculty of Science was instituted in 1943 and it provided for the needs not only of the students in honours courses leading to a B.Sc. in Chemistry or Physics or Mathematics, but also for pre-medical, pre-dental, and engineering students, the last-named being able to take not only pre-engineering courses but actually three years of engineering itself before proceeding for their fourth year to McGill University.

In 1947, a further extension was initiated by instituting a Faculty of Commerce. This is our youngest Faculty and I have high hopes that it will continue its development to the highest standards of professional proficiency.

Let this, therefore, be the abstract and brief chronicle of the development of Loyola College.

However, our history would not be complete without a brief look at the Alumni. Of the 1250 men who received their degrees at this College, many are serving the business-world in positions of responsibility. Many, too, have taken their places in the Church, the Government and the professions. Loyola has contributed 255 graduates to the Church, of whom one became an Archbishop; there have been seven judges, four senators, five ambassadors, six members of parliament, 192 lawyers, 131

doctors. Though our new Faculty of Science had its first graduates only nine years ago, there have been 227 who received their B.Sc., of whom 106 went on to obtain, in addition, their B. Eng., while others went on to enter post-graduate work in pure science, 7 having already obtained their Ph.D., and 6 in progress for their doctorate; four are on University faculties, and, of these, two are heads of University departments. It is only fitting at this moment to recognize our cordial relations with McGill University Engineering Department, and, also, with Dr. Winkler, Head of the Department of Chemistry at McGill, who has not only served on our staff but also encouraged our students to proceed to post-graduate work.

If time permitted, I would like to report in detail about the scholastic year just completed. Suffice it to say that standards and ideals have been not only sustained but perhaps, even improved. In my report last year, I said: "Loyola College will introduce a change in its Faculty of Arts by offering continuation courses so that students may have the opportunity for intensification in whatever field of study they are most fitted for. Such a change will not imperil the traditions of this College but will rather strengthen and deepen them. In addition, it will align our courses with those of other Canadian Universities, and it will lay the foundations for honours courses on the undergraduate level as well as for work on the post-graduate level." I am pleased to report today that this has been done in First and Second Years, that it will continue into Third Year this coming September, and into Fourth Year in September 1957.

I am also pleased to report that the liberalization of our Science and Commerce Courses continues so that every student of these Faculties will receive three years of continuation courses in Philosophy and four years of continuation courses in Theology in addition to the rigorous and challenging courses in their own fields.

I would like to report on the success of our Placement Bureau. Not only Public Relation officials but also the Executive officers of large and small companies have shown an interest in Loyola and in the calibre of our students, coming in considerable numbers to interview them on our Campus. All graduates seeking permanent employment were given good positions at good salaries. Though conditions prevailing at present make summer employment limited, yet, Loyola students received a fair share.

The extra-curricular activities have been maintained this past year in order to ensure the rounded development of the whole man. The Debating Society, the Dramatic Society, the Choral Group, the Sodality, the St. John Berchman's Society, the Student Newspaper, the Literary Review, the Annual Review, the Arts Society, the Commerce Society, the Science Students' Association, the Council of Student Representatives, the C.O.T.C., the R.C.A.F., the U.N.T.D. -- all these activities have recorded a successful year. In addition, the extra-mural athletics in competition with other universities included Football, Soccer, Golf, Ski-ing, Basketball, Hockey, Curling and Swimming --- some championships emerged and, when they did not, Loyola was a strong contender. Intra-mural athletics were well-organized and contributed to the excellent spirit among our students.

Loyola's physical and academic expansion over the past sixty years contains many valuable lessons as this College faces the future. The long and distinguished line of Rectors and administrators and teachers who have been so lavish in loyalty and devoted service, who have shown such wisdom and fortitude amid fears and frustrations, who have deepened the cultural and spiritual traditions of their College -- how can one attempt adequately to assess this priceless heritage?

*That book in many eyes doth share the glory
That in gold clasps locks the golden story.*

All institutions of higher learning are confronted with a future fraught with great problems and tremendous responsibilities. We of the western world, we in Canada, we at Loyola must not falter in our response to the needs of the individual student, to the collective well-being of society and our country.

Individual students have a right to demand a well-trained staff and high standards of scholarship, our society has a right to demand a sufficient number of professional men to minister to its needs, our country has a right to demand trained graduates for its legislature, its economic and industrial expansion, its international life and needs. It is to the Universities and Colleges which these must look for the answer. Indeed, we must not falter in our response.

On the side of Canadian Universities and Colleges there is the need for actual physical expansion. We are all hard-pressed

to find space for the 65,000 students currently registered in university courses in Canada. Within ten years there will be more than 130,000 students who will have to be registered. Where shall we put them? All Universities and Colleges, and Loyola among them, must solve this problem.

There is also the duty of securing an adequate and well-trained staff to teach these students, and, after securing them, to pay their salaries. How will Universities and Colleges, and Loyola among them, solve this problem? An answer has to be found.

But there is a still greater problem which concerns education itself. The structure of our culture and our civilization has always rested upon the irrefragable foundations of the primacy of the human individual the supreme needs of whom concern his mind and soul, his moral and social development, his ability to think clearly, to act rightly, to progress steadily and consciously, without ceasing to be a well-balanced, a well-developed human being. The strength and the very heart of our institutions of higher learning have drawn their life-blood from the Liberal Arts around which are constructed the professional schools. The reason for this, of course, is obvious, since a person must develop as a human being before he becomes a doctor or an engineer or a researcher. Otherwise, he could become a menace to himself and to others and to his country: otherwise he could become a kind of mechanic who confuses power with rights and duties, who is efficient but not entirely civilized. "What doth it profit a man if he gain the whole world and suffer the loss of his own soul?"

The pressures on professional schools from industry, the grants which industry is willing to make to professional schools, may have led some to think that their importance -- which is, indeed truly great -- is really greater than it actually is. Our dismay about the sheer competition in the numbers of graduates from Russian professional schools shows clearly that we want more than professional competency in applied science. In this sense, our own Canadian professional schools can become a danger. There is the danger of the camel crowding the arab out of his tent. This has been the fate of totalitarian countries who have abandoned wisdom. We cannot abandon wisdom in the difficult years which lie ahead.

In conclusion, then, let this be written "with a pen of

iron and the point of a diamond": Loyola stands, as it always stood, for a hierarchy of values. Loyola places at the center of its effort and training, the human being, the well-balanced human-being, who, if his development is true, can with safety add all things unto himself.

June 2, 1956

Very Rev. Gerald F. Labey, S.J.