

# RECTOR'S ANNUAL REPORT



LOYOLA COLLEGE

Convocation, 1959

## A POLICY OF EDUCATION

In line with traditional Jesuit educational ideals, Loyola has always endeavoured to maintain not only her responsibilities to the professional, or the academic, or the business world into which her graduates proceed, but also her responsibilities to the domestic and the social and the spiritual worlds in which her graduates will be living for the rest of their lives.

During the many years in which she confined herself to offering courses in the Faculty of Arts, Loyola emphasized such fields as languages, philosophy, theology, history, sociology, and economics. The result of this policy has led to an impressive roster of names of her graduates who distinguished themselves as lawyers and judges, as consuls and ambassadors in the diplomatic service of Canada, as teachers, as clergymen, as senators and members of the Provincial and Federal Governments. This training in a liberal education is still being given in our Faculty of Arts, and it enables our graduates to fulfil their professional duties with distinction, and to live a full personal life, and to fulfil their responsibilities to society.

This same policy of liberal education also determines the structure of our Faculty of Science. Let us take for example the field of Chemistry. Students in General Chemistry have 41% of their work in languages, philosophy and theology, while students in the highly specialized field of Honours Chemistry have at least 30% of their work in these same disciplines. That this liberalizing of the education of these students has not imperiled the standards in Science is evident from the fact that our Department of Chemistry has been accredited as fulfilling all the requirements for Professional Membership in the Chemical Institute of Canada. Similarly, our Engineering students take 35% of their work and our pre-medical students take at least 49% of their work in Humanities and Social Sciences.

In the Faculty of Commerce, we plan our courses in accordance with the same educational policy. Accordingly, our Commerce students take 53% of their courses outside their professional field. Thus, they are trained not only in the disciplines of Accounting, Auditing, Business Management, Finance, and Economics, but also in the disciplines of languages, Mathematics, Sociology, Philosophy, and Theology. That this broad educational basis maintains the proper standards in the professional field is evident from the fact that the Institute of Chartered Accountants of the Province of Quebec has exempted Loyola Commerce graduates from the usual Intermediate Examinations and from three of the five years of apprenticeship required for the Chartered Accountant Certificate.

In a recent article written for one of our papers, to explain the meaning of a balanced and intergrated education, I said that Loyola has always sought to avoid the pitfalls into which some contemporary educationalists have fallen when they succumbed to the narrow vocationalism of technical schools. This is not to say that technicians are not important nor that they do not have their rightful place. But if university training does not develop the man before it develops the Engineer, or the Doctor, or the businessman, or the academic professor, it fails in its most important task. Furthermore, it betrays the very profession itself which has a right to demand not only technical skills but also trained minds and creative thinking.

## REGISTRATION

Students continue to come in increasing numbers to Loyola for their university courses. It may be of interest to note that 88% of our current registration is made up of students from the Province of Quebec, that 5% of our students come from other Provinces in Canada, and that 6% of our students come from the following countries: the Bahamas, Brazil, Colombia, the Dominican Republic, France, Germany, Holland, Hong Kong, Iraq, Jamaica, Spain, Trinidad, the United States, Venezuela, and the West Indies.

Dr. Edward Sheffield, of the National Conference of Canadian Universities, has recently written that registration in Canadian universities and colleges has increased by 10% during the past year and by 39% during the last five years. Loyola has experienced an even greater increase: 52% during the past year, and 130% during the last five years. Thus, our total registration has been:

1954-55 — 392	1956-57 — 423
1955-56 — 415	1957-58 — 593
1958-59 — 902	

My forecast for 1959-60 is that Loyola will increase from 902 students to about 1,100 which is a 21% increase.

## EXPANSION

Loyola, like many other educational institutions, is faced with the necessity of physical expansion. Dr. Sheffield's recent survey of 100 Canadian Universities and Colleges reveals that \$100 million has already been spent on such expansion since 1955, and that the estimated capital expenditure to 1963 totals nearly \$400 million. Corporate aid to higher education increased from \$2.7 million in 1956 to \$11.6 million in 1957. This increase has continued and will continue as corporations recognize more and more their great responsibilities in a democratic way of life. Furthermore, the same survey reveals that Provincial Governments provided over 50% of the amount spent between 1955 and 1958.

During the course of the past year, I announced a Development Plan on which Loyola must embark if she is to carry her fair share of responsibility in the education of our Canadian youth. The various steps in this necessary physical expansion will involve the erection of a Science Building, a Faculty Residence, a Library Building, and a Student Residence. We are now in the process of making the first step, namely, the erection of a Science Building, and this has necessitated much research work in planning in order to meet the specialized requirements of the various departments of our Science Faculty. This has also involved the public solicitation of \$2 million in order to pay for it.

The response to our public solicitation has been heartening indeed. Loyola has added to her host of friends and supporters a great many thousands of new friends, and their collective response to our needs has been an invigorating experience. Large corporations, smaller corporations, public-spirited individuals, and our Alumni have warmly, generously, valiantly responded by contributing money, contributing their time, contributing their efforts, so that we feel confident that at this point our Campaign is on the way

to success. I desire also to pay a special tribute to our Cardinal, our Bishop, our English-speaking clergy, and to the 30,000 English-speaking parishioners who remained home on Sunday, May 24th, to receive some 5,000 workers who, in a single, massive, effort, called upon them that day for their subscriptions.

Therefore, at this point in her history, Loyola faces her friends, corporations, Alumni, and high-minded citizens, Catholic, Protestant, and Jewish, with confidence against the formidable challenge of the future, knowing that she has the interest and encouragement of so many. Recalling the dedication of Loyola during the past sixty years, I now renew our dedication to the best ideals in education as we continue to go forward in the pursuit of truth, of scholarship, and of service.

#### FINANCES

Our audited statement for the financial year ending on July 31st, 1958, indicates that the over-all operating expenses were \$771,542.75. Income amounted to \$581,781.75. Thus the operating deficit was \$189,761. Income was made up of fees from students, the Provincial Grant from our Prime Minister, the Hon. Maurice Duplessis, (\$60.60 per student), and the outside ministry of my Jesuit staff. The deficit was made up by the free, contributed, academic services of my Jesuit staff which amounted to a net of \$214,250.

#### STAFF AND COURSES

The number of my staff, both academic and administrative, has increased over the past five years as the registration of our students has grown. The members of the teaching staff naturally offer to the students the rich results of their scholarship and academic background, but, as an instance of their contribution to the general educational scene, various members of our staff belong to twenty-seven of the Learned Societies in Canada and the United States. During the past year, two were engaged in post-doctoral research, having been given grants from the National Research Council and the Defence Research Board.

Loyola offers 230 courses to her students. In the Faculty of Arts there are 77, in the Faculty of Pure Science, 66, in the Faculty of Applied Science, 48, in the Faculty of Commerce, 39. In addition to the actual number of courses offered, many are also repeated to accommodate the sections we have instituted in order to keep our classes as small as possible. Though some classes are larger than others, nevertheless the average number of students for each course and section is thirty.

In my report of 1955, I announced that Loyola would institute Continuation Courses in the Faculty of Arts the following September, and, after the three years necessary for their implementation, we would offer Honours Courses. These Honours Courses were begun in September, 1958.

This policy of Continuation Courses and Honours Courses is necessary before post-graduate work is possible. Thought is now being given to the institution of post-graduate courses in the Faculty of Arts when the implementation of our Honours Courses is completed. This will be by September, 1961.

In order to serve the need of a wider public, Loyola instituted an Extension Department in 1957. That this need was great is clear from the immediate response of those who desired

to enrol. The number who registered in 1957-58 was 154, and this number increased to 281 in this present academic year. Twenty-seven courses were offered during this year, and a staff of 17 gave them. A greater number of courses will be offered during this coming year because there is evidence of a larger registration.

Let there be no misunderstanding about our policy in this field of education. Like other institutions of higher learning, Loyola depends on the financial support she receives from the public at large. Loyola, in turn, must give her own support to that public, and her support takes the form she is eminently qualified to make, namely, education. This mutual service and support between Loyola and the public at large characterizes the democratic way of life at its best, and Loyola is a willing witness to it.

#### PLACEMENT BUREAU

Our Placement Bureau provides a notable service not only to our students but also to companies who desire to have our graduates join them. Eighteen companies sent their representatives to the Campus and they interviewed 228 students. In addition, eleven other companies requested our Placement Bureau to preselect students on their behalf, 121 students being treated in this way. In comparison with last year, fourteen additional companies were involved in these two methods of selecting Loyola students.

Added to his regular staff, our Director of the Placement Bureau has now the regular assistance of a Placement-Officer from the University Section of the National Employment Service of Canada.

#### STUDENT EXTRA-CURRICULAR ACTIVITIES

I regret that the length of this Report prevents me from paying a proper tribute to the student organizations of Loyola. There are twenty-one very active Societies on the Campus, designed to meet the spiritual, academic, literary, social, athletic, and military interest of our students. Four literary publications, the major dramatic production of Henry V, the Winter Carnival, the return of Inter-University football with a concomitant championship, the inter-university championship in hockey, all these were indeed highlights during the past year. Nevertheless, they did not overshadow the extremely vigorous life of the other Societies, all of which resulted in a rewarding experience for our students and a fine student spirit. The Council of Student Representatives is Loyola's parliament for student government, and it has the responsibility of integrating all student activities. Though crises are endemic in such bodies at most universities, our CSR managed to emerge at the end of the year unbowed, though, perhaps, slightly ensanguined.

#### THE GRADUATES

I know that our graduates of today will have many memories of the hard drive of their studies mingled with the student activities in which they have participated. All these, of course, make for the totality of student-life at Loyola. I trust that these memories will keep them close in spirit to their Alma Mater in the years ahead as they go forward into the world beyond. I wish them God speed and every success.

May 30th, 1959

*Very Rev. Gerald F. Lahey, S.J.*