

(April 16, 1934)

One of Toronto's Best Assets

BY THE HON. AND REV. DR. H. J. CODY.

PRESIDENT ARSCOTT:—We are honored today in having as our guest Rev. Dr. Cody, President of the University of Toronto. Our guest and his many achievements are so well known that no introduction is necessary. Furthermore, the time is limited. We want to give Dr. Cody as much time as possible for his address, his subject being, "One of Toronto's Best Assets." I have now much pleasure in asking Dr. Cody to address you.

DR. CODY:—Mr. Chairman and gentlemen of the Canadian Club, I deeply appreciate the way in which you briefly introduced me to your constituency on the card of notice. You simply describe me as President of the University of Toronto. It is one of the proudest designations any man could have and it is sufficient for a Toronto or a Canadian audience.

A friend of mine who is connected with the Toronto General Hospital wrote me a characteristically waggish letter to this effect, "I am so glad to hear that you are going to speak to the Canadian Club on the subject of the Toronto General Hospital. I expect to be there." Another friend said, "I am so glad to see you are going to speak about the Toronto Conservatory of Music and the great symphony Orchestra. This is music week in connection with the Centennial." Another friend said, "I am so glad you are going to address such an interesting and intelligent public as the Canadian Club on the subject of the new museum building."

Now, the curious thing is this: that the Toronto General Hospital, the Toronto Conservatory of Music and the Museum are all vitally inter-locked with the University of Toronto.

What are the real assets of the City of Toronto? That is a question that may well be asked in this Centennial Year. We know something about our material resources and we can mark the material advances of the last hundred years. But are not the real assets of a city, of any community, the character of the citizens who live in that community? What is their mental, moral and spiritual outlook? What are the institutions in the City of Toronto that really embody the ideas and ideals of the citizens of Toronto? Now there are many such institutions but, today, I venture to take but one of them, though its ramifications are wide and its influence far-spread. That one is the University of Toronto.

Now, today, in speaking of the University of Toronto, I am speaking of an institution that is the pride of the citizens of Toronto and of the people of Canada. It is not an exclusive pride, but it is one that is recognized to be one of Canada's greatest assets. Every university, every secondary school, every elementary school, is of vital importance to the welfare of Canada. So is every religious institution of vital importance to the welfare of Canada. Add together the influence wielded by the school and church and you have no small part of the influence that goes really to the making of Canada. We may surely be rightly and worthily proud of our university. We are greatly indebted, during the past year, to the kind offices of the press of Toronto in giving wider notice to the things of importance about the University. I should be derelict in my duty if I did not speak of Mr. Frank Smith of *The Mail and Empire*, after the long series of most valuable editorials he has published, based upon various phases of the activity of the University of Toronto. Other papers, at the time of the publication of my annual report, made reference to its contents, but Mr. Smith has, throughout the year, given to the public of Ontario and Canada some constructive statements of the varied activities of this great academic centre.

Some years ago, Mr. Edward Herriot, who has been twice Prime Minister of the National Government of France, visited the City of Toronto. He said he wished

to see three things in Toronto. The first was the Canadian National Exhibition; secondly, a group of workingmen's houses and, thirdly, Hart House at the University of Toronto. His choice was by no means an indiscriminating choice.

The University of Toronto is one of the best assets of this City and Province. I do not attempt today to speak about the amount of money spent in the City of Toronto because the University is situated here. That is a fact, the importance of which is often overlooked, but I do want to speak of the importance of a young community being the seat of a great national institution whose influences are as wide as the world. This is our Centennial celebration in the City of Toronto. It is, therefore, advisable, as His Honor the Lieutenant-Governor pointed out in this place during the last week, that some special consideration should be given to the oldest and most flourishing institutions in the City. You will pardon me then if, for a moment, I recall to your memories the outstanding periods in the history and development of this University of Toronto.

The University of Toronto, from its earliest days, had the alternate title of the University of Ontario. Some of you, perhaps, have forgotten that, if at any time, the Lieutenant-Governor-in-Council should decide to change the name from the University of Toronto to the University of Ontario, they have the legal power to do so on two conditions. First, that the Senate of the University of Toronto, at a meeting duly summoned for that purpose, shall, by a three-quarter vote of those present, decide to change the name. And, after that, the decision of the Senate has to be ratified by the Board of Governors. At present the name is the historic name of the University of Toronto.

There are five periods to the history of the University of Toronto. The first period is primarily a period during which discussions alone, as to the feasibility of establishing an institution of higher learning, took place. That would be from the time of Lieutenant-Governor Simcoe in the Province of Upper Canada to the year 1827. The second period was the period of King's College and its initial

undertakings and the efforts made to broaden its basis—1827 to 1849. The third period is that inaugurated by Mr. Robert Baldwin's great appeal from 1850 practically till 1887, when the University of Toronto, as an institution by itself, went on its somewhat stormy career. Then from 1887, the year when the Confederation Act was passed, to the year 1906 you have the culmination of the effort at federation of universities in this Province. The last, that is inaugurated by the University Act in 1906, is an era of consolidation and expansion and takes us down to the present moment.

Now, a word about each of these periods. General John Simcoe in the year 1790, when he arrived in this part of Canada, proposed that there should be some kind of institution of higher learning and he suggested that a large *bloc* of land should be set apart for its endowment. He proposed five hundred thousand acres of land. After he had left the Province, the Legislature did set apart for education in general five hundred thousand acres of land, and nearly three hundred thousand acres, not quite but nearly three hundred thousand acres, were specifically set apart for the establishment of an institution of higher learning. It was felt at that time that the Province was too poor to enter upon this great undertaking. Discussion alone had taken place and the provision of a certain block of land had been made. The second stage was inaugurated by Archbishop John Strachan, one of the outstanding figures in the early ecclesiastical history of this Province. In 1827, he went over the ocean and succeeded in obtaining from the Crown in the days of King George IV, a charter for an institution to be known as King's College. The purposes of the institution were set forth for the education of youth in the principles of the Christian religion and for instruction in the various branches of science and literature. The charter read that the institution was to be under the control of the Church of England in the Province. As members of the Church were in the minority in the Province, not unnaturally there was opposition to this religious project. The terms of the charter were stoutly opposed and education became one of the foremost of

political and vexed questions. And the result of these discussions and conflicts was that the opening of King's College was long delayed. The Legislature of 1837 tried to broaden out the charter, the Governor at that time being Sir Francis Bond Head. At last, however, the corner stone of the new building of King's College was laid on St. George's Day, April 23, 1842. It was proposed that while the new building was in erection, instruction should be given in the old Legislative Buildings on Front Street. Through the union of Upper and Lower Canada those buildings, for the time being, were vacated. They were not needed for legislative purposes until 1849. So it was in the old Legislative buildings that the first teaching of a university character in this Province took place. They began, however, to lay the foundation stone and build the structure of King's College in Queen's Park. It stood where now stands the eastern block of our legislative buildings. I can remember it well—a handsome stone building. It was there when I was a freshman at the university. Yes, at that time as a small asylum for the insane, but in earlier days it was intended to house the teaching facilities of King's College. 1842, St. George's Day, was the date for laying its corner stone. But it took some time to erect that structure. Meantime, in 1843 lectures were delivered in the old legislative buildings. In 1843, on the 8th day of June, the formal opening took place. Sir Charles Beckett, who was Governor at the time, Dr. Strachan and Chief Justice Beverley Robinson, gave addresses. As a matter of fact, teaching continued to be carried on in the legislative buildings until 1849 when they had to evacuate them. They were required for other purposes. In 1845 this wing of King's College was completed and used as a residence. The Professor in divinity was Rev. William Bevan. An old parishioner when I was at St. Paul's, tells me he heard Rev. William Bevan preach the sermon in connection with the opening services at St. Paul's, Bloor Street. It was a warm Sunday evening. Everybody was drowsy, including the preacher. He preached from a written sermon. He turned page after page and became himself so drowsy that he forgot and read the sermon

over a second time. The interesting part of the story was, I was told, that very few observed what had taken place.

Teaching, however, did begin in 1843. In '41 at Victoria College, Cobourg, in 1842 at Queen's in Kingston, teaching also began. Then came in 1847, an effort to widen the bounds of King's College. It was proposed that the endowment should be distributed religiously—that £3,000 should go to the Anglicans and £1,500 each to the Methodists, Presbyterians and Roman Catholics. Nobody strongly supported that proposal and it was withdrawn. The Act of 1849, sponsored and carried through by the Hon. Robert Baldwin, declared the principles of state education. He aimed to make a state university a common ground for the youth of the country, irrespective of their creed. Unfortunately, the movement in separate colleges had gone too far at the time and no inducements, sufficient to bring them together, could conveniently be made. The University of Toronto was the name given to the organization and from 1850 to 1887, the University of Toronto carried on by itself. An effort was made in 1853 to hold the door wide open for the return, or not the return but entrance into the common academic fold, of other universities in the Province. The constitution of the University of London was adopted. The University of Toronto itself was only to be an examining and degree-conferring body, but the teaching was to be done by the college. The one college constituted at the time was University College. It was to do all the teaching. Things went on until 1887.

Now, gradually, gentlemen, science became, in an increasing measure, an integral part of the course of any university. To teach science adequately required increased personnel and expensive apparatus. More and more it came to be realized in the Province that adequate support for the University of Toronto could be gained only by the union of all higher educational forces in the Province. Conferences were held.

Meantime, I should say that after Mr. Baldwin's Act, Bishop Strachan, by establishing another university, Trinity University, had complicated the situation in the Province. Conferences were held between representatives of the

University of Toronto, Victoria University, Trinity and Queen's University. Two outstanding figures in connection with these negotiations were Dr. Burwash of Victoria University and Sir William Mulock, who was then Vice-Chancellor of the University of Toronto. The upshot of these negotiations was that the principle of federation which had been applied with no small degree of success in the political arena was now applied in the academic field.

This is perhaps the most distinctive contribution that the University of Toronto ever made or perhaps ever could make to the general problem of higher education throughout the world.

Victoria University came into the scheme of federation first; then followed Trinity University. In due time, St. Michael's College grew into the stature to come into the university fold. Now the scheme, in brief, was this. These different colleges taught a certain part of the curriculum which was to be taught by the university as a whole. Every student had to be enlisted in one or other of these colleges where he received part of his teaching, while the other part was received in the University of Toronto as a whole. In that period from 1889 when the Act went into force up to 1906, there were many financial difficulties. But the real cause of the difficulties was the financial cost. That brings us down to the present era—the era of consolidation and expansion.

In 1906, as a result of a report of a Royal Commission upon the university situation, the chairman of which commission was Sir Joseph Flavelle, a new era for the University of Toronto and other universities in the Province may be said to have dawned. The upshot of this report may be summed up in this fashion. The government gave financial aid and handed over the administration of the University to a Board of Governors whom it appointed. All political interference was removed. All academic matters were handed over to the various faculty councils which in turn formed part of the Senate, the great academic clearing house of the University. The President was appointed to be a liaison officer between the Board of Governors and the Senate and to be generally the respon-

sible executive head of the institution. The Government gave adequate financial support. Indeed, we people in this Province owe a deep debt of gratitude for the generous treatment our universities have received, particularly the University of Toronto, at the hands of successive governments since the Act of 1906. We are grateful.

In this latter period the University was organized along the lines of American universities and our faculties include the Faculty of Arts, the Faculty of Medicine, the Faculty of Applied Science and Engineering, the Faculty of Household Science, the Faculty of Education, the Faculty of Music, the Faculty of Dentistry. There are also such allied institutions as the College of Pharmacy, the Ontario Agricultural College and the Ontario Veterinary College. There are great departments—the School of Nursing, the Department of Social Science and the great Department of University Extension and then at the top of all, the great Department of Graduate Studies. In the Department of Arts we are organized in a fashion quite our own. It is somewhat analogous to the colleges of Oxford and Cambridge, but in general, Oxford and Cambridge have no line of demarcation such as we have. We have four colleges in one faculty of arts and every student, as I have already said, must be enrolled in one or other of these four colleges in order that he may be a student in arts in the University as a whole.

The University has progressed in almost marvelous fashion since the year 1906. There has been indeed throughout the world an enormous development in university education. That development was accelerated by the Great War. And not only in our own land but in the United States and everywhere throughout the civilized world in the last thirteen or fourteen years, colleges and universities have been constantly confronted with the problem of providing adequate accommodation and teaching apparatus for those who are swarming to gain higher education. That is the background of the history of the University of Toronto.

Now, very briefly, may I speak of this great asset of our Province as it stands at the present day. When I was

an undergraduate at the University we had but two buildings, University College and old Moss Hall, built originally to house the Medical Department of King's College. Today, not counting the federated colleges, but counting only buildings under the jurisdiction of the Board of Governors, there are about sixty-three, and if we add buildings with the federated colleges, there are over seventy. The staff today numbers eight hundred and fifty-two. Last year the students reached the unprecedented number of eight thousand and two hundred and seventy-four. This year the attendance is down about five or six hundred but that was to be expected. It may drop a little next year as a result of the depression. The University of Toronto is the second largest in the British Empire.

What is the spirit of the students today, I venture to say neither better nor worse than the spirit in days gone by, but perhaps there is this difference. I think there never was a time when the students were working with more earnestness than they are working today. They realize they are at the University at great cost and sacrifice of relatives and friends. Never was there a time when there was greater earnestness in undergraduate and graduate work. There is a marked increase in the circulation of books from the Central Library. Last year, the increase in circulation was twenty-five per cent. above the previous year. I thought we had reached the top mark. This year the circulation has increased by another seven per cent., and it seems to be on the upgrade as the months run on.

Students are men of their work and they want to be told. They do not accept very much merely on authority, but they are as amenable to the authority of truth and reason as they ever were. If anybody wishes to have something to counteract pessimism, let him come to the University and see these groups representing the young life of this Province and this Dominion and he will feel that no longer is anything impossible to youth and that Canada cannot stand still. Be of good courage. Our health service shows a magnificent bill of health on the part of undergraduates. All male students in the first and second years have to undergo a medical examination and must

take part in certain athletic and physical exercises. They may either play games or join the Canadian Officers Training Corps, or they may take certain physical exercises. The women are similarly treated. The unfortunate part is that we have not an institution for the women that is comparable to Hart House for the men. It is one of the crying needs of the University in the future. Sometimes, people speak in very wild terms. I am inclined to think, about the widespread presence of certain diseases as a result of immorality. I swelled with pride when I received the medical officer's reports and found that practically this great cross-section of young life in the Province of Ontario is clean—clean.

Now, gentlemen, I have so much that naturally I cannot get said, but I want just in drawing to a close to speak of some of the directions in which that great institution must expand. First of all, we must maintain higher standards of scholarship required at entrance and in succeeding years. It is not necessary for everybody to go to the university. I am inclined to think that some people would be better elsewhere, even people who may be at university today. University ought to be primarily for those who can best take advantage of it. So it is necessary to keep high standards of entrance and scholarship throughout the course. The student ought to have a combination of the necessary desire and the necessary capacity to make best use of what the study so largely provides at this cost, for no fees that are charged in any Canadian university begin to cover the cost of a university education. Secondly, we shall steadily need to establish new departments in the university. In my last report I discussed this subject. I take as example a chair of geography linked with economics, a chair in fine arts for which we have magnificent equipment in the City of Toronto. That might very well be a private benefaction, and a chair in Chinese and Japanese studies. We have such a magnificent collection of far Eastern art in the Royal Ontario Museum that we ought to have someone make these things live. We shall achieve our desire in that respect in the not too distant future.

We are striving to develop post-graduate work and our general work in research. Research is carried on in both undergraduate and graduate stages, but particularly in graduate stages. And here I venture to say this, the cost of carrying on post-graduate work is not light. We are, on the whole, in Canada, a debt-laden country. We cannot afford to have great centres of post-graduate study everywhere a university is established. A few universities will have to do the main bulk of this work. I feel the University of Toronto, by its past history, present equipment and present achievement is able to render a service of incalculable value to the whole Dominion of Canada.

In our graduate school last year over seven hundred were registered. This year there were about six hundred and fifty. They came from every Province and from almost every university in Canada, many of them from the West. I only wish we had more graduate fellowships to bring students from other parts of the British Empire. There are certain university departments which are recognized as a success in research throughout the whole continent. It is invidious to specify. I may say in the Faculty of Medicine, in the great Department of Physics in the University, we have outstanding members whose work is recognized throughout the whole continent, indeed throughout the whole world. That is one great line of development. We must not be selfish, local or provincial in our outlook upon the great potentialities.

There is a fourth general line of development and that is the field of University Extension. It is under the charge of Mr. Dunlop. The Department of University Extension is bringing the treasures of wisdom and knowledge of which the University is trustee throughout the whole Province. Five thousand are regularly enrolled in our classes. Many of these are proceeding steadily toward a degree. In that group is a group of teachers in elementary classes. You go to the University of Toronto any night and you will not see an unlighted and dead group of buildings. But in most buildings, you will find there are evening classes being carried on. Five thousand are receiving instruction in that way. Another fifteen thousand are

having the benefit of our extension lectures in various parts of the Province. Then there is an audience that listens in to our radio lectures. Mr. Dunlop has conservatively estimated that the University of Toronto is teaching about thirty thousand a year outside the immediate walls or circle of the University of Toronto. That is as it should be, the universities of this Province and the Department of Education in this Province, between them, are seeking to face and solve the great problem of adult education.

In closing, I would like to quote you some words that were used at the official opening of King's College at the Legislative Buildings on the 8th of June, 1843, when there were twenty-six undergraduates enrolled. Dr. Strachan, Bishop Strachan as he was then known, made a vigorous review of the circumstances leading up to the opening of the University. He said, "Here among our youth we may look for a noble desire to retain a love of truth and a determination to surpass in knowledge and virtue the most sanguine hopes of their parents and friends. And the time will come when we, too, can look back to our own line of celebrated men brought up with this seminary and whose character shall cast a glory around it and become, as it were, the genius of the institution."

Not quite in the way he wished or planned, but in a way, perhaps nobler and better and in a higher fashion, the ideals of the founders have been abundantly realized. They said, "Establish institutions wherein will be taught love of British institutions; love of sound learning; reverence for the things of God and service to the State." I humbly trust that their hopes and their ideals have not wholly failed of fulfilment and that we, who are in some degree, the heirs of their spirit, may carry on, so that in the Province of Ontario and the Dominion of Canada, this great public institution of higher service may be the joy and pride and a help to the people of Canada, the Empire and the world.

PRESIDENT ARSCOTT:—Dr. Cody, you have given us a very comprehensive survey of the history of the University of Toronto and the work carried on by its various branches. I think many of us, and I include myself, have not fully

realized the contribution of the University during its history to the life of the City of Toronto. We have thoroughly enjoyed your address and we are deeply grateful for your coming here today. On behalf of the Club, I extend our warmest thanks.