

History of Ryerson

based upon a work by
John Downing

PREFACE

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The idea that a history of Ryerson should be written originated in 1970 when Dr. Howard Kerr, who had been the Institute's first Principal from 1948 to 1966, wrote to suggest the project to William Kelly, Chairman of the Board of Governors.

After some discussion, the Board gave its approval and an editorial committee was established to co-ordinate and oversee the work. Its members were President Donald Mordell, Dr. Kerr, and faculty members Jim Peters, Al Sauro, Doug MacFarlane and Bert Parsons.

In January of 1972, Ryerson Journalism graduate John Downing was commissioned to research and write the manuscript, with the intention that it would be finished in time for Ryerson's silver anniversary in the fall of 1973. However, the task proved much more complex and time-consuming than had been anticipated and the manuscript was not completed until early in 1978.

The work was subsequently reviewed and edited by the Editorial Committee of the new Board, which took office under the revised Ryerson Act on July 1, 1978. The Committee recommended in May, 1979, that the edited manuscript be made available for public access by the placement of four copies in Ryerson's Learning Resources Centre for reference purposes.



H. F. C. Graham
Chairman
Board of Governors

THE HISTORY OF RYERSON

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"Wherever in this wide world there goes a Ryersonian,
There goes a little bit of Ryerson with him;
And he may not forget that fact or ignore it;
It lies within his power to some extent
To bring credit or discredit to his school,
Honour or dishonour."

This charge was made at every convocation by
Principal H. H. Kerr until his retirement in 1966.

It was the summer of 1850 when the famous Methodist preacher and educator inspected the empty land on the northern outskirts of the young City of Toronto. Adolphus Egerton Ryerson was praised by colleagues and community as a leader of vision. And surely that rare quality was tested as Ryerson looked over the 7½ acres of stump and bog and decided that here he would build the heart for his new system of free education for all. Here would rise his normal school and model school. And in the grand building that would be one of the city's landmarks, he would have his headquarters and space for all the other innovative things about which he dreamed. Ryerson was always filled with plans and ideas. But in these daydreams of the future, he probably never anticipated in his most self-indulgent musing that long after the buildings were a reality and he was gone, they would continue to cradle pioneering work in education. As he strolled along Gould Street empty save for Oakham House, one of the city's grand houses, he was passing where later his statue would stand through the decades, with one palm extended to his audience. As he compared this crude block to five other possible sites, picturing how the buildings would be placed, he was making a decision that would ensure that for more than 125 years, perhaps for all time, this land later called St. James Square would be used only for education. Countless tens of thousands would come here to learn, and they would come from a world far beyond the countries Ryerson knew in his travels.

Ryerson had been instructed to offer 500 pounds less than the price for the land demanded by the owner, the Honourable Peter McGill of Montreal. McGill accepted. And when the cheque for 4,500 pounds Halifax currency was presented, and the purchase formally completed on Nov. 12, 1850, it meant the land's brief spell in private hands was over. Its public use would touch

every facet of education. The first public arts museum in Canada would be found here, and schools for teachers, pupils and artists. Then would come training for war, not life. The airmen going to battle gave way to the veterans returning. The veterans learned a trade or finished high schooling. The apprentices took over, and a handful of students enrolled at Canada's first polytechnical institute. The trades left, although their reputation lingered over the Square. And the institute evolved ever upward into the Ryerson Polytechnical Institute.

All this took place on that block of stump and swamp that one of the Canadian greats purchased more than a century ago. When the change slowed--it never stopped, even today--Canada had this unique school with the new courses and the new techniques. The newness baffled much of the public and gave anxiety pangs to the universities. But its graduates kept getting jobs. And jobs, after all, are the ultimate diplomas.

The school was housed uneasily within century-old mortar and never asphalt shingles. The campus wasn't much. What lawn and trees there were disappeared under a skin of concrete and asphalt until some grass and young trees in a quadrangle were the only hint of the expanse of playing fields, greenery and vistas that favored universities. But on that concrete campus, by imagination and daring, guess and erudition, secrecy and instinct, administrators and instructors built a unique centre of education, sometimes despite the wishes or knowledge of the government of the day. So the educational traditions on St. James Square, from Ryerson the man to Ryerson the institution, are among the finest in the country.

It all started in the restless search of the pioneers for a way in Ontario for the poor to get as much schooling as the rich who could buy it. They wanted some uniformity to the schools too. They worried about the many unskilled teachers whose only qualification was an inability to find

other work. There were many ideas as to what should happen inside the school as well. English settlers fancied schools modelled after what Eton and Rugby did. The Scottish wanted to stress the Bible and Catechism. Difficult arithmetic problems dominated the curriculum in schools founded by the Irish. And the United Empire Loyalists remembered the Yankee schools left behind with the spelling matches and examination day dialogues. In addition to this variety, there were no authorized texts, no inspectors, no teaching standards. In short, no department of education.

Various detailed reports, even going so far as to include draft bills, were presented to the Legislative Council during the 1830s but all were rejected. The last year anything to do with education had passed was 1833. Then in 1839, an education commission was formed consisting of Rev. John McCaul, Upper Canada College's principal, Rev. Henry Grasett, later Toronto's Anglican Dean, Samuel Harrison, later a county judge, and James Hopkirk acting as secretary. They produced a thorough report after reviewing all legislation up to 1833. They recommended a uniform plan for school houses, an examination of fitness for teachers, inspection of their performance in schools, some free pupils, and model schools. "No plan of education can be efficiently carried out without the establishment of schools (Normal) for the training of teachers." The central school in Toronto should be a Normal school. (The term normal school comes from the French *école normale*.) The report also recognized the principle of local taxation to finance schools.

So these were the reforms suggested for a system which Rev. Robert Murray, Upper Canada's first Superintendent of Education, had described as "wretched" in a brief to the commission. Before anything could be done about implementing them, Upper and Lower Canada were united. Still education was not ignored. Lord Sydenham, the Governor General, said in his speech to the first Parliament in Kingston: "A due provision for the education of

the people is one of the first duties of the State, and, in this province especially, the want of it is grievously felt. The establishment of an efficient system, by which the blessings of instruction may be placed within the reach of all, is a work of difficulty, but its overwhelming importance demands that it should be undertaken." The Education Act of 1841 was passed but its application to the United Canadas was impractical due to religious and racial differences. It was repealed in 1843 and separate acts were then passed for each province, giving Upper Canada half of 50,000 pounds or \$200,000 to establish public and common schools, a considerable sum.

The Honourable Isaac Buchanan wrote in a letter in 1882 about just how Upper Canada got that much for schools after years of haggling and getting nothing. He had been talking to Lord Sydenham before the first Parliament and had won an agreement that if regular books were kept and showed a surplus in revenue over expenditure after the first year, one-half the surplus would be used as an endowment for education. The Province of Canada showed a surplus of 100,000 pounds. (One pound equalled \$4.) District councils under the new law were to tax locally to match whatever they got from this.

The new school act made the Provincial Secretary the minister responsible for education, and his top officials, Assistant Superintendents, one each for Canada West and Canada East. Murray was appointed in Canada West in 1842. When he resigned to reach, he was succeeded by Ryerson on Sept. 28, 1844.

Thus Ryerson entered a position of power from which he could do more than just recommend and suggest; he could build. His ancestors were Dutch farmers who settled in New Jersey. During the American Revolution, Ryerson's father, Joseph, fought as a Loyalist and afterwards was exiled to Canada. He was given 600 acres for his services and settled near London.

The son was named after two of his father's army friends when he was born

March 24, 1803 in Charlotteville, Norfolk County. After grammar school and brief study of law, Ryerson entered the Methodist ministry in 1825 and quickly became a leader in the criticism of clergy reserves and demands for equal rights for all denominations. He chose Rev. John Strachan, a pillar of the Family Compact, as his first target in the fight against special rights for the Church of England when he wrote a review of a Strachan sermon for the Colonial Advocate, the newspaper of William Lyon Mackenzie, the firebrand of Upper Canada. His review was signed simply "A Methodist Minister". He authored many anonymous pamphlets and became the spokesman for the humble Methodists and other dissenters against the haughty Anglicans led by Strachan. In 1829, the Methodists established an official newspaper, The Christian Guardian, which Ryerson edited until 1840. His close association with Mackenzie and the reformers ended dramatically when Ryerson visited England on church business and was impressed by the Whigs and moderate Tories. His "Impressions of England" published in the Guardian in 1833 quickly brought an angry reply from Mackenzie, who felt betrayed. In the following years, Ryerson's condemnation of the tactics of the reformers of Upper Canada and England hurt the cause of the tempestuous Mackenzie and aided the provincial Tories in elections. On another trip to England in 1836, he obtained a Royal charter for a college that was the first in the British colonies to be free of the Church of England's influence. It opened in Cobourg as Upper Canada Academy but in 1841, it was a full university and was renamed Victoria University after the Queen.

Ryerson, who had never gone to university, was the unanimous choice for its first president. But he could accomplish more as an education superintendent so he accepted that job readily and soon after was off to Europe for just over a year to study European and British educational systems and techniques. The report he presented on his return in December, 1845, became

the basis of the School Act of 1846 which unquestionably laid the foundation for the structure of Ontario's school system.

The first education department was just part of the Provincial Secretary's department in Kingston. The first Toronto office opened on the west side of Bay St. just north of Front. It moved to Cobourg in 1844, returned in 1846 and then moved to the south side of King, just west of York. The school act established a seven-member General Board of Education, which included Ryerson, and authorized it to establish a Normal school with suitable buildings and equipment, regular inspection and uniform textbooks. So the Toronto Normal School, "to elevate teaching to the ranks of a profession," was founded on Oct. 24, 1847 and was housed in Government House at King and Simcoe Sts. A model school began in the refitted stables behind. But the government needed that building when it returned from its travels because of the Montreal riots in 1849. So the Normal school moved to Temperance Hall on Temperance St. It was clear to Ryerson and others that new quarters were needed for both it and the education department. So Ryerson hunted for enough property for a grand building which would contain enough space to hold all the things he wanted to give Upper Canada. The principal street of the young city was King but there was not property here large enough or cheap enough for what he wanted. The second street in importance was Yonge. Development had followed it north from King up above Lot St. (Queen) into the long thin park lots of the Liberties, the space left for the city's expansion. It was in the Liberties that he found enough land for what he wanted, the future St. James Square.

It was owned by Peter McGill, president of the Bank of Montreal from 1834 to 1860 and a former member of the Legislative Council. The first owner of the land had been his uncle, Captain John McGill. McGill had served under

John Graves Simcoe in the Queen's Rangers in the American Revolution. Five years after Simcoe came as the first Lieutenant Governor of Upper Canada in 1791, McGill followed with a young friend, George Cruikshank. Both were to play a considerable role in the early days of York and there's no doubt McGill's friendship with Simcoe helped him. Simcoe gave the private park lots to his friends like McGill. The two had been jailed together in Burlington, New Jersey, during the revolution and McGill played a key role in an attempted escape by Simcoe. McGill died in 1834. He sometimes is credited erroneously with being the founder of McGill University but he is no relation to James McGill (1744-1813). That McGill, a partner in the Northwest Company, was persuaded by Strachan, his brother-in-law, to leave money for a university in his will.

John McGill stipulated in his will that his nephew, Peter McCutcheon, would inherit his estate if he changed his name to McGill. An Act of Parliament accomplished that. The estate was considerable since McGill had been Upper Canada's Receiver-General from 1813 to 1822 and had been granted considerable land in 1799 shortly after he came. The McGill land was found in the Liberties which started several hundred yards north of Lot (Queen) and ran in strips to Bloor. Each park lot consisted of 100 acres. A 1799 sketch of the Town of York showed that G. Playter owned the first lot east of Yonge. Then came McGill's land, roughly between the streets now known as Bond and Mutual, then the lot of William Jarvis.

These early leaders of York left their names and those of their relatives and friends on the streets laid out on their land. So today we have Gould, named after Nathaniel Gould, a director of the British American Land Co., and a Montreal friend of McGill's. Shuter was named after another McGill friend, also a Montreal director of the same land company. Gerrard was named after another McGill acquaintance. Ironically, the assumption that

McGill St. was named after him is wrong. It was named after Ann McGill, the widow from the Montreal McGill family who married Strachan. Strachan purchased 25 acres north of Gerrard in the McGill street area in 1834. John McGill's name survived for some time as McGill Square, where the McGill house stood into the late 1860s. But Metropolitan Church, the Cathedral of Methodism, covered much of McGill Square in 1872 and the name dropped from usage. The other streets in the vicinity of St. James Square acquired their names in a variety of fashions. Bond was named after Thomas Bond, a Lot St. brick maker. Victoria was named after the queen. Church took its name from the fact that since 1807, there had always been a church, St. James Cathedral, on it. Dundas was named after Sir Henry Dundas, the Home Secretary in England just before 1800. Mutual probably stems from being a mutual road between the McGill and Jarvis park lots. Dalhousie came from the Marquis of Dalhousie who was Governor-General of Canada from 1820 to 1828. The O'Keefe lane came from Eugene O'Keefe, founder of the brewery. Yonge, of course, was a name awarded by Governor Simcoe to one of the first streets he surveyed. Sir George Yonge was an MP and War Secretary from 1782 to 1794.

Peter McGill gradually sold land as the city's growth moved north and there was a demand for it in his area. In 1842, City of Toronto assessment records showed in elaborate ink script that McGill owned 36 acres of vacant land. By 1845, it was only 30 acres because of purchases for the sites of such buildings as St. Michael's Cathedral. To aid in the area's growth, city officials planned to extend Bond north through the square to Gerrard, but that was never done, although such a road is shown on a city map drawn by James Cane in 1842.

The square was empty when Ryerson visited it in 1850. The Cane map showed two tiny buildings near the Church-Gerrard corner but they were not close to the roads and were probably abandoned cabins. The most significant

feature of the square was a creek that ran from north to south across it, under what would now be the east wing of the Kerr quadrangle. This branch of the Taddle Creek started nine blocks to the north, at Gloucester St., and ran south parallel to Church. It fed a swamp at the square's southeast corner, crossed Church at Gould, joined another branch of the Taddle just south of Dalhousie and Queen and then joined with the main Taddle which had flowed down the west side of Avenue Rd. and University Ave. Ryerson probably gave the creek little thought because such streams were common in the city and his buildings could be situated on the square away from it. Little would he realize that throughout the 20th century, the Taddle and Garrison creeks, imprisoned in manmade channels deep beneath the city, would still wrack their havoc as they washed away the bowels of construction. When the builders of a modern Ryerson cursed the creek as they had trouble building the east wing, they were merely echoing what laborers and engineers had done through the decades as the Taddle bedevilled the building of the Park Plaza Hotel and Maple Leaf Gardens and other projects in those areas.

When Ryerson walked the land in 1850, there were few buildings nearby once the strip development along Yonge had been left behind. A map prepared in 1851 by a young surveyor named Sanford A. Fleming, who had not yet become famous, shows that the Victoria St. side of the block was completely empty from Gerrard down to Dundas. So was Gould over to Bond. About eight houses had been built on the north side of Gerrard towards Yonge. The east side of Church had several buildings at both the Gerrard and Gould corners. And Gould between Bond and Church was vacant except for the home of William Thomas. But what a home! Oakham House had been built in 1848 by Thomas, an architect-engineer born in Stroud, England. It was financed probably from the fees he made designing St. Michael's Cathedral in 1845. It was the kind of Gothic house which would attract the attention of any visitor

to the area because of its arch over the Church St. door, the two red stone dogs guarding the portal, the intricate carving over the windows, the stone heads set into the walls and its carved coats-of-arms. It may seem far-fetched to relate an architect's home at Church and Gould to the mother of Parliaments but it was Thomas' brother, John, who designed the great figures which decorate the walls of the Houses of Parliament and presumably they shared some early schooling in design and carving. William Thomas had been doing well in England--one of his houses in Leamington is a national historic site--and it is not clear why he came to Canada. But he did emigrate and designed such famous structures as St. Lawrence Hall, Brock's monument, at least seven churches in addition to St. Michael's, and Oakham House, one of the few great 19th century houses of Toronto still standing.

The Globe reported on Sept. 28, 1850, that five days earlier, the Council of Public Instruction for Upper Canada had met to pick a winner from competing designs for the new Normal school. George Brown's newspaper said the council had "concluded a bargain" with McGill for the site. "The sum to be paid for it is 4,500 pounds and at that price, it is very cheap. Designs for the building were duly tendered for and a large number given in."

The Honourable Francis Hincks, the Inspector General, had included 15,000 pounds for the buildings in the 1850 estimates of government spending in Upper Canada. This was done at the suggestion and urging of Ryerson. Then, because a theatre or central lecture hall was considered desirable, an additional 10,000 pounds was placed in the estimates for 1851. The Council of Public Instruction decided to give the job of designing the Normal school to Colonel Frederick William Cumberland and Thomas Ridout. Cumberland had been born in London, the son of the secretary to the Viceroy of Ireland. He had been educated at Cambridge and had studied in the office of Sir Charles Barry when Barry was working on the design of the Houses of Parliament at

Westminster. He came to Toronto in 1847 and worked as engineer to the County of York. In 1850, he and Ridout, who had been born in Toronto, won the competition to rebuild St. James Cathedral which had burned the year before in the great Toronto fire. In 1851, in addition to working on the Normal and Model schools with Ridout, Cumberland was the engineer-in-chief of the Northern Railway, the area's first railway, and had founded the harbor and town of Collingwood. Cumberland was praised by Eric Arthur in his classic book No Mean City as a great architect who left his impression on the city more than any other architect, with the possible exception of John Howard. But even a man praised for his buildings, his leadership and his generosity must have found that all his projects of 1850 and 1851 taxed even his considerable energies and his slowness in producing his Normal school plans brought censure from the Council of Public Instruction.

Arthur, professor emeritus of architecture at University of Toronto, wrote that Cumberland thumbed "through some history of architecture from Roman to Gothic, using both in the Normal school." The building was 185 feet long with its main feature, a Roman centre. It was characteristic of the school of Andrea Palladio, an Italian architect who modified classic Roman architecture in the 16th century. Four pilasters or pillars half-projecting from the wall climbed two storeys to a pediment crowned by a classic Doric cupola. Light wells were designed to bring light and air to the interior. Cumberland placed the auditorium at the rear, curving out from the Normal school's back wall so that light would enter the church-like windows. It was designed to accommodate up to 620 people on uncomfortable wooden folding seats, small by modern standards, but 100 years later, the noted drama critic, Herbert Whittaker, called it a famous old auditorium which was the city's first hall of any size. Arthur called it "beautiful" with its Gothic cast-iron decorations and intimacy. The Model

School was designed to hold 600 pupils and was placed to the rear of the auditorium and Normal school. Naturally the architects included matched separate entrances for boys and girls in both the auditorium and Model school. Ryerson pointed out that "except when in the presence of the master, the male and female students will be entirely separated."

On March 17, 1851, an agreement was signed with contractors James Metcalfe, Duncan Forbes and Alexander Wilson to erect the Normal and Model schools for 8,790 pounds. But things didn't go smoothly. There was a prosperous bustle to Toronto and buildings were going up everywhere. Naturally there was a shortage of some building supplies and the architects reported they were having trouble "obtaining stone from Ohio which every building in town that has much stone work about it has felt." Then the contracting firm failed and Ryerson and his officials had to draw new agreements with various trades to complete the work.

The corner stone was laid July 2, 1851. It was an important occasion in the city, a gala day. The stone was placed with great ceremony by the Governor-General, the Earl of Elgin and Kincardine, while an honor guard of the 71st regiment stood by. The stone's inscription read: "This Institution, Erected by the Enlightened Liberality of Parliament, is designed for the instruction and training of School Teachers upon Christian Principles." The importance of religion in education was stressed in other parts of the ceremony too. Among the dignitaries in attendance were the Anglican and Roman Catholic bishops of Toronto. Rev. Grasett of St. James, Ryerson's colleague in the struggle for better education who had served on the 1839 commission and the Council of Public Instruction, was also present. Lord Elgin stressed that the principle of the education system was rooted "deep in the firm rock of our common Christianity." Elgin praised Ryerson's "diligent exertions and excellent judgment." He said Upper Canada, thanks to her

government, officials and the experience of older countries, was "in the van among the nations in the great and important work of providing an efficient system of general education of the whole county." Ryerson reminded everyone that the future building "has been designed with a view rather to utility than to effect." He also revealed what he had in mind for the building in addition to the Normal classrooms and Department of Education offices. He said there was space for a school of art and design and a museum.

Ryerson reminded the audience again, when the Upper Canada Normal School opened on Nov. 24, 1852, that it would be more than just a Normal school. It would be "the centre of the publicly supported school system of the province." Chief Justice John Beverley Robinson saluted the winds of change in the province at the school's opening when he said: "It would be as wise to reject the use of railways because an occasional train runs off the track as to hesitate to give education to the multitude for fear it might in some instances, as no doubt it will, be perverted to bad purposes. Robinson, a key member of the provincial aristocracy known as the Family Compact, said Cumberland's design was handsome but subordinate to "the system of religious, intellectual and moral training that is to be carried within these walls." The Globe raved over the "elegant imposing brick" and the Roman centre.

In May, 1853, Ryerson and his assistants put together an accounting for what the Normal and Model schools had cost to that date. It came to approximately 18,593 pounds or \$74,372. (A pound was \$4.) The largest item was the 8,399 pounds paid to Metcalfe and Company. Alex Manning, a carpenter, received 3,358 pounds. Furniture bought from Jacquest Hay cost 1,360 pounds. The architect, Cumberland, received 791 pounds. Painting cost 739 pounds, plastering, 574, heating and ventilation work, 417, roofing, 368 while 389 pounds went for hydrants, 258 pounds for culverts and drains,

220 pounds for gas company pipes, 198 pounds to the clerk of works, 182 pounds to 20 men for various small chores, 172 pounds was spent draining and levelling the site, 160 pounds went to the hardware store, another 132 pounds was spent on furnishings, 92 pounds was spent on castings and 57 pounds to the man who hung the bell in the cupola. Then insurance took 47 pounds, exterior lamps 45 pounds and lighting rods 50 pounds. The money was raised by a special tax.

As an example of what happened at the "more than a Normal school", one has to look no further than the 90 pounds left in the building budget after construction finished. Ryerson immediately decided a library was needed for the department and used the money to buy books. As well, the School Act of 1850 had authorized the creation of an Educational Depository and this was housed in the Normal school too. The depository made texts and library books, maps, apparatus and other equipment available to individual schools at cost. Ryerson, the Chief Superintendent of Education, chose what texts and books would be used and submitted them, as well as his general school regulations, for the approval of the Council of Public Instruction. An agriculturist was appointed to take charge of the Normal school grounds. Some might have thought that meant only formal gardens but Ryerson had in mind far more than that. He conducted botanical and agricultural experiments on the grounds, the predecessor of the experiments that were later done by the Ontario Agricultural College of Guelph. Under Ryerson's direction, two acres were planted with various kinds of cereals to see what varieties of wheat or corn or oats flourished best in the Ontario climate. Rare trees, not native to Canada, were brought to the grounds and an arboretum established to see what new trees would survive the Canadian winter. This may not have seemed that important to a people still hacking farms out of the bush but a century later, before the last

of these strange trees were cut down, they had been a source of pleasure and curiosity for many people. But the most interesting of Ryerson's activities at the Normal school, at least as far as adults not interested in or involved in education were concerned, was the museum and art gallery Ryerson established there. According to F. Henry Johnson, writing in the Queen's Quarterly in the summer, 1970, Charles Fothergill, a member of the Legislative Assembly, tried unsuccessfully in 1833 to have a "Museum of Natural History and Fine Arts" established in York. Ryerson may have announced his intentions to establish such an institution at the cornerstone and opening ceremonies of the building but it wasn't until 1853 that the Canadian Legislature gave formal approval and authorized Ryerson to spend 500 pounds annually on it. Thus began one of the more interesting chapters in Ryerson's life.

The museum started humbly with the purchase in the fall of 1853 of a collection of old books on Canada. With that, the first publicly-supported museum in Canada was launched on its acquisitions. Over the next two years, stuffed animals, birds and birds' eggs were gathered. Then 200 geological specimens were bought from J.W. Dawson, a famous educator and geologist in Nova Scotia. But rocks and stuffed animals were hardly a museum of fine arts which could be used in teaching and public education. Then on June 30, 1855, the opportunity Ryerson needed, wanted and had worked towards, a chance to travel the museums and galleries of Europe, presented itself when the Provincial Secretary, George-Etienne Cartier, wrote Ryerson and told him he had been appointed an "honorary member of the commission charged with the management of the Canadian section of the Universal Exhibition at Paris." Ryerson said this appointment had been suggested by his friend, John A. Macdonald, then Attorney General. That was the start of almost a year of European travelling and collecting which

would bring approximately 2,000 objets d'art to the museum on Gould.

It was Ryerson's sixth trip to Europe when he sailed from Boston in July, 1855, aboard the British steamer Asia. And he had a number of purposes, not least of which was showing his 19-year-old daughter Sophia, the wonders of London. He was going to study various systems of public education again, as he had a decade before. He was going to buy scientific instruments to allow his grammar school masters to undertake meteorological observations. He was planning to purchase specimens of scientific and other instruments for instructional purposes. And, of course, he was buying objects and books for his museum and library.

In London, Ryerson met John Henry Lefroy, a colonel of the Royal Engineers, who in the 1840s had conducted a magnetic survey of British North America. Lefroy had advised Ryerson during his stay in Toronto that it would be a good idea if grammar school masters were to conduct meteorological experiments to aid Canadian agriculture. So in London, he was aiding Ryerson to buy the proper equipment for this. Lefroy's father-in-law was Chief Justice Robinson and one morning, while having breakfast with Lefroy and Robinson, Lefroy suggested that Canada might well follow a policy which had been suggested in England for local museums. These museums would collect not originals but copies of praised paintings and plaster casts of great sculptures. When Ryerson went on to Paris, Lefroy put his thoughts in a letter, at Ryerson's suggestion. He suggested modern sculpture be copied, since antique sculpture of classical mythology may not be appreciated by most Canadians "whose education stops short of all classical lore." Lefroy wrote that he "should endeavour to procure a good copy, such as in Italy can be got from 20 lira to 50 lira, of some one or more characteristic paintings of each of those great masters who mark either an epoch in art or the culminating point of a special treat-

ment and purpose." Ryerson liked Lefroy's ideas. But he diplomatically ensured he would not be hindered in accomplishing them. He wrote Cartier on Nov. 21: "I thought it advisable to submit them to several members of the Canadian Government and Legislature who were at that time in London, as also to Lord Elgin, and they all without exception, warmly approved of the suggestions and of my devoting the time necessary to carry them into effect to the extent of the means placed at my disposal." With that out of the way, colonel with little formal education became the connoisseur through his customary route of self-education through reading and travelling.

Ryerson visited the British Museum and the Louvre, the National Gallery and the Beaux Arts, artists' studios and the Sydenham Palace. He bought from the molder at the Beaux Arts museum in Paris 250 antique busts, and to reassure the Provincial Secretary who must have started to wonder what all this would cost, told him in a letter that they had cost an incredibly low price. I have also made a large selection of modern busts of distinguished characters on the continent; and on my return to London, I propose to procure a selection of the busts of great men who have adorned the annals of British history." Ryerson spent much of his time in Paris studying the Fine Arts Department of the Paris Exposition. He arranged to trade material from the Austrian exhibit for items in the Canadian section. By the time he left Paris, he had also purchased 36 masks, some of them death masks, of famous people such as Newton and Napoleon, 36 models of agricultural implements, ancient armour and educational material such as maps and globes. He then arranged for this to be shipped to Gould St. while he went on to Belgium and raved about what he found in Antwerp in those regular letters home. There were many artists copying the Rubens, Van Dykes and other masters and Ryerson reported "I should be able to get copies for about ten pounds each. This is the best season for buying

paintings cheap here." Before leaving Antwerp, he had purchased 162 paintings at a cost of around a thousand pounds. There were several originals among the copies mainly of the Flemish and Dutch schools of painting. He also bought several hundred lithographs and engravings.

Back in 1853, the Legislature had set aside 500 pounds a year "in the purchase, from time to time, of books, publications and objects suitable for a Canadian library and museum, to be kept in the Normal school buildings, and to consist of books, publications and objects, relating to education and other departments of science and literature and specimens, models and objects illustrating the physical resources and artificial production of Canada, especially in reference to mineralogy, zoology, agriculture and manufactures." Obviously Ryerson had spent more than his budget buying material not specifically mentioned in the legislation so he wrote his deputy, J. George Hodgins, to arrange a transfer of funds from the School Libraries' budget to the museum's.

By this time, Ryerson's enthusiasm for his museum project was galloping miles ahead of anyone else's in Upper Canada. Only two rooms had been set aside in the Normal school. So Ryerson thought about using the walls of the auditorium as well. Then he planned to compress the space to be occupied by the earliest purchases, the stuffed birds. And then the dream grew even more, to a separate building for the museum towards which "the leading men of all parties will agree to grant a sum for the erection..."

~~Ryerson pressed on to Germany and then to Rome and the art paradise of Florence. Italy was to bring two setbacks, attacks of lumbago and sciatica which at one point struck him down in the Vatican, requiring four men to carry him to his carriage, and a cool letter from Cartier, the Provincial Secretary. The letter said the Government was happy he had bought models of improved agricultural implements not known in Upper Canada~~

and that these would undoubtedly be useful in a province where land was cheap and labor scarce. But then came the rebuke. The fine arts collection interested the Government. It concurred with Ryerson that it was desirable. But the Legislature had not sanctioned "any addition to the amount already placed at your disposal." Ryerson had sufficient different funds at his disposal already authorized by the Government which could be used to meet museum expenses in this year and then transfers could be made from the museum account in future years if no purchases were made. Still, such reaction from a Government leader, although perfectly proper in cautioning Ryerson not to spend money without the blessings of Parliament, did not augur well for his national museum which would bring glory to Canada as well as reveal the arts treasures of the world to Canadians. He wrote his deputy, Hodgins, that he had met Americans who had commented there was no such museum of art in the United States. When Ryerson returned to Gould St., in the spring of 1856, he had spent just over 2,500 pounds but he defended that on the grounds this trip had been as important as his study tour of European schools in 1845 which had brought the province its new school system.

Since Parliament opened in March, and some of the politicians would undoubtedly call to see what had been purchased, Ryerson sent instructions to his deputy about how the art should be mounted. Naturally he wanted to make the most favorable first impression on them. On his own return, he set about to convince the Legislature that a suitable separate building for the museum was needed but the great national museum was not to be. Ryerson did point out to the Legislature that it had approved a school of art and design and his paintings and sculpture would be essential to the students of such a school. In his report to the Legislature of 1857, Ryerson listed the regulations for his Educational Museum of Upper Canada, where the collections were located on an architectural plan of the Normal build-

ings and this stirring defense of what he had done. "A collection of such objects has double value in Canada than it possesses in any city or town in Europe, in nearly every country of which treasures of art abound in the Royal and Ducal Palaces, National Museums and private mansions all of which are opened to the public with great liberality." Ryerson said this just wasn't so in Canada. So his collection "of those paintings and statuary which are most attractive and instructive, and with which the trained teachers of our public schools may become familiar, and which are accessible to the public from all parts of the country, cannot fail to be the means of social improvement, as well as enjoyment, to great numbers throughout Upper Canada."

So Canada's first public museum of the fine arts opened to the public in 1857. Two museums had been opened earlier, one by a doctor who exhibited his natural history collection in a room provided by the Mechanics Institute of Saint John in 1842; the other where specimens from the Geological Survey of Canada were shown to the public in Montreal as early as 1844. Apparently Ryerson's one was popular with Toronto, although not all members of the government were very enthusiastic. Hodgins told Ryerson by letter, since Ryerson quickly took another trip to Europe, that three members of the government had been to see the collection and one said the Governor General, Sir Edmund Head, "has spoken slightly of the pictures."

Also in 1857, Ryerson opened a model grammar school. It was built immediately north of the model school for elementary pupils. It had been authorized by the government the year before and cost \$39,269 to construct. However, this aid to the education of grammar school teachers was never the success the junior model school was, a place where some community leaders would send their children. So the grammar model school closed in 1863. The inventive mind of Ryerson, however, had plenty of uses for that space.

since his Normal school, education office, museum and library all were expanding and needed more room. There were regular rearrangements of the functions within the buildings. The museum moved several times in its life and occasionally the exhibits were displayed differently, perhaps partially due to the advice received from the British Museum which regularly was asked for advice on how best to mount the exhibits.

The big event in 1860 was the Royal visit. And when the Prince of Wales, later to be Edward VII, drove up the circular carriageway to the education offices from Gould St., an illuminated bust of his mother, Queen Victoria, glowed in the cupola high overhead. He inspected the formal and experimental gardens, listened to the explanations for the agricultural experiments and the testing of trees, then visited the auditorium, museum and classrooms inside.

In a city where only a few years earlier, the lunatic asylum was one of the major buildings to be seen, it was logical that visitors would make the Normal school one of the stops on their schedule. But important educators also came from all over North America to see what Ryerson was doing. They all took a look at his museum too. Ryerson would reprint these comments in the Journal of Education so that when officials from Philadelphia said his museum was not equaled in their experience, not even in the United States, his political superiors and colleagues would quickly know of the praise. When John Eaton, appointed the United States Commissioner of Education in 1870, shortly afterwards came to call on Ryerson and his Normal buildings, The Journal reported Eaton had proclaimed the museum "the best educational museum in America." The educators and the famous left behind notes of praise; some younger visitors left behind naughty notes scribbled on the nudes. After Con-

federation, Ryerson's education museum became the Ontario Provincial Museum. Hodgins went off to Europe to buy more exhibits, especially in the area of Egyptian and Assyrian antiquities, and, while the records of acquisitions stop after 1861, it appears that Ryerson's first burst of acquisition was the major buying done for the museum. Hodgins' purchases in 1867 didn't begin to match Ryerson's spree of a decade before.

It must have been a golden time for Ryerson as he received his visitors behind his big desk in the panelled office in the building's southwest corner. Educators were coming to see what he was doing and had done, his report and musings of the 1840s were now reality around him and he was a highly-respected leader of his country. Indeed his bust sat in the museum.

Ryerson had been chief superintendent of schools for 31 years and four months when he retired on Feb. 11, 1876. That was remarkably long service in a senior government post for the 1800s, or for that matter, the 1900s. One of his crusades at the end of his career was that the government form an Ontario Department of Education and there be a Minister of Education. He threatened to quit twice when this wasn't done. Under his old system, the people had been involved in education through an appointed body, the Council of Public Instruction, and the council represented in the Legislature by either the Provincial Secretary or Attorney General. The government finally accepted Ryerson's recommendations and he retired. This meant that the top official would now be a deputy minister responsible directly to an elected representative. John George Hodgins, for many years the deputy superintendent under Ryerson, became the department's first deputy minister. However, apart from the fact there was now a minister and deputy, few other things about the department resembled the modern education department in its complexity and numbers. Toronto's 1876 assessment rolls show that there were 41 people, mostly men, working in the education department, Normal and

Model Schools. That number was composed of Ryerson, Hodgins and Alex Marling, then an accountant but to become the deputy minister in 1890 when Hodgins was forced to retire, 15 clerks, one caretaker, one librarian, one principal, 11 masters, one teacher, two gardeners, three engineers and three janitors.

Ryerson was choked with emotion when he said the goodbyes to his staff. He couldn't bear to talk to Hodgins but wrote him a warm letter later. There was the inevitable look back over the three decades, to the strong opposition Ryerson had met at first, some of it, he said, "on personal, other on religious and political grounds." But from the corner office on Gould, he had formed and staffed a government department to run a school system with authorized texts, boards of examiners, inspectors and teacher-training. No longer did he have to defend the principle of taxing everyone, even the childless, with statements in reports and letters-to-the-editor and speeches such as "the education of the people irrespective of rank or race or creed is a better investment even for the taxpayer than houses or lands because it guarantees the safe possession of all his goods -- it does even more -- it guarantees his personal liberty and therefore the taxpayer must be made to pay for the common safety of the people."

Ryerson died in Toronto on Feb. 19, 1882, just before he turned 80. The newspapers were filled with sorrowful statements from the great about his contributions. On March 14 of the same year, George Hodgins convened a meeting in the auditorium. The notice that was sent to teachers, university leaders, legislators, trustees and government officials said the meeting was "to consider the proposal to erect a monument or other tribute of love and esteem to the memory of the late revered founder of the educational system of Ontario." The Mail reported the next day that Hodgins had said at the meeting that the object was to involve "all persons in any way connected with schools in a tribute of affection to the late chief--even

children might contribute a mite." The meeting decided unanimously to erect a memorial but there was some opposition to putting it on the Normal school grounds. Some preferred the cemetery or other locations. A committee was formed to supervise the raising of money. It just didn't include people from Gould St., or Toronto. There were educators on it from outside the city, from Queen's, even New York State. The committee arranged for circulars to be mailed to schools and universities. Teachers were told to take a few minutes in the classroom to ask for contributions from their pupils, anything from a penny to a dime. Adults were asked for a dollar and the committee proudly reported when a leader of separate schools, and, therefore, a man with some differences with Ryerson over the years, contributed \$10. The committee arranged for a \$2,000 grant from the Legislature. The City of Toronto gave \$500. The committee's final financial report said \$4,647.95 was received from the public and that combined with the two grants and \$1,119.14 interest received on the money during the 1880s, meant the memorial fund in 1889 had a total of \$8,267.09. The committee engaged Hamilton McCarthy to be the sculptor and there is evidence important friends of Ryerson were consulted as to the statue's feature. Sir John A. Macdonald wrote: "Many thanks for your note and for the photographic model of our dear old friend, Dr. Ryerson. The apparent frown on the brow is perhaps too pronounced. The pose seems to me very good." McCarthy softened the statue's expression after receipt of that criticism from the prime minister. Finally everything was ready. McCarthy had his 9 foot six inch figure cast and mounted on a 10 foot six inch pedestal of granite brought from a quarry at St. George, New Brunswick, near the first home of Ryerson's parents when they left the United States after the revolutionary war. Ryerson's mother and older brother and sister had all been born in New Brunswick. The committee paid \$5,100 to McCarthy for the carving and casting of the statue, \$2,600 for

the hauling, polishing and engraving of the granite base and \$381.08 for fees and incidentals such as mounting and placing the monument. \$186.00 was spent on a memorial book which was produced in the same year to remember the man, the statue and the ceremony.

Ryerson's statue was unveiled on the Queen's Birthday, May 24, 1889. It was a gala occasion attended by the leading pioneers of Toronto like the Scaddings and the Mowats, relatives such as son Charles Egerton Ryerson and grandsons Egerton and Stanley, and as The Globe reported the next day, "...statesmen and politicians, presidents of universities and eminent divines, men learned in the law and merchant princes, manufacturers and agriculturists, teachers and pupils..." Education minister George Ross was chairman. The ceremony started with the dedicatory hymn All People That On Earth Do Dwell. School children sang Hurrah Hurrah for Canada, then various dignitaries spoke such as Sanford Fleming from Queen's. The growth of the school system under Ryerson was a recurring theme, the fact 96,756 pupils had been in 2,885 common schools, most of them log buildings, when Ryerson started. When he retired, there were 489,664 children in 5,092 schools, many of them of other materials than logs. The grammar schools had grown from 25 with 958 pupils to 104 with 8,541 pupils. Then it was time for the unveiling and Sir Alexander Campbell, the Lieutenant Governor, pulled the cords attached to a large Union Jack wrapped around the figure. There was Ryerson, the robes of an educator and churchman flowing from his shoulders over his frock coat, caught, in the words of the sculptor, "in the attitude of addressing an audience in the cause of education." Three books were stacked to his left atop a little table which bore the coat of arms of the department of education. There had been plans for a lengthy inscription, detailing that he was the son of Colonel Joseph Ryerson, a British officer, that he had been a Methodist minister, had obtained the

charter for Victoria College and been the promoter and able administrator of free schools. But, finally and fortunately, the officials, presumably directed by Hodgins, had the inscription read simply in capital letters

EGERTON RYERSON
FOUNDER
OF THE
SCHOOL SYSTEM OF ONTARIO

The newspapers waxed eloquent about Ryerson in the next few days. The Globe said the statue's location was fitting since it was in a commanding position of the grounds which were the scene of "the labors of the grand teacher." In an editorial, the newspaper said "The generation that now is speaks affectionately and reverently of him, who, by sheer force of character founded a system of education which places the child of the poor man on an equal equality with that of the rich, and who so admirably developed his system that every office in the state is open through a complete system of elementary and secondary education to all classes in the Province." The Globe pointed out: "The number of truly great men is not large in any country. Ontario is not yet in its physical and intellectual development and yet it is with pride her people recall the memory of a few great men who are now with the overwhelming majority."

The grounds around the buildings were pretty in those days. It must have been one of the favorite places to stroll on a Sunday afternoon and indeed many nostalgic pieces about old Toronto mention the grounds of the Normal school and say what a shame they no longer exist. Inside the low iron fence, there were wide expanses of lawns dotted by white classical statues, trees and flower beds, quite enough work to keep two gardeners busy. Two acres had been used for some of the earliest agricultural experiments in the province. These experiments were to illustrate the teaching of the School of Botany and Vegetable Physiology. But when the School

of Agriculture started in Guelph in 1874, more in the heart of the agricultural community of southern Ontario, an Experimental Farm was started too. Presumably there was no need to continue any experiments around the Normal school. The agriculture school lasted until 1880, then became the Ontario Agricultural College. OAC became the University of Guelph in 1964. With the plots of cereals and various vegetables gone, all the site could be turned into lawns and the resulting scene was one that appeared on the early postcards of Toronto. One of the most impressive views, one familiar to generations of students, was the one up over the shoulders of Ryerson's statue. There were the pillars of the south building, the pediment and the cupola topped with a flag, one of the most distinctive views in Toronto.

The maps of Toronto at this time all referred to it as St. James Square. The names for streets, parks and squares, unless they had already been given a name by the early settlers, were determined by City Council. But a search through the bylaws and minutes of Toronto City Council, through the archives of the city and through the earliest books on York and Toronto, gives no hint as to how the name of St. James Square occurred. There is no sign of official authorization. The earliest mention of the title comes in the *Might & Taylor* street directory in 1879. And even here there is some confusion. In the 1878 directory there is no mention of the name. In 1879, it is described as being on the south east corner of Gould and Victoria, then in 1880, St. James Square moves to the north side. However it is not made clear in these directories that it is the Normal school grounds that are being described, but then the clerk who compiled the information must have assumed everyone would know he was referring to the big city block.

When Muddy York blossomed into Toronto in 1834, the names of the saints of the British Isles and Canada were used for the names of the five wards. So there were St. Andrew, St. David, St. George, St. Patrick and

St. Lawrence, the names of four of which still survive as provincial ridings. In 1847, St. David was subdivided and St. James became the part of the old ward which lay between King-Jarvis-Bloor-Yonge. It was a name ringing with the pomp and pageantry of London where the Royal court was the Court of St. James and the old town residence of the Kings and Queens of England had been St. James Palace. It was customary for markets, parks, streets and cemeteries in old Toronto to sometimes take the name of the ward in which they were located. So Toronto had the St. Lawrence and St. Patrick farmers' markets, St. James' Cemetery and streets named after all five original wards. It would be logical to name a square in the ward of St. James, St. James Square. But there was just one flaw to that. Ryerson could hardly be expected to give that name to the site of his home of education. After all, his greatest battles were against Bishop Strachan and the Anglican church, the creator of King's College and Trinity College, King's being the predecessor to University of Toronto. St. James was the name given their cathedral and presumably was the reason St. James Ward had been given its name. So the name pops up on the square three years after Ryerson retired. There is no doubt it quickly passed into common usage. In the 1850s, Ryerson had sold some land on the southeast corner of Gould and Victoria to the Second United Presbyterian Congregation of Toronto. In 1878, the church, then called Goult St. Presbyterian Church, moved to Victoria and Gerrard and there was a great argument within the congregation as to what the new church should be called. According to the church's official history, at the annual meeting on Jan. 16, 1879, "in order to remove any hard feelings and preserve harmony in the congregation," it was decided the church name would be The Saint James Square Presbyterian Church. It bore that name for many years. In 1882, a large street map of Toronto showed the name St. James Square. So it is obvious the name came into being around 1879 although

the official records of the city do not show that.

St. James Square, through all these years, was the greenhouse for education in Ontario in a way that is not equalled anywhere in Canada today. A plant would be started. If it flourished, it might continue to grow on the square. Or it might be transplanted elsewhere. The experimental plots to assist the students in Agricultural Chemistry and other subjects were a feature of the grounds as soon as they opened. Yet the first agricultural school in Canada had not opened when Ryerson made agriculture a part of his course for teachers and thus set a pattern of teaching agriculture in high school. The first agricultural school opened in 1858 at Ste. Anne de la Pocatière, followed by one at L'Assomption in 1867. So when similar work began in Guelph, it was only the third centre of agricultural instruction in the entire country. But its spiritual beginning had been at St. James Square. And even after the experimental gardens ceased, a large greenhouse to the west of the education office remained, presumably to supply the acres of gardens. Up until 1875, anyone who wanted to be trained as a teacher within the province came to the square. Then a normal and model school, based on what was being done in Toronto, opened in Ottawa. The Toronto operation remained larger. Not everything flourished, however. It has already been noted that Ryerson's model grammar school died after a few years, mainly because he couldn't find trained teachers. The department was not to get involved in that again until it started the training institute in 1885, which became the School of Pedagogy in 1890, to develop high school teachers. The school moved to Hamilton in 1897 and became the Ontario Normal College. Another function with a flawed history was the educational depository, founded under the 1850 school act. \$12,000 was set aside to run a non-profit organization which would supply all the books, and textbooks, maps and prizes for the schools of the province. An un-

usual amount of Ryerson's endeavours as a writer and speaker were spent defending the depository, and both he and Hodgins were prodigious writers. The private booksellers never ceased to attack this "unfair competition" of the public purse in their business and the depository finally was abolished by order-in-council in 1881. A small part lasted another four years to buy books for the normal and model school but it eventually closed.

But the failures and cancellations were few and the square bustled with the activities of the successful operations. No sooner had the depository ceased its operation of sending thousands of books throughout the province than there was a use for its space. The department decided to go into the art school field. Ryerson had intended to do that in the 1850s. After all, one of his explanations for the need of a museum was that the art students could gain valuable experience sketching the exhibits. But the school didn't open until after his death. In 1872, a group of artists formed the Ontario Society of Artists. In 1875, a deputation from the young society waited upon Adam Crooks who as provincial secretary was responsible for education matters in the Legislature. The artists asked for a grant for a school from the government. They offered to provide tuition without remuneration to get such a school started. Crooks agreed, the society was given \$1,000 and the school started Oct. 30, 1876, in the society's King St. office. The society got a \$1,100 grant in 1877 and the same amount in 1878. Then the society declared it had a surplus of \$1,019 so it could pay the teachers \$3.25 a lesson. This broke the school so it requested more money from the government in 1879. The education department, impressed by the art boom which had also seen the establishment of art schools in London in 1878 and Ottawa in 1879, gave a larger grant of \$2,100. By the time the requests were over in 1880, the instructors were being paid \$4 a lesson and the department had given \$4,500 in grants.

There was a functioning school and their members were now being paid for teaching. But the department felt the school had outgrown the early arrangement and wondered if the matter of art education was not too valuable to be left to a voluntary association. Then there would be the advantages in the saving of rent and caretaking fees if the school was located on St. James Square. In addition, the students would be close to the museum. On Sept. 19, 1881, the directors of the society decided to move the school into the space left by closing the depository. Some alterations to the building were made. A governing council with representation from both the department and society was formed. The school opened in 1882. However, there was still some unhappiness and friction between the government and artists. The society had threatened the government with the school's closure if the "miserable uncertainty" over grants was not ended. That bad feeling didn't evaporate quickly. In 1885, the minister of education considered it "judicious" to take the school under his own control. It became a question of semantics because the Ontario Society of Artists said it had severed its connection with the school. The following year the school was discontinued and a new one called the Toronto School of Art was incorporated. Additional art schools, supervised from Gould St., were also running at Brockville, Hamilton, Kingston and Stratford but in only a few years some of these would be on hard times as the art school boom ended.

St. James Square was certainly a busy place in these years. A ministry report in 1879 said more than 50,000 people a year were visiting the museum. There were around 50 men and women working in the education department, the big education library and as masters and instructors in the Normal, Model and Art schools. In 1882, 80 men and 90 women attended the Normal school, 124 graduating with certificates. The same year saw 197 boys and 189 girls in the Model school. The Art school had 202 in the

morning, afternoon and evening classes, including 55 students from various trades and manufacturers, and the 44 who wanted to become "teachers of drawing" to 7 who wanted to become artists and the one doctor, presumably one of the first medical artists in Ontario. In the future the square would be the daily home of thousands of students but in the 1880s the much smaller numbers going to the square totalled to an impressive centre of activity in the community.

All this activity caused the education officials to raise the roof... literally. In 1888 the Model School, situated between the education headquarters and museum to the south and the normal school to the north, was refurbished and given a second storey at a cost of around \$30,000. It needed extra space because a kindergarten of 75 pupils had been added to its other classes. The museum was also demanding more room. It had started in one first-floor room in the south building, expanded to two, and gradually taken over all the rooms on the floor. The walls of the corridor were lined with exhibits as well. The Ontario Historical Society moved its headquarters here and then, when Dr. David Boyle was appointed director of this provincial museum and brought his extensive collection of Indian relics from the attic of the Canadian Institute, the government finally agreed to a frequent application for building funds and a new attic storey was placed on the education headquarters. The pediment was raised at the same time, the distinctive cupola was enclosed and became, in the words of architecture critic Eric Arthur, "a fearsome thing--half classic, half gothic." The remodelling certainly cluttered the lines of the building which earlier had a dignified simplicity.

The remodelling and building produced five rooms and two galleries with proper lighting on the new third floor. This allowed the provincial museum to expand into four new formal departments. Two were zoology and

botany. Botany featured a herbarium and 2,400 sheets of plants. The galleries became the Provincial Art Gallery. In 1898, a government report about it said it contained 116 oil and water color paintings by Canadians, plus the copies of Italian, Flemish, Dutch, French and British masters brought back by Ryerson. The gallery was aided by a government policy of purchasing \$1,000 worth of paintings each year from the Ontario Society of Artists, and hanging them in the new gallery. The archaeology section flourished under the direction of Dr. David Boyle. Boyle had a passion for collecting Indian relics and he ranged the province, superintending the opening of ossuaries, examining mounds, pits and fortifications and begging private archaeological collectors to give or loan their collections to the museum. After Boyle died, a report from the education department in 1910 said there were more than 32,000 Indian specimens exhibited in the provincial museum. But by that point, the glorious days of this era were over at St. James Square.

The province's growth, and a number of key decisions, by the Ontario Society of Artists to have a separate art gallery; by the University of Toronto to have a museum; and by the education department to move closer to the action around the Ontario Legislature, meant the rich and varied life of St. James Square was to change dramatically.

For more than half a century, the Toronto normal school had been the aim of the young men and women seeking its kind of teacher training. Although a normal school had opened in Ottawa in 1875, Toronto remained the largest operation. But in 1908, the department built new normal schools at Hamilton, Stratford and Peterborough, meaning for many students in southern Ontario, there now was a new normal school closer to their home. This limited the growth of the Toronto school.

The Provincial Art Gallery, or the Normal School Gallery as it was

also called, might have grown into the major gallery of the province, and there would have been no palace of paintings, with the fluid forms of Moore as an elegant sign outside, on Dundas Street West. But on March 15, 1900, a committee was formed by the Ontario Society of Artists, with Byron Walker as chairman and Robert Gagen as secretary, to consider the establishment of an art museum. Although the OSA would continue for some time to supply works to the "Ontario collection" at the normal school, under the \$1,000-a-year purchase contract, the first decade of the century was spent establishing a rival gallery which would soon outstrip the provincial one once it got rolling. The first quarters of the new art museum were 165 King Street West. Its first loan exhibition was staged in the spring of 1906 at the OSA gallery on the site of the present King Edward Hotel. The first gallery was at the St. George St. Public Library where its second exhibition, of English, Old and Modern Dutch, French and other European schools, was staged late in 1909. Then the art museum moved to its present location on Dundas St. West and in 1908 adopted the name Art Gallery of Toronto to avoid confusion with the new Royal Ontario Museum. Later, when most people had forgotten there ever was an art gallery at St. James Square, the name was changed again, to Art Gallery of Ontario to make it apparent that it was supported largely by provincial grants. Not only did the new gallery steal the attention of the art world, it also attracted the art school away from the square. In 1920, the Ontario College of Art moved to its present site on McCaul St. so it could be beside the art gallery which the students could use as a classroom. That was an old argument, one used for the school to be started at St. James Square that Ryerson had developed 70 years before. The new quarters for the art college were erected by the Ontario Government under the Industrial Education Act.

→ The government also provided the funds for the Royal Ontario Museum. Canada's largest public museum traces its beginnings to the provincial

museum on Gould. But ROM itself was created by the Ontario Legislature when it passed an act on April 16, 1912. On March 19, 1914, its doors were officially opened to the public by the Duke of Connaught, then Canada's Governor General. A proud spectator was Charles Trick Currelly, an archaeologist who desired to give his home province and the University of Toronto an important museum of archaeology. He had found some worthwhile specimens on his "digs" in Palestine, Crete and Egypt. To those he added important finds which he had bought, backed by such wealthy and famous Canadians as Sir Edmund Walker, Sir Edmund Osler and Sir William Van Horne. Naturally he desired a home for his treasures so he led the movement for a university museum in Toronto. After the Legislature agreed, he became the first curator.

Theodore Allen Heinrich wrote in 1963, while he was the museum's curator, that the collections "of the former provincial museum of 1851 (sic) were incorporated in 1924" into ROM. However, there is some confusion and mystery over the passing of the exhibits from the normal school to the original ROM building, currently the museum complex's west wing. ROM itself says in its guide: "In the late 1920s a major part of the collections from the first Provincial Museum was moved to the already overcrowded ROM. The North American Indian collections were moved in 1933..."

F. Henry Johnson, of the Faculty of Education, University of British Columbia, went to considerable lengths to trace the distribution of the thousands of items from the old provincial museum and published his detective work in a Queen's Quarterly article in the Summer of 1971. There is no doubt that with the government's and public's attention now concentrated on the sparkling new exhibits and buildings of ROM and the art gallery, and with the influential university involved with ROM, the old museum of St. James Square quickly fell on hard times. No longer would thousands of people visit it each year.

Indeed, its last feeble flutter of glory seems to have been the publication of a three-volume catalogue of the provincial collections, probably since it was already apparent that the museum days were numbered. Shortly after the last volume was published in 1907, detailing the statues, the busts of Canadian statesmen, the copies of the great seals of England and Great Britain, and the various "fac-similes", the education department began to disperse its collections. The much-damned engravings were sent to the Ontario Agricultural College while the new normal schools received selections from the provincial art collection. Little attention seems to have been paid to what remained, judging from an anecdote related by Currelly in his book titled I Brought The Ages Home. He had been searching fruitlessly for hand-woven Indian blankets from British Columbia. Imagine his astonishment, and displeasure, to have two professors report to him that when they went to St. James Square to move some material back to ROM, they found "rolled up in the cellar, covered with masses of coal dust, two blankets, one of them the only one of the kind I have ever seen." Some casts deteriorated in the dampness from lack of care. Currelly didn't believe in writing things down, so detailed records, by which exhibits from the old provincial museum could be traced to present displays or storage cupboards of ROM, weren't kept.

The Fort George Museum at Niagara-on-the-Lake also received a few items, mostly antique weapons, from the provincial museum, probably at the request of a local MPP. Neither the National Gallery, nor the Art Gallery of Ontario, have any of the paintings or sculptures Ryerson collected in Europe. They would have little reason to, of course, since much of the work was roundly criticized later by those knowledgeable in the field. However, Nathaniel Burwash, Principal of Victoria College, put that into perspective in his 1901 biography of Ryerson, while the museum still survived

in its "enlarged and modern form," "the art critics of today will perhaps smile at the copies of the old masters imported from France, Germany and Italy. But in those days they served their purpose and sowed the seeds of the aesthetic life which today is developing in true Canadian art." In 1933, a committee from the Ontario Department of Public Works was appointed to decide how the last of the Ryerson and general art collections should be distributed.

By 1941, C. B. Sissons wrote in his definitive biography of Ryerson, "the last vestiges of the collection" had disappeared from St. James Square. That was when the Toronto Normal School moved and 54 paintings went along to its new quarters. Then its principal gave some of these to other normal schools. Some casts of classical sculpture went to McMaster University but no trace of them remains. Some paintings went to the Ontario Archives, some to the legislature building itself and others were stored by the public works department. ROM got more material at that time and the Ontario College of Art received many plaster casts of classical and later sculptures. Some 15 of these survived into the 1970s, including copies of fragments of Michaelangelo's David and a horse's head from the Parthenon. They were known as the Ryerson casts. They were destroyed by students during the stormy college clashes over methods of instruction.

It was only in the 20th century that the normal school won back the south building. Although the people generally called the south building the normal school when they looked in as they walked or rode along Gould Street, in fact the normal school was located mainly in the north building for most of the early life of the education complex. In 1902, more space was needed again as a special department for training kindergarten teachers was established. But by then, the golden days were over for Cumberland's buildings. The

buildings needed repairs. The plaster was flaking in the auditorium where so many key meetings had been held of organizations ranging from those running the libraries of the province to those writing history. So the normal school gained a foothold again in the south building after six decades. The Department of Education left its first headquarters behind when it moved, with little fuss, in 1912. Some of its space was immediately taken by something radical and pioneering in the world of the working man, the Workmen's Compensation Board. This was the first home of the board. The normal school was left alone in the south building for the first time since it had been built. Gone was the great education library, which had been absorbed into the legislative library and the library of the ministry of education. Gone were all the other brave projects that had been started and nurtured here in the first decades of the province. No bureaucrats cast covetous looks at the space to be found in the buildings of St. James Square, not when there were new buildings to be constructed and finer space to be rented closer to the seat of power at Queen's Park. Deputy ministers had no wish to have their departments housed in buildings constructed three quarters of a century before, and converted or extended in a piecemeal fashion over the decades. So the normal and model schools were allowed to end their lives at St. James Square without any jealous jockeying for space from new projects of the ministry.

Eventually, the officials of the normal school began to hunger for a new, more modern, home. They started lobbying department officials. The depression put a crimp into those plans, as it did to so many government programs. But as the country struggled its way through the hungry '30s, and times grew better, the dream of a new normal school was revived. Department officials, faced with many demands for new space, seemed content, however,

to let the normal school continue at St. James Square, no matter how dilapidated the buildings were becoming. It was easier than getting the legislature to approve funds for a new building. And there the matter might have rested for many more years. But World War Two intervened, with urgent, strident demands on all the facilities of the province. Classrooms were needed to teach how to kill and survive. Morse was to skip through the air where children once passed notes; bombardiers would visualize targets thousands of feet below where boys had once sprawled and dreamed of kite flying.

First to go was the building housing the Toronto Normal School's twin in Ottawa, the second oldest normal school in Ontario and the one most closely resembling the parent school because it was the only other one to have an allied model school. In October, 1939, its buildings were placed at the disposal of the Dominion Government for the duration of the war. The 350 pupils in the model school were distributed to various public and separate schools throughout Ottawa and its staff took other teaching assignments. Its principal became an inspector. The normal school was established in a school on Elgin St. and continued functioning.

The Toronto school remained in its home a while longer. But the 1941 report of the minister of education noted the impact "on the educational system of the province of conditions growing out of the prosecution of the war." The first item listed was the use of the St. James Square, "long associated with the history of education in this province", as the No. 6 Initial Training Centre for the Royal Canadian Air Force. When the RCAF took over on July 10, 1941, the 450 pupils from the model school were absorbed by the Toronto school system. The headmaster, Adam McLeod, became a school inspector and the rest of his staff went to University of Toronto Schools and various other schools in Toronto. The normal school moved to the 17-room Earl Kitchener Public School at 870 Pape Avenue.

It had no gymnasium and a poor auditorium but it was a newer building than the one left behind so the school officials were moderately happy.

The Normal schools were left to evolve into the modern methods of teaching the elementary teachers of Ontario. But the war killed the model schools forever. In a real sense, they should have died decades before. They had been established, first in Toronto, then a quarter century later in Ottawa, to provide an ideal setting for teacher training. With the growth of the education system, adequate teacher training could be provided at many schools. The model schools had survived because they had established their own traditions and loyalties. The leading families wanted their children to go to them, much as University of Toronto Schools, associated with the Ontario College of Education, was prized as a school with higher standards than an ordinary school. Generations of Torontonians had gone to St. James Square, and thought of their experiences there with pleasure. Such leaders of the community as Sir John Aird, Sir Henry Pellatt and Col. A. E. Gooderham, were products of the Toronto Model School, and there were many teachers, lawyers, doctors and businessmen who had gone there with the castle builders and whisky heirs. The 1941 report of the minister of education commented: "The closing of the Model School involved a break with a long and honourable tradition and naturally brought keen regrets to the hearts of many hundreds of its former students."

So after 93 years of operation, the "Model" was dead, and the ~~Toronto Normal School~~, the only one of the original tenants still left at St. James Square, had gone to a converted public school away from the city centre. On the broad lawn on either side of Ryerson's statue were rising the squat two-storey no-nonsense buildings of the military. With the invasion of grey-shingled prefabricated structures spoiling the customary

view of lawns, gardens, statue and pillars, everyone could see instantly that a new era had come to St. James Square after 90 years.

When the officers and men of the Royal Canadian Air Force crowded into St. James Square, it was evident more space was required for the training and housing of the men than could be found in the three buildings. Nearly a century before, Egerton Ryerson and Frederick Cumberland had consulted and placed these buildings exactly in the middle of the seven and a half acre plot. There was room all around for new structures. Lawns and trees would disappear. But it was wartime and in an emergency, trees and grass have a low priority. Besides, the people in the downtown communities would not discover their voting muscle for another 30 years. If the decision were made today, no one would have been able to destroy so much greenery so close to Yonge St. The square was one of Toronto's rare downtown parks. But this was an earlier time, so the yellow brick and stone, coated by decades of coal smoke from the downtown chimneys, was now joined by the grey paint and grey shingles of the air force.

When the invasion was over, a half-dozen utilitarian wooden pre-fabs surrounded the old brick buildings. The nondescript buildings were similar to hundreds of others that were thrown together hastily on dozens of stations across Canada and the British Isles. The most prominent were a lofty, echoing drill hall built on the Church St. side directly east of the south main building, and a low-slung mess hall built on Gerrard St. Directly north of the main buildings. Other one and two-storey barracks popped like mushrooms south and west of the main south building, along Gould and Victoria Streets.

Soon thousands of airmen were funneled to No. 6 Initial Training Centre of the RCAF, called by its initials of ITC. The commander was Group Captain J. Hanschett-Taylor. For many, this basic training was an introduction to more formal education or the first major jobs of life.

For some, the trip to the square was a home-coming for they had been there before, either as pupils or budding teachers. However, the use of the old buildings for both instruction and dormitories was strange. As one former student is supposed to have remarked after glancing around his old classroom now filled with bunk beds: "It is not a new experience to sleep in school but it is a new experience to sleep there with a clear conscience." The story is probably apocryphal but it captures some of the essence of the bizarre nature of teaching pilots to fly in a Link trainer room built where children had once played planes during recess.

The training at St. James Square, of course, was not the only different use of classrooms forced upon a province by war. The technical demands of war could not be met by Ontario, not without crash courses in vocational training wherever space could be found. The Dominion-Provincial War Emergency Training Program was organized to train men and women for work in war industry, and to provide trades-training for Armed Services personnel. More than 50,000 people were enrolled in the various courses offered--one estimate after the war placed the total handled in all the various courses at more than 100,000. Vocational schools throughout Ontario were used. Regular students went from 9 a.m. to 4 p.m. Then the emergency training instructors took over and the adult students worked until midnight. As Ontario director of this emergency training program, Ottawa officials in 1940 chose the director of the Technical Department of Oshawa Collegiate Vocational Institute. When a delegation from the Federal Government came to see him, Howard Hillen Kerr, he expressed some surprise. But a glance at his background before he became a provincial leader in vocational training shows that his entire life from when he was a boy on a farm outside Seaforth prepared him for the job. With the provincial appointment, Kerr, or H. H. as he became known to thousands, returned to Toronto and

eventually to St. James Square. He would spend nearly a quarter of a century there, roughly the same amount as Egerton Ryerson at the start of the square's life. The two different eras under the two different educators would be among the most vital in the square's history.

For four years, working out of cramped quarters at Queen's Park, Kerr supervised this special training. Then the emergency eased. War industry was training its own people. The Armed Services now could handle all the training for their personnel. With the first veterans returning, the emphasis began to shift to what could be done to aid the many whose education or career had been interrupted. Before the officials who pondered action was a bitter lesson--the many shortcomings and disadvantages of post-war training carried out between 1919 and 1921 after World War One. Then too, Canada at war's end, with an industry and commerce much different than the '30s because of the myriad of developments of science and technology forced by war, was going to demand skills and expertise from its workers that many of them did not possess. Kerr was appointed Director for Ontario of the Rehabilitation Training Program for persons discharged from the Armed Services. He moved immediately to St. James Square and the big corner office at the southwest corner of the first floor of the south building, the office first used by Dr. Ryerson and then by a series of deputy ministers. He would be the last occupant of that distinguished panelled office. From this vantage point, glancing down the curved driveway to the south main door, he would supervise the activities of the "rehab" school around him. He also ran eight other Training and Re-establishment Institutes that were established after the one on St. James Square started in July, 1944.

The senior officials in the Federal Department of Labor, (the ministry responsible for such vocational training) decided these re-establishment institutes needed their own facilities. It just wouldn't work to give

them parttime quarters in secondary schools, as had been done under emergency training. Kerr recounts: "We had our own schools all over the province, from Hamilton and Kitchener and London to Brockville, Ottawa and the Lakehead. We had some extra classes as well, in North Bay and other smaller places around the province. We had formal training in the classroom, ranging in length from six months to a year. Then we had 'on the job' training, consisting of supervising the training given to new employees by industry. If an industry wanted to expand and take in three or four apprentices in some particular field, or people wanted to learn electronics or something of that nature, then industry would hire them and industry would pay them a wage. The industry would get a certain subsidy from the Government to help meet the training cost. Then we'd supervise the training. At the end of three or four months, these workers would be the complete responsibility of industry."

The Toronto Training and Re-establishment Institute at St. James Square was the largest and most diversified of all the centres under the Canadian Vocational Training system. With Kerr as regional director, Lieutenant Colonel F.H. Wood as director of the institute and Major J.C. Boylen as registrar, the old buildings of the Normal school hummed with activity from 8 a.m. to 10 p.m. The day shift finished at 3 p.m. and then the evening shift started as earnest dedicated men, relieved they were still alive, thankful the boredom and cruelty of war were behind, struggled to pick up the threads of their lives at home again. They had a thirst for knowledge that impressed and encouraged their instructors. The school became a show place to demonstrate how the country was helping its veterans.

Name it and they taught it at St. James Square. It was something that augured well for the future. No cobwebs of indecision can clutter the minds of men and women who can run an institute offering 81 courses plus a

complete range of subjects for junior and senior matriculation and commercial diplomas. Overnight a school was created where veterans could learn the trades of Building, Mechanical, Woodworking or Metal. There were courses in Hotel, Restaurant, Bakery, Electronics, Watchmaking, Gem Setting, Tailoring, Dressmaking, Designing, Homemaking, Practical Nursing, all the Graphic Arts, Telegraphy, Piano Tuning, Refrigeration, Sign Painting and Photography. It seemed its graduates could make or fix practically anything on earth. And that was the idea. By the time it was over, all the institutes had handled nearly 40,000 students. The Toronto school at its peak, in July, 1946, had 6,149 veterans enrolled.

For the instructors, the hours were long and the pay was low. But years later, when the attention of a class wandered and teaching seemed to have lost some of its zing, many of the instructors would think back to those busy confused days just after the war, with the students so eager for knowledge and tomorrow uncertain, as being among their happiest in the profession.

Some idea of the lengthy hours of work, and Kerr's difficulty in getting staff, can be gathered from a memorandum Kerr sent on Sept. 30, 1944 to Dr. J.G. Althouse, Ontario's Chief Director of Education. Kerr wrote: "I am finding it almost impossible to persuade good experienced men to join our staff and assist us in the organization of our training centres for discharged personnel. The main reason is that we expect them to be on duty 44 hours per week, 50 weeks in the year, and holidays are limited to two weeks. These men point out that in the school system they work 25-28 hours per week with a long weekend each week and approximately 3 months' holiday per year." Kerr proposed 40 hours a week, closing the institutes on Saturday and giving the staff one month's holidays with pay. That was granted but the province had to pay completely for the second two weeks of pay.

Training veterans for peacetime is not work with much permanence, obviously, because there is a definite end to the supply after only a few years. Nevertheless, many men and women with considerable talent and energy came calling at 50 Gould St. to see if there was anything they could do. Some taught for only a few years, others a decade. But for a loyal group that came to the square in the first three years of the rehab operation, the practical education taught there became important to them. They stayed, some for the rest of their lives, holding vital jobs and roles. The roll call is but a list of names. For their students and associates, there are warm faces and cheery anecdotes and friendly counsel associated with each. H.H. Kerr, Syd Gadsby, Eric Palin, H.G. Hitchman and Margaret McLaughlin started at the rehab institute in 1944 and each, in their way, was to make quite an impression, even if it was just a tantrum by Hitchman against the students who were hampering him in his daily battle to keep the buildings together with his version of baling wire and chewing gum. In 1945, M.C. Finley, Gladys Dobson, H.C. Hawes, D.G.W. McRae, A.N. (Bert) Parsons, G.L. Stewart, Elizabeth Webber, E.G. West and Loretta Werner came to the square. In 1946, new instructors were W.A. Bryce, H.Burk, V.J. Byers, E.R. Charles, Ethel De Mings, J.A. Elphick, H. Henson, H.W. Jackson, Andrew Kufluk, G.P. Lewis, Sarah Murdoch, D. L. Sheahan, E.J.W. Simmonds, Reginald Soame and Walter Turner.

Two would leave their names behind on future buildings on the square. A dozen would become course directors and executives of the future school; their names becoming widely known in industry and education. But that was in the future. Ryerson was but a name in the history books when Bert Parsons, dissatisfied with his low pay from the Workmen's Compensation Board and the lack of prospects he had noticed in his first three months, returned to Exhibition Park, where he had been discharged, and surveyed the bulletin board listing jobs. There was a little hand-written note saying teachers

were wanted for rehab training in business subjects and applicants should see Frank Ward at 50 Gould St. Ward was in charge of the business courses. Parsons was just the kind of instructor Ward was looking for so he was hired on May 21, 1945. Donald Craighead marched in one day in his navy uniform so covered with brass that Kerr said later he thought he was talking to an admiral. Craighead said he had taught mathematics and Kerr said when could he start. Perhaps at the end of the year was the reply. But Craighead appeared for work the next day, saying he had talked it over with his commanding officer and the C.O. thought Craighead was more use to the rehab program than to the navy at that particular stage of the game. Kerr dispatched him to head the rehab centre at Kitchener. From there he went to Windsor, then Hamilton, then back to St. James Square as the rehab program ended. Others had rare skills and Kerr sought them out. One day Kerr was talking to the provincial director of apprenticeship for Ontario. "He said his son was in the army, a captain in Italy, and he had been a teacher of printing in Hamilton," Kerr said later. "And he said his son might be interested in joining the rehabilitation training staff. So I wrote him and he replied that he was interested. I reported that to Veteran Affairs and they pulled him back in 1945, since the war was virtually over. And Cliff Hawes setup our printing courses and stayed around until 1971."

Cliff Hawes was to preside over a unique school and shop which played an important role in the square's development. The printing school had its origin in a memorandum that Kerr sent to Dr. Althouse, the Chief Director of Education for Ontario, on Sept. 28, 1944. The memo read: "After six months' negotiation, the Rehabilitation Council appointed by the printing trades has formally approved the plan to set up a Printing School in the Toronto Rehabilitation Training Centre..."

Kerr included a list of printing equipment and building alterations.

He added: "Certain members of the Council have investigated thoroughly and claim that a school such as this would not be properly equipped for less than the \$141,000 suggested. It should be noted in this regard that recently the Province of Quebec established a similar school and purchased equipment to the amount of \$200,000. The Council advises us that there are nearly 600 printing plants employing 16,000 people in the Toronto area. Sixty per cent of the people employed in the trade are over fifty years of age. The Council looks forward to an increase in employment figures of 50% over 1939 employment figures. If the Dominion will pay 50% of the cost price of equipping this school, would the Province pay the remainder? The proposed school would be the only one of its kind in the province. Preliminary layout sketches are attached."

Frank Rutherford, Ontario's Director of Vocational Education, was asked to comment by Althouse. He replied on Sept. 30, 1944, saying he had been closely associated with the printed proposals. He wrote: "They (printing trades) are deeply conscious of the need for a specialized course giving advanced training which would provide an increasing number of persons prepared to enter the printing industry. Some consideration has already been given to the possibility of organizing such a school in the Toronto area. The proposal now made by the regional director would appear to present an excellent opportunity to enter this field and to gain experience which would be helpful in making similar decisions in the future. Any equipment purchased under this plan would be available to the Province when the rehabilitation programme has been completed. I recommend that permission be given to Mr. Kerr to proceed with the plans suggested, and that this Department accept responsibility for 50% of the cost of approved equipment..."

Dr. Althouse sent the material to the Minister of Education, George Drew, who was also the premier. His memorandum, dated Oct. 2, 1944, read:

"This proposal is restricted to the training of demobilized men and women, but the experience gained in it will be of value in establishing schools for general training in printing and the allied trades. I recommend approval of this plan." The premier scrawled "Approved GAD" in the lower left-hand corner of the memo, and the printing school was launched. As will be shown later, the shrewd presentation by the chief director probably was a factor in Premier Drew's acceptance since the premier at this stage was concentrating on providing training for demobbed veterans and had no wish to launch the province at that point on any experiments in vocational education. However, from the cost and scale of operations as outlined by Kerr and Rutherford, it is obvious they had in mind something beyond the immediate problem of training veterans. That also must have been in their mind as the rehab staff was selected.

Rennie Charles started on Nov. 12, 1945 and probably would have been one of the first to doubt he would still be coming to the square in the '70s. His story about how he came to the rehab school and what those first hectic years were like, with new challenges blossoming just as ingenuity solved the last one, typify what must have faced so many instructors in the pioneering days.

Charles was born in Toronto and graduated with a B.A. in English Language and Literature in 1941. He had become interested in the COTC and the signal course in 1936--"nearly all my friends were ham radio operators so I was interested in that"--and was commissioned in the September after his graduation. He went overseas in 1943 and spent 2½ years in England in charge of the "roughest bunch of guys in the Canadian Army. 150 of them trying to kill themselves and anyone who was with them. We had a grand time.

"I returned to Canada in July, 1945, ostensibly to go to the Pacific, but during my 30 days leave, the Japanese, having been clobbered with a

couple of atom bombs, decided to throw in the towel. I went back to Vimy Barracks and spent a couple of months trying to get my own men out of the service. I couldn't get myself out because having a name like Rennie Charles ensured they constantly lost my documents. I came to Toronto in early September, 1945, to have a look around to see what I might do. I was still in the service. I had got my certificate from OCE as a teacher of English but I wasn't at all sure that I really wanted to teach. What was I going to do?

"I was offered a job, I think it was with Imperial Oil, but at any rate I went down to see Bert Diltz at the College of Education. We had become very close friends because in the first war he had ended up as a corporal in signals. He said there is something doing down there at the old normal school. They've started a school for veterans down there. It's not quite as rigid in its organization and its administration as the high schools. Diltz said: 'Why don't you go down there? You might like it.'

"It seemed like pretty good advice. At the same time an uncle who lived in the Westend mentioned there was a chap across the street teaching at the old normal school. So I met Vern Stewart. Vern said that it was great down there, that the fellows were easy to get along with, that the students were eager to learn. It was a really good setup. He said: 'Why don't you come down? I'll introduce you to Tim Wood, the principal of the tutorial wing.' So I came down and met Col. Wood. He said: 'I've got a job for you. Can you start tomorrow?' I said no, I'm still in the service. He said: 'Let me know as soon as you get out and you can have a job here.' It was the end of October before I finally got out.

"I taught Grade 13 English and History in the tutorial school. As time went on, I was also teaching some Grade 12 English and History as well.

"Early in 1946, I think it was in February or March, I was called down to the principal's office. I found quite a bunch of people, including

Tim Wood, Vern Stewart, Eric Palin and two or three people I didn't know. One chap was responsible for vocational training. Another was John Adaskin, a producer at the CBC. The problem was that Lorne Green was running an academy of radio arts on Jarvis St. and he was taking a lot of veterans as well as other students and charging them one hell of a price for this course. This question had been raised on the floor of the Legislature at Queen's Park. The MPP's wondered why a Training and Re-establishment Institute run for veterans couldn't run a course like that for veterans, a lot cheaper.

"The upshot of that was that they tried to set up a course. To run it, they brought in Morris Boddington who used to run children's programs. Things didn't work out very well because Boddington's system was to come in--he had about a dozen students--and meet them in the studio and say 'well kiddies. What do you want to do today?' And that was the course. It wasn't very long before they got a few complaints about this.

"The people in the principal's office that day had called me down to introduce me to Adaskin. I still couldn't see at all what I was doing there because there was no relationship with what I had done and was doing. The upshot was that they wanted me to take over this program from Boddington. Why me, I asked? Because, they said, you know about education. You know how to set up a curriculum, how to schedule courses, how to plan courses. Adaskin can be our nominal head, our figure head, the outside man. He can make the contacts with industry.

"I said just how can I do this? I'm teaching on the 3 to 10 shift at night. Well, they said, you just come in when you can and do some organizing and sort of set the thing up. So it wound up that I was in every morning at 10 doing that sort of thing until 3, and teaching what amounted to English composition to the characters who came in to take this course, and then from 3 to 10 doing my regular teaching. It was a long haul but it was

okay. I was full of piss and vinegar.

"As the tutorial school attendance started to dwindle, Eric Palin wanted me around to look after this broadcast course. It ran for four or six months, something like that. They had built two studios at the east end of the third floor of the old south building in the School of Electronics. One was sort of an announce booth cum patch panel. There was another studio, perhaps 18 by 12 feet. It was pretty well done. It was sound proof and well built. There was no prerequisites for students who came to use these studios. They just came in. You took practically anyone who appeared.

"There was some interesting people. One of them, Daryl Willy, who had been a sergeant of mine overseas, and a terrific operator, came in to see me one day from Vancouver where he had been doing some announcing. He stayed for a week and I came to the conclusion that rather than taking the course he should be giving it. He got a job in Hamilton, I think, and changed his last name to Wells. Then he went to work for the Jockey Club and became a famous announcer.

"Adaskin made a lot of contacts for me to find people to teach the course. Elwood Glover, Bruce Smith, Jack Dennett and Joel Aldred were among the people who came and taught. From all these people, I used to learn an awful lot.

"Tutorial school allowed you to take your entire high school in 12 months. It was a real hard slugging thing. The people that took those courses didn't do anything else but work. They worked morning, noon and night. Of course, many of them didn't make it. But there were courses starting every month. If you didn't get it the first time, you started again and worked until you got it. I've never seen students work so hard. The universities reported that they never had better students than those who came out of those courses. In the summer I would be standing there with the

students and the sweat would be dripping off us. That was the spirit of the place. I heard one time that we had put 15,000 through here. In those days we had two weeks holidays. I got married on June 22, 1946 and took a week off without pay because the set time for holidays was July.

"When the tutorial school started to peter out, I was given the job of teaching students in the building trades. I had some weird experiences with them, teaching the plumbers and the bricklayers. I taught them anything. Some of them had dropped out of school in Grade 6 or 7. The electricians were the best qualified. Most of them had their Grade 12.

"The plumbers were always a problem in class. There was always one or two guys sitting in the front seat playing to the gallery. I couldn't teach, couldn't do anything to them. I used to lie awake at nights thinking how I'd like to end the life of this particular guy who sat in the front seat. Do you know I actually planned what I was going to do for weeks? It was a Friday afternoon in June, 1948 and this guy and a group of his friends passed me as I left the hangar on the Victoria side and went to the main building.

"I heard someone say: 'There's the old bugger now.' I went a few feet and suddenly I thought, gee you know, I'm not going to swallow that. So I turned around and followed him back to the tool crib in their department. He was leaning over the counter. I walked up, tapped him on the shoulder and said: 'Did you call me an old bugger?' He sort of looked up and grinned in my face and said: 'Ya, I did.' And so at that, I took my right hand and clipped him on the ear good and hard and as he stood up, I let him have it with my left hand right in the mouth. He went back 10 or 15 feet. The blood was just streaming all over. The rest of them were standing around in a circle but at that point I didn't care. I've never been so angry in my life. I could have killed him, very cheerfully. I

looked at them all and said something stupid like 'the rest of you want the same thing?' He just stood there, sort of staggered and astounded. He wiped his hand across his mouth, walked over to me, wiped his hand on my shirt and said: 'Ah, you're really a good guy.' I turned around and walked out.

"I went to the office of a chap by the name of Temple who was head of On The Job Training. The government sponsored training of some people in industry. He took one look at me and said: 'What's the matter?' At this point I was furious still. I told him that if I ever had any more trouble with those guys, I was going to kill. I told him what I had done. He didn't say anything. I think he was scared.

"My wife came along to me and as I was standing in the doorway of the old machine shop facing out into Gould, this guy and some of his friends came past. I called him over and said I'm sorry that I plastered you. But you sure had it coming. 'Oh,' he said, 'that's alright.. I went up to the hospital and got sewed up. You'll get the bill.' You needn't bother sending it to me, I told him. A few weeks later, a bill did arrive. I simply wrote a note and mailed it back, saying I refused responsibility. It was from his employer because Workmen's Compensation wouldn't pay. The next Monday, I got a call from Tim Wood to come into his office. He said: 'I had the young lad's father in here today. He was determined that he was going to sue. I told him that he could go ahead. But if he did sue, his son would be out of here the next day and he'd never get back into the building trades as long as he lived.' We didn't have the power to do anything like that but the father believed Wood, cooled down a lot and went away. That was the end of that.

"Three years later, I passed that guy up at the corner and he said 'Hi', all smiles. He didn't seem to bear a grudge, and the word got around the school. In its own way, in its own time, that generated more

respect than anything else I could have done. It was very similar to when I was in the army. With all those dispatch riders, you had to be hard or you didn't survive."

It was a time in the square's history when such an incident, which would have shocked and scandalized the authorities in the years before, or after, didn't cost the instructor his job. Although this incident involved apprentices, most of the students early in the rehab days were older. There was no gulf between instructor and student. The students were nearly the same age. Instructor and student had been to war together. Some chummed around and drank together after hours. Some instructors had such a rapport with their students that they would talk about nostalgically for the rest of their careers in education.

Other instructors might not remember the experience with as much pleasure. For them, younger than their students, in some respects less world-weary, the teacher-student relationship was a difficult one to maintain. One veteran recalls a lesson in Modern History. A small and pert teacher in her early twenties was talking about the Battle of Arnheim. She gave a brief description, including the date. A student spoke out: "Miss Pope, it didn't happen on that date." "Yes it did," the teacher replied, "it's in the book." "I don't care what the book says," the student replied, "I was there." The teacher, somewhat flustered at this point, moaned to her class: "What's the use of trying to teach history to those who helped make it."

Under the flood of students in the spring and summer of 1946, the combination of prefabs, quonset huts and old Normal school buildings were crammed with people again. Such an ebb and tide of population was consistent with the history of the square. A giant hangar was brought in from the RCAF Station in St. Thomas and crammed into the northwest corner of the square.

It would provide some of the stranger classrooms to be found on the square since in some of the classrooms, there were no ceilings and the instructor's voice and the students' attention could be swallowed by the space above that yawned between the ground floor and the supporting girders of the ceiling. Additional space was found in buildings at College and Huron Streets to serve as an annex to the TTRI operation on the square.

In 1947, Kerr had the School of Graphic Arts print a booklet to be distributed to visitors to that year's Canadian National Exhibition. It served two purposes: to promote the training that had been offered jointly by the Provincial Department of Education and the Dominion Department of Labor and to do some valuable public relations groundwork in getting ready for whatever was to happen to the facilities under his control when the veterans stopped coming.

The booklet stated in a foreword: "In spite of the pressure of large classes and day and night shifts, the standard of training has been high. Wherever possible, classes are operated under conditions similar to those in industry, and have the support and advice of the Trades. For example, the Hairdressing School operates a modern salon with as many as a hundred customers a day. The Barbering School is also open to the public. In the Hotels, Restaurant and Bakery Trades School, during the peak enrolment, 2,200 meals a day were prepared and served to students, staff and the general public in the dining-room and the cafeteria, and 4,000 customers were accommodated in the Tuck Shop. A well patronized retail shop for bakery products is operated as well. Cars may be brought for repairs to the Motor Vehicle Repair School. Other courses which offer their services to students and staff are Men's and Women's Tailoring, Dressmaking, Cabinet-Making, Upholstering, Radio Servicing and Photography.

"The Building Trades' Courses have enjoyed wholehearted support

from the various Unions and the Apprenticeship Branch, Provincial Department of Labour, in evaluation, training credit allowance, and placement for all veterans taking these courses.

"Special mention should be made of the showplaces of the Institute-- the School of Electronics, the School of Graphic Arts, and the Hotels, Restaurant and Bakery Trades School. The excellence of the training and the completeness of the equipment have not only made these courses famous throughout Canada, but also reflect credit on the guidance, assistance, and advice of the Advisory Committees to these Schools, which, composed of leading management and labor executives in their respective fields, greatly aided development as well as providing excellent employment opportunities for the graduates, both men and women.

"Although the Institute in Toronto was necessarily the best known, the other institutes in the province operating at Hamilton, London, Windsor, matriculation schools at North Bay and Kingston, and the Commercial Classes in Ottawa, carried on equally efficiently and graduated students with the same high standard."

The pamphlet, actually a small calendar of courses, was a typical Kerr touch, one he would use effectively over the years. For a professional engineer and educator, he was a fine PR man. Kerr quickly saw that in the struggle to survive, he had some potent in-house weapons, his photographers and printers. One can imagine the consultation between Cliff Hawes and Reg Soame with H.H. in the corner office, the searching for exactly the right picture, the checking of the type for errors, the rewriting to make sure all bases were touched, all potential publics were satisfied.

So the foreword praised the government departments for their cooperation, and the representatives from commerce and industry who helped. It pointed out graduates enjoyed "excellent employment opportunities."

Students were pictured working on the brick gates at the entrance on Gould, constructing a skylight, running a mould, painting and decorating and plastering. There was a constant reference to the number of graduates from the various courses. The rehab courses were in their final year. Already some, such as telegraphy and station agents and home making, were discontinued. But one doesn't have to be clairvoyant to sense that running through the little pamphlet was the message that these types of courses, after which there were jobs for all, should be continued. And where? Kerr in his message as regional director pointedly made reference to the operation at St. James Square. The statistics about graduates also helped reinforce that location. It showed that of the 24,164 graduates of the Canadian Vocational Training program to that point, half had come from the Toronto school.

At its peak, the Toronto operation had three times the enrolment of the next largest school in Hamilton, which had 4,626 graduates in mid-1947. Then came London with 1,935 graduates, Kitchener with 1,146, Windsor with 1,100 and Brockville with 1,011. There had been 10,348 graduates of the tutorial program at this point, 2,181 from commercial and 11,635 from the technical courses. The largest technical courses for graduates were the Building Trades with 4,798, Motor Vehicle Repair with 1,429 and Metal Working Trades with 1,321.

So the message was flung out to the world, complete with cover picture of the main south building, taken from the east driveway. There wasn't a prefab peeking into the picture from anywhere, just the stately old Cumberland building with the Union Jack standing taut in the wind from its pole atop the cupola. No college hall looked more prestigious. It was a brave picture, published at a time when Kerr, the officials and instructors at St. James Square had to turn a brave face to the world and conceal their anxiety. At the height of the rehab program at Gould St.,

Kerr estimated there were 200 instructors. One by one they faded out of the picture. They had known it was only temporary when they came. Kerr stresses that for this reason, it was difficult to get good men and women to come. Now they were leaving by the dozens. Courses were being phased out at a fast rate. It was obvious that soon the last of the veterans wanting this type of training could be accommodated at one centre. The re-establishment institute of Hamilton was considered more than large enough to handle all the veterans left in school in 1948. This left Kerr and the provincial officials free to look around and consider what the next stage in the life of St. James Square would be.

A few key men would make the decision about the future of the buildings at St. James Square and other questions about postwar education facing the Ontario Department of Education. The senior person was, of course, the Premier. Not only was he the most important provincial politician, he also had kept the education portfolio as part of his duties. George A. Drew, or Colonel Drew as he liked to be called, was Premier of Ontario from August 17, 1943 to October 19, 1948. During that time, he also served as education minister. Since there was no full-time minister running the department, Drew created a new post, called Chief Director of Education, and appointed Dr. John George Althouse to it. Then in 1946, Frank Rutherford was appointed Deputy Minister, Finally, down a rung or two, although not in the eyes of his fellow workers, was H. H. Kerr, soon to hold a new title of Director of Technical Education in the province.

The background of Drew was to prove important to any decisions to find new uses for buildings used to train veterans for civilian life because the premier was not yet convinced all threat of war was over. He was an imperialist and soldier who went at politics in a military manner. He had served in the first world war, had been wounded severely in the left arm and spent two years recovering after being invalided home. He had become Lieutenant-Colonel of the 64th Battery, Canadian Field Artillery and liked to wear the red and blue artillery tie. He wrote books on Canadian military history, campaigned in 1937 on the Communist threat to Canada and maintained an uncompromising hatred of communism.

Drew was worried about the threat of the U.S.S.R. to world peace in 1947 and 1948. This played a major role in any decisions he had to make. Then too, the key Conservatives clustered around him in his cabinet, men

such as Leslie Frost, Leslie Backwell and Thomas Kennedy--past and future premiers and an Attorney-General supported Drew in any decisions regarding veterans' facilities or training for a future war because they all had been wounded in World War One. Finally, an added complication. Drew called a general provincial election for June 7, 1948 and in a surprising upset, was defeated in High Park riding by a little temperance pepperpot named William Temple. The leader was without a seat. Then a month later, Federal Conservative leader John Bracken quit. Drew was quiet about his plans but finally ran in the fall federal leadership convention. He won, defeating a Toronto lawyer, Donald Fleming, and a prairie spellbinder named John Diefenbaker. So 1948 was not a year when Drew had his mind firmly fixed on education. The personal defeat, the worry about Russia, a trip to England and the decision to run for the national leadership were matters that must have preoccupied him a good deal.

Althouse was the man carrying the burden. He had been born in the little Ontario community of Ailsa Craig in 1889 and graduated with his Master's degree from University of Toronto in 1914. He began his education career as a teacher of classics in the high schools of Strathroy and Galt. In 1920 he became principal of the Oshawa High School, moved on to headmaster of the University of Toronto Schools, the training ground of the Ontario College of Education, then became the Dean of OCE in 1934. He received his Doctor of Pedagogy from U. of T. in 1929.

After Drew appointed him Chief Director, he led the Ontario school system down the middle of the road, leaning neither to modern "progressive" trends nor to the traditional classical system of the past. He was a firm believer in orderly progress, sound common sense and that the student is the centre of the school, not the curriculum.

With the appointment of Frank Rutherford as Deputy Minister, the

often-troubled world of vocational education got a friendly top adviser at court. Rutherford had joined the department in 1920 as organizer of vocational education after engineering and teaching experience and army service with the First Canadian Contingent. In 1925, he was appointed Assistant Director of Vocational Education, became Director in 1931, then moved to deputy in 1946. In his 28 years in the department, he made every effort to encourage the provision of the best possible equipment and accommodation for vocational schools. One thing he had stressed over the years was that students taking practical vocational training should also get a sound general education. It is easy to see how the eventual decision about the use of the old buildings could have been much different if there had been a different Chief Director and Deputy Minister in charge when the mid-'40s arrived.

The important advocate for the proposed change was to be Howard Hillen Kerr. And he might have been preparing for this moment from the days he plowed through the snow 2½ miles to get to a country school. Kerr was a good example of being able to predict the future by surveying the past. He had been born with the century on Dec. 24, 1900 on a farm outside Seaforth, Huron County, northwest of Stratford. "Born and raised at Seaforth, Ontario," was the way countless curriculum vitae of Kerr were to read over the years, for his roots pleased him.

Both Kerr's father, James, and his mother, Martha Hillen, had been born in the country. "My father, who had inherited the family farm, was also a great mechanic, an all-round mechanic, so much so that farmers in McKillop Township and the neighboring area sought his assistance when anything went wrong with their machinery. It was his custom, during the summer months, to hire a man to look after the farm while he was away repairing other people's equipment. I inherited something of that ability and, in my boyhood years, built model engines. Mechanical Engineering, therefore, appeared to be my

field."

However, as a young woman, his mother had come to the Toronto Normal School for training in 1887. In those days only a four-months course was required for a teacher's certificate, but this experience had a lasting effect on her life and she frequently referred to it in later years. Actually, it also influenced all members of her family (a daughter and three sons) - all of whom eventually gravitated towards educational pursuits.

She and her husband were very conscious of the value of education. The rural, ungraded elementary school their children attended was over two miles from their home, but through sunshine or rain, snow or sleet, those young folk were present when the opening bell rang. Ordinary excuses for nonattendance were ignored. One had to be sick in bed before he or she was permitted to stay at home.

The same rules applied when the time came for the members of the family to attend the Seaforth Collegiate Institute situated three and one-half miles from the farm. But now transportation, of sorts, was provided - bicycles in the good weather, a horse and buggy or a horse and cutter during the late Fall and Winter months. Sixty years ago no-one even dreamed of the luxury of school buses.

In those years, education stopped in or after high school for most people. But not for the Kerr family. The daughter, Ethel, became an elementary school teacher, the eldest son, Brenton, proceeded from the University of Toronto, to enlist for active service in World War I, and then to Oxford, finally becoming a professor of history at the University of Buffalo. The youngest son, Leslie, obtained degrees from Queen's University and the University of Toronto, then taught Mathematics at Malvern Collegiate, Toronto, before becoming its Principal.

The middle son, Howard, enrolled in the Faculty of Applied Science

and Engineering, University of Toronto, from which he graduated in 1922, at the age of 21, with a degree in Mechanical Engineering. The next step was to apply theory to practice by securing work experience in the Canadian National Railways and the Dodge Manufacturing Company. In the mid 1920's, however, Vocational Education at the secondary school level was developing rapidly and he concluded that, with his family background, it offered challenging opportunities. Accordingly he registered at the College of Education, Toronto, to obtain a Teacher's certificate and then launched himself into technical education. Kerr taught mathematics at Galt for two years, was at Toronto's Western Technical School teaching drafting and mathematics for another two years and then transferred to the Oshawa Collegiate and Vocational Institute as Director of the Technical department for 10 years. "I was there until late 1940 when the Federal and Provincial Governments were jointly looking for someone to become the Ontario Regional Director of the War Emergency Training Programme and they approached me."

This last part of the Kerr biography has omitted a key part. During World War I, while attending high school, he had grown into a "very lively, extremely handsome boy with high colour and good features" - so petite Beatrice Larkin, a daughter of the Seaforth Manse and the girl he sat behind in Form V, recalled. What happened to this early romance? Beatrice Larkin went away to university too, to McGill in Montreal from which her father had graduated in 1888. She graduated with a degree in Chemistry. Stephen Leacock was then in the full flowering of his career and she idolized him. Later she taught in Prince Albert, Saskatchewan and at Havergal College in Toronto. Then came marriage in the hometown on August 26, 1926 to the boy she admired in high school. "Our engagement was a long one," Mrs. Kerr once remarked, "because Howard had no money and we had to wait until he paid off his university debts after he graduated." During the travels from a home in Galt to

It is the practice in democratic government for cabinet ministers to give an accounting of their portfolio for the previous year, a state-of-the-department message. The ministers rise in the Ontario Legislature early in the afternoon and table the books, crammed with statistics and information about every element in their ministry. It would take too long for them to read the entire report, of course. So the ministers content themselves with a few remarks which, rendered by necessity from the fat of bureaucratise, tersely set forth what has happened and is about to happen in their departments. Occasionally, the remarks read like a departmental Throne speech. On December 2, 1946, Premier George Drew presented his report for the Department of Education in 1945. One sentence signalled a revolution in education. "The establishment of institutions for advanced and specialized technical training is a recognized need in this province," he said in the covering speech. He referred to the Provincial Institute of Mining at Haileybury and the Ontario College of Art in Toronto and said other "technical institutes will be established at strategic points throughout the province." The premier also referred to the rehab work being done for veterans throughout Ontario.

A more practical form of education above the high school level was something that had been churning around in the minds of Ontario educators for some years. They had been unhappy about the lack of rehabilitation help given veterans after World War One, thought the depression agonies showed again how lacking so many Ontario adults were in practical education and could point to the problems of only a few years before, as war industry and the military struggled to find qualified personnel, as proof a different form of education had to be added to the others.

In 1934, amendments were passed to the Vocational Education Act

which freed the Department of Education to spend money on post-secondary technical courses. This allowed Frank Rutherford, then the Director of Vocational Education, to work with the mining industry and establish the Ontario Mining Institute in Haileybury in 1938. It was a very practical two-year course but no sooner had it started, than the war began and its students faded away. Kerr recalls: "I remember Rutherford asking the rehab people if they couldn't find some use for the building that had been built up at Haileybury for these mining students because the school really had to be closed down." But the school reopened after the war.

Much time was spent by education officials in the early '40s trying to determine what exactly they should do in vocational education. They could develop schools serving one industry each, as with the Haileybury school. Or they could establish institutions which would produce graduates grounded in the basics of science and technology which would serve various industries. A major role in the decision was played by C. R. Young, Dean of the Faculty of Applied Science and Engineering at University of Toronto. He was also president of The Engineering Institute of Canada. Because of those two positions, Dean Young was a man of influence in education circles.

Frank Rutherford, in September of 1943 still the Director of Vocational Education, received a letter from Dean Young on Sept. 8, 1943. Young wrote: "as a result of our conversation of something over a week ago, I am prompted to place before you the accompanying written observations on the general subject of 'technical institutes', their relation to the universities, and their probable importance in Canada.

"I am definitely of the opinion that the interests of education and of industrial development in this Province would be markedly advanced by the establishment of a number of government-sponsored institutions of this type at the earliest possible moment. It is of particular importance that they

be ready for operation as soon as hostilities have ceased, for large numbers of newly demobilized young men will be seeking the kind of training that they would have to offer.

"While the engineering colleges of Canada will naturally wish to safeguard their distinctive operations, I believe that the merits of the technical institute plan would find wide acceptance amongst them. I believe, too, that once the field of service of this type of institution is clearly defined, and its objectives understood, the professional engineering organizations would heartily support the idea."

It was obviously not a topic that Dean Young had just thought about as summer ended and the university year began again. He had done much study into the question and produced a six-page memorandum on technical institutes. The memo was to be studied closely by the most important education officials at Queen's Park in the days that followed.

Young wrote: "Even a cursory study of technical education on this continent will reveal the fact that a serious gap exists in it above the secondary school level. Almost the sole occupants of this realm are the engineering colleges, whether it be in the United States or in Canada. Amongst those best qualified to judge there is general agreement that one type of institution above the high school cannot possibly serve adequately all of the needs of the country in the matter of technical personnel. There should be a much larger proportion of institutions covering the area between that occupied by the secondary schools and that served by the degree-conferring engineering colleges.

"A situation is fast developing in Canada in which the need for so-called 'technical institutes' will be strikingly demonstrated. Very large numbers of men demobilized at the close of the war, both from the armed forces and from wartime industry, will have to be absorbed into peace-

time industry in remunerative positions carrying a degree of responsibility comparable to that borne during the war. Many will have had excellent training and will have acquired marked skill in mechanical trades in relation to wartime tasks, but if they are to be fitted into industry speedily and acceptably, they will in many cases require retraining and will often seek upgrading. Many new types of tasks will grow out of new enterprise and the inevitable modifications of traditional industry. For these special training will be widely required.

"It seems to me that one of the obligations of technical education in this Province will be to ease the shock of re-establishment of demobilized men. A forward-looking and realistic technical educational programme ought to form an important part of the general scheme of rehabilitation. The faculties of engineering of the universities will, no doubt, do their share, but they are properly restricted to the professional field. It is therefore necessary that steps be taken under governmental sponsorship to provide essential training to many men with technical aptitudes who either could not qualify for admission to a university or could not spend four more years of their lives in obtaining an education for a livelihood. Some plan should, in my opinion, be devised whereby men without professional ambitions could have their needs satisfied in institutions giving a training above the ordinary vocational level but less advanced than that offered by the engineering colleges. Minimum qualifications for admission would naturally have to rest chiefly on personal capacity and interest, supplemented perhaps by assurances of future employability in technical pursuits.

EMPLOYMENT OF TECHNICAL INSTITUTE GRADUATES

"While the graduates of engineering colleges look to professional employment involving investigation of the scientific and economic features of undertakings and are concerned with devising what are often original

methods of analysis, design, construction, manufacture, or operation, the graduates of technical institutes are for the most part concerned with repetitive activities associated with production, operating or maintenance procedures. Graduates from the latter type of institution constitute the 'line' side of an organization, as contrasted with the 'staff' side, which is generally recruited from the graduates of professional schools.

"Technical institute graduates very often limit their interests, to, and are trained for, particular industries. Their duties are normally of a supervisory character, but may include technical functions such as drafting, design of details, laboratory testing, inspection, construction in the field, or the technical aspects of sales work.

"Careful studies made in the United States indicate that the technical institute graduates required by industry represent from 2.2 to 3.0 times the number of graduates required from the professional schools. These two groups are related in much the same way as are non-commissioned officers and commissioned officers in the army.

"It is generally believed by competent observations, not without grounds, that a so-called 'terminal course' of two years in a technical institute results in a higher degree of immediate remunerative employability than the first two years in a professional school. Over a longer term the situation greatly changes.

TYPES OF TECHNICAL INSTITUTE STUDENTS

"Technical institutes serve more effectively than the engineering colleges the following types of young men:

(1) Those who have had industrial experience and have already chosen a vocation upon which they wish to embark with the least possible loss of time.

(2) Those who have passed the state of 'book-mindedness' and whose mental learning processes centre on actual doing rather than on formal study.

(3) Those who for financial or other reasons cannot devote four years to preparation for remunerative employment.

(4) Those who, having practical rather than intellectual interests, have had to leave college before progressing very far.

(5) Those whose educational qualifications would not admit them to a university.

GENERAL CHARACTERISTICS OF TECHNICAL INSTITUTES

"While a great diversity exists in the character and practices of the presently operating technical institutes, they nevertheless exhibit certain well defined general characteristics. The courses offered are shorter and more practical than those available in the professional schools. While courses in the latter develop the specialized functions of research, analysis, design, and new production or operating procedures, the work of a technical institute is centered upon and seeks to rationalize the higher practical pursuits of industry. Students of the latter learn by doing rather than by studying and there is much less emphasis on independent study than in the universities. The mathematical and physical sciences are not taught as independent disciplines, but in intimate and very direct and practical connection with their technical applications.

"The length of technical institute courses varies from one to four years, the most common being two years. Under favorable aspects two years of intensive practical work with a sound grounding in the underlying sciences will result in a high employability of the graduates.

"Three broad types of training are offered in technical institutes: (1) generalized engineering courses (2) technology of particular industries (3) functional courses.

"Experience has shown that there are innumerable positions in industry for the efficient occupancy of which a wide range of scientific or

technical knowledge is not necessary. Many of these are conventionally classed as belonging to engineering and many open paths to posts of high responsibility in producing and operating organizations. The technical requirements of such positions can be adequately met by an intensive type of engineering training from which the more advanced scientific features are omitted. To meet this situation so-called generalized engineering courses have been established in some of the technical institutes.

"In the generalized engineering courses, as, for example, the four-year 'technical course' at the Montreal Technical School, a strong effort is made to present basic science and technology that would be useful in any one of a variety of industries. Some of the subjects taught are mathematics, physics, chemistry, mechanics, engineering drawing, descriptive geometry, electricity, and materials of construction. To these there may appropriately be added industrial relations, sociology, industrial safety and industrial law. The generalized engineering course in a technical institute parallels the engineering courses in the universities but represents an abridgment of them. The material is presented in a more practical form and in a manner not demanding of the student any marked attainments in mathematics or in theoretical science.

"One difficulty attending the establishment of a generalized engineering course in a technical institute is that the public may regard it as an effort to shortcut the professional courses and to obtain professional recognition without the prerequisite training. It would, of course, be highly desirable to reach a clear understanding with the professional engineering associations as to the reception of applications for admission to them from technical institute graduates.

"Credentials obtained from a technical institute might be acceptable in lieu of part at least of the examinations required of non-graduates of

professional schools for admission to the associations. The difference in required practical experience for the two types of graduates should be determined at the outset.

"Many technical institutes offer what are called functional courses. These pertain to such activities as quantity surveying, textile designing, power plant management and operation, management, and general supervision.

"The co-operative plan has been found particularly helpful in extending the usefulness of technical institute work. Under this, the student alternates between study in the institute and employment in industry. His experience and practical qualifications increase in parallel with his theoretical knowledge.

"A very important requisite of the plan is that some form of certification should be adopted through which the graduate would be able to establish his qualifications. This has been admirably worked out in Great Britain but to a much less satisfactory degree in the United States. The granting of degrees is, of course, out of the question for the typical short, practical courses offered by the technical institutes.

RELATION TO TECHNICAL INSTITUTES TO THE UNIVERSITIES

"An apparently simple and ready procedure for establishing a technical institute would be to associate it directly with a university having a faculty of applied science or engineering as an auxiliary division of the faculty. Unfortunately, no experiment of this kind has so far proven satisfactory. Those who have given most study to the matter are of the firm opinion that no college or university operating a four-year engineering course should at the same time attempt to carry on parallel technical institute activities on the same campus and under the same administrative and teaching direction. The chances are heavily against success for the new enterprise. Under such circumstances, the technical institute is soon regarded as a

salvage mechanism for failures, culls and misfits. Students in the short courses are not accorded the full privileges of regular students in campus activities and organizations. Unconsciously, but nevertheless almost inevitably, the staff comes to favour the longer course, to the very great prejudice of the technical institute work and to the detriment of the morale of the institution as a whole. No such undesirable situation exists if the technical institute has its own administration, its own instructors, its own quarters, and its own particular policies and ideals, freed of any invidious comparison with institutions giving professional courses.

"From the point of view of the engineering faculty or college the superposition of aims and objectives is undesirable. The colleges must protect their standing with the professional societies and accrediting agencies. They must insure that industry places definite value on their credentials. One standard of admission, one general level of work, and one grade of credentials are essential. It is not practicable to arrange the curriculum of an engineering college in such a manner that attendance of one, two or three years would constitute adequate and final educational preparation for different types of technical employment. Many years ago the German technical universities attempted this plan and had to abandon it in favor of different types of schools for different callings.

"The only reasonably successful type of combined operation appears to be where the day work is strictly at collegiate level and the evening work is exclusively of the technical institute type. This plan has apparently worked satisfactorily at Drexel Institute, Philadelphia, and at the Lowell Institute School, which operates wholly in the evening and on the premises of the Massachusetts Institute of Technology.

CREDITS TOWARD A UNIVERSITY COURSES

"Experience has shown that it is difficult to arrange automatic

credits for students who complete technical institute courses and desire to enter engineering colleges with a view to obtaining professional training. The two types of programmes are widely different. To obtain the greatest success the methods of teaching should correspondingly differ.

"A dominating principle in the technical institute work has been that the courses are of a 'terminal' character. It consequently appears impracticable to admit graduates of technical institutes at any higher level than the First Year, except in special cases. Actually, the record shows that very few men have sought admission to the engineering colleges after graduation from technical institutes. The difficulty arises in the fact that the so-called theoretical courses have by intention been made very different in content in the two institutions. In most cases, technical institute men have had neither the amount nor the type of mathematics that would serve as a prerequisite for the more advanced engineering subjects and for which the colleges will allow any considerable credit, however purposeful or useful the content or giving of the instruction has been. Graduates of the technical institute would, on their part, often experience disappointment in being asked to start over again far down the line. They could scarcely escape a feeling of repetition, waste of time, discouragement or even embarrassment.

"It would therefore seem well not to count upon any regular plan of admission of technical institute graduates to advanced standing in the engineering courses. Exceptional men, having higher educational qualifications than most technical institute students have, might be able to secure admission to a professional school above the ~~first~~ year. Ordinarily, however, this would necessitate the spending of some time in bridging courses. If there were any substantial numbers of students of likely calibre offering, arrangements could perhaps be made under university auspices for such courses, given probably in the evening.

ADVANTAGES OF THE TECHNICAL INSTITUTE PLAN TO THE UNIVERSITIES

"Due to the comparative absence of technical institutes in Canada the engineering colleges have, in effect, been forced to conduct two overlapping types of training. Primarily, the courses offered are designed for men seeking professional qualifications and capable to acquiring them. At the same time, however, there are in every engineering college appreciable numbers of students who can hope to attain only a general education or a sub-professional status. Their capacity, or interest, does not enable them to keep pace with the majority of their classmates. As a result, they waste their time and in some measure hamper the training of the better students. Actually their own interests are ill-served and industry is by no means a gainer in the process. It must be admitted, too, that a very substantial part of the demand for technical personnel could be filled by technical institute graduates with a greater continuity of service and often with greater immediate satisfaction to the employer.

"The consensus of opinion amongst persons long experienced in technical education is that the engineering colleges would be greatly relieved, and their primary objectives brought nearer if those students whose interest are practical and vocational rather than professional were to seek their training in an institution of the type of the technical institute.

CONCLUSIONS

"It is my belief that both education and industry would be notably advanced if under the general auspices of the Province of Ontario a number of technical institutes were established immediately. From the deliberations of federal committees and their sub-committees presently studying problems of reconstruction and rehabilitation it would seem that if such a step was taken it would be met with the hearty commendation of the people of Canada as a whole.

"While what has been set out in the foregoing represents my personal views only, I believe that the universities of the Province would support heartily any movement for the establishment of a number of technical institutes under provincial sponsorship. The relation of the universities to these institutes would have to be made clear so that the aims and objectives of each type of institution would not be confused or hampered by the operations of the other."

The memorandum was dated Sept. 8, the same date as the letter of transmittal. But Dean Young obviously had spent considerable time before that date thinking about the subject. Perhaps what prompted him to meet Rutherford about his research, and to submit his memo, was the realization on the part of both of them that recent dramatic political events had meant new ideas and programs would be considered for each of the government departments. A stormy Liberal era had ended in August. A minority Progressive Conservative Government had been elected with the Tories holding 38 out of the 98 seats. The CCF had 34 and the Liberals 15. Few could suspect then that the Tories would build a government dynasty unique in the country on that shaky minority platform. Minority governments normally don't launch themselves into aggressive controversial programs. But neither do they wait for the public to grow annoyed that provision wasn't made when there was an obvious need. In Young's and Rutherford's minds, technical institutes and the problems of demobbed veterans were a need to be dealt with immediately.

There had been three different premiers in the last months of the Liberal government, the controversial and colorful Mitch Hepburn, G.D. Conant and H. C. Nixon. The Minister of Education under all of them was Duncan McArthur who followed a pattern familiar to Ottawa-observers when he graduated from the mandarin ranks. He had been deputy minister of education from 1934 to 1940, was elected after Leonard Simpson died in office and be-

came the minister, then served until his own death on July 23, 1943, just before the government was defeated. McArthur suffered a long illness while minister. His deputy, Dr. George F. Rogers, had to look after policy as well as administrative matters for all that time. Rogers, who served as deputy from 1940 to June 30, 1945, is credited with a complete revision of secondary school courses and the extension of vocational education to smaller schools. His interest in vocational education may have been prompted by his childhood since his father, like Egerton Ryerson, was a Methodist minister. He had graduated from Victoria College with an Arts degree, had taught English and Science before becoming a high school principal and inspector and eventually Chief Inspector for the province. Despite this conventional academic background, he was willing to help vocational education more than some of those who had gone before him.

After considering Dean Young's report for two weeks, Rutherford sent it to Rogers on Sept. 24 with this note: "The proposal made by Dean Young for the establishment of provincial technical institutes in this province is one which is not entirely new and which was made by me to the late Minister verbally (presumably McArthur) on more than one occasion. The brief which Dean Young has prepared is particularly interesting at a time when the federal government is giving consideration to the reestablishment of federal grants to aid the Provinces in developing vocational education, and also in consideration of the rehabilitation programme which will be thrust upon us in the near future.

"I am in sympathy with the proposal to develop provincial technical institutes or polytechnical schools which would offer a programme for vocational students in the Province, not otherwise provided for, and which would give additional specialized training in a variety of occupations in advance of that now provided in the four-year courses of the municipal

technical and vocational schools. Such schools, in my opinion, should be entirely under provincial jurisdiction, and need not, of necessity have any relation to the degree courses in engineering of the universities. It would appear that more than one technical institute or polytechnical school would be necessary to serve the needs of the Province."

The deputy minister sent back the Rutherford memo on Oct. 15 with this note written at the bottom: "I suggest your writing Dean Young along these lines. GFR."

But Rutherford thought that insufficient action. He wrote a note to Rogers three days later: "I am quite prepared to reply to Dean Young as suggested in your note, however I feel that this file should be brought to the attention of the Minister. It will probably be of interest to him in view of his pronounced views regarding the developments of vocational education."

As a result, Rogers sent this memorandum to Premier Drew the next day. "I have discussed the attached letter and brief submitted by Professor Young, University of Toronto, with Mr. Rutherford, the provincial director of vocational education, and he has sent me the attached memorandum. If you feel that Professor Young's proposal is of immediate importance, the question should be considered as to whether technical institutes for the purpose set forth in the brief should be established by the Province or should come under the Federal Government, under The Vocational Training Co-ordination Act, 1942, which was passed by the Federal Government. My own feeling is that this should be a matter of purely provincial concern. It would, of course, involve a considerable amount of provincial aid. It is doubtful whether such institutes should be affiliated with the universities or should be regarded as part of the Vocational Branch of the Department of Education. As you know, The Vocational Education Act when passed

contemplated this very thing. (See Part II of this Act--copy attached.)

"It is quite possible that if such technical institutes were established by the Province the Federal Government would assist, at least during the first years of their establishment, and regard it as a rehabilitation measure. In fact, this matter was taken up with Mr. Thompson (Federal Department of Labour) who organized the war emergency classes, and he felt that there was no doubt that Federal financial assistance towards this purpose would be available.

"My recommendation is that I be instructed to confer with Professor Young regarding the desirability of establishing Provincial technical schools as a substitute for what he seems to have in mind."

Although there is nothing in the files now housed in the Archives of Ontario to indicate what the response was of Drew as premier and education minister, it seems reasonable to assume from later actions that he wished to do nothing at that point about technical institutes and concentrate his efforts on looking after returning veterans.

On Dec. 15, Dean Young completed a paper on "The Desirability of Establishing Technical Institutes in Canada" for The Engineering Institute of Canada. He was now the institute's past president. The paper basically was a repetition of the memorandum that he had sent to Rutherford in September. He rearranged the introductory portion to highlight his belief that technical institutes would be useful in the re-establishment of the veteran. Young strengthened his case about the serious gap in technical education above the secondary school level and below that of the degree-granting engineering faculties and colleges by adding these words: "Experience in the United States, in Great Britain and on the continent, has shown that the whole fabric of technical education is strengthened, and marked public benefits realized from the establishment of an intermediate type of institution commonly designated

as the 'technical institute'. It is of importance to note that in the United States renewed emphasis is now being placed on the work of the technical institutes. Much of the technical training to be made available for men discharged from the forces and released from war industry will be given by them. As an evidence of the growing activity expected in this field, eight technical institutes are projected for New York State, to be built as part of the post-war construction plan and turned over to the state for operation."

In his original memorandum, Young had talked about institutes under provincial sponsorship. In this public paper, he talked about "provincial auspices but perhaps with federal support...", a refinement in financing.

Perhaps for diplomatic reasons, Dean Young chose to leave out a paragraph about graduates of a two-year course in a technical institute having a better chance of "immediate remunerative employability" than if he had spent two years in a professional school. After all, Young did head a professional school. The dean also changed his concluding remarks. In the memo, he had called for the establishment of a number of technical institutes and suggested that the Ontario universities would, in his belief, support heartily any movement for the establishment of institutes, providing the relationship between the two was clear. In his paper, which by necessity had been altered to give it a national perspective, Young called for the foundation by the provinces of a number of technical institutes "so as to be available for qualified demobilized men and displaced war workers as soon as they are free in substantial numbers." In the jargon of journalism, he had freshened his message and given it an immediate time peg. Quite plainly in his paper, as in the memorandum to the government official, Young was looking to the future, to a permanent system of such institutes. But the paper stressed the demobbed veteran's needs more than the first memo. Perhaps his experiences in the fall in Toronto had shown him he should concentrate more

on that aspect since that was the most pressing need before the education and labor officials of the country.

On Feb. 23, 1944, Young wrote to Dr. Althouse, then installed as Ontario's Chief Director of Education, to keep him posted as to how the dean's campaign was going concerning institutes. "At a meeting of our Faculty Council held on Feb. 21, a resolution was passed expressing approval of the principles of establishing technical institutes in Ontario in general accordance with the memorandum which I sent to Mr. F.S. Rutherford, Director of Vocational Education, on Sept. 8, 1943. Council directed me to draw your attention to this resolution.

"A copy of a later communication on the same subject which I addressed to the Engineering Institute of Canada is enclosed. You will recognize the material as essentially the same as had been transmitted to Mr. Rutherford.

"It will also doubtless be of interest to you to know that at the annual meeting of the Engineering Institute of Canada held in Quebec City February 10-11 the principle of technical education was endorsed and the Branches of the Institute in the various provinces were requested to communicate with the provincial Departments of Education, advocating the organization of institutions of the type mentioned. It is probable that you will later receive a communication from the Toronto Branch of the Institute, but, in the meantime, it seems desirable to inform you of what our Faculty Council has done."

Meanwhile, Dean Young continued to gather information from other countries about what they were doing regarding technical institutes. He wrote Dr. H.P. Hammond, Dean of Engineering of Pennsylvania State College, because he and Dr. Althouse wondered what the present trend was in technical institutes in the United States. Hammond was chairman of a sub-committee on institutes for the Engineers' Council for Professional Development and in

that position would be able to answer their concern as to whether it was considered best to frame courses that were broad and basic or to build courses around the technology of particular industries. Hammond wrote back on March 9, 1944 that the emphasis should be on broad fundamental training rather than specialized programmes, and Young forwarded the reply to Dr. Althouse. It is obvious from Dean Hammond's response that he had been told Ontario was actively planning technical institutes, although no clear evidence exists that the man at the very top, the premier, favored such a course.

Hammond wrote: "I am interested to learn that the Province of Ontario is considering the establishment of three or four technical institutes. The question you raise is an important one and in the last analysis may become one of degree. By this I mean the extent to which an effort should be made to satisfy the needs of particular industries in setting up any educational program. The solution in this country appears to have been not to go too far in that direction but, nevertheless, to establish programs centered on particular types of industries, such as printing, aeronautics, mechanical trades etc. I cite these three from memory of certain programs established in one or two institutions. However, even in cases of special programs the work in such basic subjects as Mathematics, Physics, English, Mechanics and Drawing was not slighted, though in the latter subject it was given a special slant in the direction, say, of aircraft detailing.

"I believe that the particular industries in question could probably be satisfied by a program based upon the fundamental technical courses such as those just mentioned and, as you note, at sub-professional level, but headed toward particular major branches of industry in the later stage which means, of course, in the last year or semester. It would seem to me, however, that too much particularization or framing of programs for certain corporations should not be undertaken. If a request for a particular type of

program came from an industrial association or group of industries, then I believe it should be given careful study since it would probably be in the interests of the Province; but a request coming from one concern having very special technical interests would probably be a different matter."

The new plans in the United States for technical institutes were cited constantly by Canadians arguing for similar plans in this country. C. C. Goldring, Superintendent of Schools for the Toronto Board of Education, mentioned them in a report he wrote to the chairman and members of the advisory vocational committee of the board on March 8, 1944. Both Goldring and the Toronto board occupied special places within the Ontario education system. The Toronto board was the largest in the province and Goldring was its key official. Their offices were located within sight of Queen's Park and the University of Toronto campus. Personal contact between officials of the board, university, and education department was simple to arrange. The views of such a respected public servant as Goldring would be of considerable interest.

Goldring included a section dealing with polytechnical and technical institutes in his report dealing with vocational education. He said: "In order to round out technical education in this city consideration should be given at an appropriate time to the establishment of two other types of institutions or to the incorporation of their principles and work into one of the present technical schools in a separate department.

"The first is the establishment of one or more polytechnic schools which would give a thorough training in the varieties of work associated with one or more chosen industries. For example, in London before the war, the School of Printing received students from most parts of the British Empire and gave them a thorough training in the various fields in the printing trades. Other polytechnical schools gave training in two or three

different occupations.

"The second is the establishment of one or more technical institutions. There is a growing feeling in England and the U.S. that there is need for the establishment of technical institutions which give training above the ordinary technical level but yet below the university engineering course. It is proposed to establish 17 such schools in the State of New York in the post-war period. In general terms, a university should prepare people to give leadership in management, research and the devising of improved methods in matters pertaining to industry. In contrast, the technical institute would be concerned with training people to give leadership and supervision in production, operation or maintenance in industry. Such a school might be general in its nature or it might prepare specifically for certain industries. In addition to the practical work and related academic work, such a school would teach such subjects as industrial relations, industrial law and safety in industry. Probably the length of the course would be two years and would be open to those who had completed the four-year technical school course or to qualified young men who had been in industry for a period of time and wished to take more advanced courses. The night school associated with such an institution would also be of value in giving advanced training to workers who were preparing for positions of greater responsibility in the world of work.

"Neither polytechnical nor technical institutes should be established entirely by the Toronto Board of Education. They are, rather, co-operative enterprises, to be financed by the Dominion or Provincial Govt., and possibly supplemented by funds from the interested industries. The establishment of such schools would require the co-operation of several interested groups in addition to the Board of Education, viz, Government officials and representatives of interested industries."

Goldring quoted from a magazine article concerning John Studebaker,

the U.S. Commissioner of Education who had approved appointing a consulting committee on vocational technical training to update a 1931 survey of technical institutes. That 1931 report had produced the often-quoted remark that there was a need for three technical assistants with the technical institute type of training to every one college-trained engineer. The committee findings were that recent surveys had indicated that the old 3-1 ratio might now have risen to 5-1 or 7-1 because of the need in the U.S. industries for many trained technologists who could handle work that didn't require men with professional degrees. The committee members had said that technical developments in such industrial fields as aviation, electronics and synthetics meant there was need for increased and more widely varied programs in technical training. The thrust of this unnamed magazine article quoted by Goldring was that this committee would be recommending an increase in vocational technical training.

But in Canada the main thoughts were still turned to what to do with veterans returning to civilian life. Various complicated financial negotiations were to take place during the year in connection with the rehabilitation program just getting underway. Anything that involves cost-sharing and officials working for both the federal and provincial governments tends to become complex, and the Dominion-Provincial program dealing with returning veterans was to prove no exception. It is apparent throughout the correspondence that federal officials were aware, and probably sympathetic to any future plans Ontario might have for technical institutes. But what they were building then was a program to deal with veterans and they were wary of any expenses which might have implications and results far beyond the handling and education of demobbed veterans.

R. F. Thompson, the Director of Training for the Federal Department of Labour, wrote H. H. Kerr on June 24, 1944, to discuss how Kerr would obtain the necessary machines, tools and equipment to be used in Ontario's rehab

program. Thompson wrote: "You should also consult with Dr. Althouse and Mr. Rutherford to find out if the province would be willing to share with us in the original purchase of such equipment. If so it could all be turned over to the province for the Provincial Technical Institutes when no longer needed for rehabilitation training, that is already provided for in our War Emergency Agreement."

Kerr discussed the situation with Althouse. Althouse asked Rutherford on July 3: "Can we finance the immediate purchase of this equipment--or of as much of it as may be available?" Rutherford replied on July 13 that the purchase could be financed under Vote 52-10 in the Legislature. "Mr. Kerr has agreed to co-operate with this department in purchasing and obtaining only that equipment which will be useful in vocational schools or institutes." Althouse then asked Kerr on July 14 for a memorandum on the subject.

Kerr's reply, on July 19, outlined the vital agreement which would later make possible the creation of an institute of technology in Toronto. The memo was headed "Equipment for Rehabilitation Training" and read:

"1) The organization of the Rehabilitation Training Centres in Ontario will necessitate the purchase of large numbers of machine tools and other forms of equipment. The value of such equipment owned by the province at the present time does not exceed \$20,000 and most of it is obsolete.

"2) According to the agreement between the Province and the Dominion, any equipment to be used for training purposes may be purchased on a 50-50 basis and if so purchased becomes the property of the Province.

"3) In order to effect a substantial saving, it is proposed to purchase much of this equipment through the 'War Assets Corporation.' This corporation proposes to sell its assets on the following terms:

- a) An initial discount of 25% off the original cost price.
- b) Further discounts ranging from 90% to 5% depending upon the age,

type and condition of the asset.

"Rehab training centres are to be given a priority on all equipment bought through War Assets Corp. Thus only the best machinery available will be purchased for training purposes.

"4) The Province's share of the purchase price may be charged against the \$100,000 appropriation for The Canadian Vocational Training Branch, Department of Education (Vote 52-10)

"5) All equipment purchased for Rehab Training could be used afterwards for equipping Provincial Institutes, Technical Schools or Youth Training Centres.

"6) By paying its share of the cost of such equipment Ontario would be making a valuable contribution towards the rehabilitation of the men and women who have enlisted from this Province."

The same day Althouse received the reply from Kerr, in Kerr's position as the Regional Director, Canadian Vocational Training, he spotted a possibility by which cost to the province might be reduced. So he wrote to the legendary C. D. Howe, Minister of Munitions and Supply. Howe's executive assistant, W. J. Bennett, replied on July 22: "As Mr. Howe is out of the city, I am acknowledging your letter of the 19th July with reference to the disposal of surplus equipment for use in education institutes. You are no doubt aware that during the discussion of the bill establishing War Assets Corp. Ltd. and the Crown Assets Allocation Committee, Mr. Howe indicated that requests received from provincial governments, municipal governments and public institutions would be given priority. However, since you suggest that surplus equipment be made available to educational institutions without charge, I must point out to you that during the debate referred to above, Mr. Howe made it very clear that since the creation of these surplus assets had been financed from the public treasury and, indirectly by the taxpayers of Canada, it would be the policy of War Assets Corporation Ltd. to maintain

one price for all purchasers. In other words, this government agency will endeavour to realize as much of the value of these assets as is possible."

That was rather conclusive proof that Ontario could not hope to get anything free. Althouse sent word to Kerr on July 24 of that fact. Finally on Oct. 2, 1944, Drew gave approval, in Althouse's words, to purchase equipment "within the limits of the current appropriations for rehab training."

However, the next problem to arise came over the buildings which would house this equipment. On Nov. 17, 1944, Thompson wrote to Kerr that there "...might be some difficulty between the Dominion Treasury officers and the Provincial Government with respect to turning these buildings back to the province when rehabilitation training was over if in the meantime the Dominion had made a heavy investment in permanent alterations which the province propose subsequently to use in its own work."

Kerr then wrote to Althouse on Nov. 20 outlining the Dominion-Provincial agreement by which approval in writing must be given in advance for repairs and alterations costing more than \$50. Kerr said Thompson had approved \$53,119 worth of alterations and repairs, including plumbing, painting, decorating, and electrical work. "Mr. Thompson is beginning to feel that it is only a matter of time until the Dominion Treasury officials question his authority to approve such expenditures on the grounds that they are permanent improvements rather than repairs and alterations." Thompson had suggested an agreement by which the Federal Government would pay 66 2/3% of permanent improvements to existing buildings used for training discharged personnel and 50% for buildings used in retraining civilians. Kerr concluded his letter by arguing that something had to be "done for the war workers, especially the women."

Althouse discussed the problem with Rutherford and Dr. G.B. Langford, Department of Planning and Development. Finally on Dec. 4, Althouse wrote

Premier Drew: "It is recommended that this matter should not be raised with each province separately but that it should be referred to the whole advisory council, as any decision reached by one province would affect the other provinces as well." Drew initialed approval of that. But Thompson balked when he was told. On Dec. 21, he wrote that it should not be referred to the advisory council since the council was involved in broad policy and "no blanket ruling governing all places could be given on any such matters as the situation differs entirely from one training centre to another. I had made the suggestion as I was under the impression that your department contemplates a more or less permanent use of the Gould St. centre as a Provincial Training Institute after the training of veterans was finished and that your Department of Reconstruction was contemplating using some of the facilities for its own purpose. We never suggested that any Provincial Government should be asked to pay for alterations or repairs to buildings which are being used temporarily and for the retraining of veterans. However, on Monday morning, I had a long interview with the Premier at which this point, as well as others, was discussed. Colonel Drew stated that so far as his present plans went there was no intention of using these buildings in any permanent way; that they would be solely for the retraining of veterans. For that reason he did not feel that the province should make any contribution to the alterations and with that position I was in complete agreement. The Premier did state that if in the future the province's plan altered so that they would be making use of these buildings for their own purposes, they then would be prepared....some payment to the Dominion as reimbursement for monies spent..."

That letter slammed the door on any immediate long-range plans for St. James Square. It was sent to J.P. Cowles, the acting deputy minister. He told Althouse, who then wrote a note to Rutherford on Dec. 27: "Is this a settlement of the thorny question of who will pay for what, and when?"

Rutherford replied: "It appears that this is the final answer and that Ottawa will pay for alterations and additions at 50 Gould St."

The two may have been referring indirectly to a thorny problem beyond just who pays from what. Kerr was hard at work on the square with dreams and hopes there would be a school there after the veterans left. Some of the work he was doing had that in mind. He had shared his aspirations with Althouse and Rutherford too. But any plans by them and him were stopped right at the very top of the education pyramid by the one man who could veto their plans.

There was still no sign two years later, on that winter Monday when Drew made his announcement regarding technical institutes, that he had changed his mind about the old Normal school building on Gould Street. He talked about technical institutes at unspecified "strategic points." Obviously Toronto would get one. But where?

But in the Minister of Education's report for 1946, presented by Premier Drew on Nov. 21, 1947, the premier expanded on his technical training pledge of the year before. He said: "Provision is being made for higher technical education by the establishment of provincial technical institutes. Beside the Ontario Mining Institute at Haileybury, plans have been made for an institute of textiles at Hamilton and for a technical institute in Port Arthur and Fort William to serve the north-western part of the province. The work of the largest Training and Re-establishment institute, located on the old Toronto Normal School site, reached in 1946 its peak in the training of former members of the armed services for the re-establishment in civilian life. Consideration is being given to the possible use of this school as a Provincial Technical Institute and as a centre for apprenticeship training." The textile industry had been lobbying Queen's Park for their own training centre, and the Hamilton institute was the result. The Lakehead had been complaining

bitterly about the lack of post-secondary schools in the North so the courses established there in mining and forestry were to satisfy those complaints.

The minister's report for the department in 1947 expanded again on these advancements in technical education. Premier Drew said: "Advanced technical education is being provided in several sections of the province. The Provincial Institute of Mining at Haileybury is operating with a capacity enrolment and its graduates are being readily absorbed in the mining industry. The Provincial Institute of Textiles at Hamilton is providing instruction for employees and prospective employees of the textile industry in that area. Accommodation has been provided for the Lakehead Technical Institute at Port Arthur, in which courses in Mining and Forestry are being given. Other courses will be added as the need arises. In all these schools, close co-operation is being maintained with those industries which will absorb the graduates. This new development has been most successful in every way."

Drew has used the words "capacity enrolment" in connection with the institute at Haileybury. And indeed it was flourishing. But the total number of students for it and the other institutes were really quite a modest beginning when compared to post-secondary education generally. A Kerr report on the enrolments for 1948--as Director of Technical Education he was supervising all such institutes--listed the mining institute with 43 graduates in May, 1948. When it reopened in September, the institute had 28 students in first year and the same number in second year. The textiles institute had a total of 26 students that year, 11 in first year, 14 in second year and one special student. Port Arthur had 50 students.

Since the first trembling steps into this field had been the creation of institutes catering to specific industries, it might have appeared that a pattern had already been cut into which a future school for St. James Square would have to fit. However, there were several factors, that would

determine the school was broadly based.

In the late '30s, a survey had been conducted by the Ontario Department of Education into private trades schools which had sprung up in many locations since public education was not meeting such needs. The survey showed, in the words later of F. W. Ward, Registrar of Trade Schools for the province, "a most deplorable exploitation of the citizens of the Province, particularly of young people in search of further education." The Legislature passed the Trades School Regulations Act in 1938. Under this act many private schools were unable to get a license to operate. The act outlined 41 different categories, from advertising and aeroplane construction to woodworking and cabinet making, where schools had to be registered with the department. The private schools continued to cause some concern with the department officials in the 1940s. There was a wish for the government to get more involved in competition with this wide range of courses being offered by private educators.

Then, too, the decision by Kerr, Althouse and Rutherford, approved by Premier Drew back in 1944, meant that a variety of equipment had been purchased. With lathes and mills and welding machines and electronic equipment, there was an education plant established capable of handling the training in many different areas. Kerr was under no illusion about what the decision years earlier had meant. "We had to decide then, in 1944, whether or not the province would go into the business of establishing this new type of technical institute which was based on these systems in the other countries. By the decision then, that the province would share in the purchase of all that variety of equipment, we established that we would have the equipment available later when the Federal Government no longer wanted it in connection with training veterans."

In Kerr's mind, it had been obvious from 1940 on what should be done. He says: "I read extensively all the books that were available on technical colleges, the German system and the technical institutes. The U.S. system was just being developed there too. North America was a little slow in developing this type of education compared to England and the older countries, even France had 30 or 35 technical schools. They were based to some extent on the technicums of Germany."

"Right from the time we were operating the war emergency classes in the province, and then even more so in the rehabilitation training, we planned when that was finished to open a new type of institution in the province. The idea was to pick the best from the technical colleges of England, the technicums of Germany and the technical institutes of United States, and adapt the best parts to Ontario in a new type of institution that had never been tried before in this country."

Kerr says the institutes at Haileybury and Hamilton were not what he and some people at Queen's Park had in mind because "they catered to only one industry. They were financed to some extent by the industry sponsoring that particular course. This new concept was to be wider, taking in all the engineering fields and the business fields and the communications fields. It was to establish an institute that would cater to them all. That was quite a tall order."

But while Althouse, Rutherford and Kerr may have had a good idea of what they wanted to do, and of the many benefits such an institute would bring the province, they weren't deafened by applause from their colleagues and superiors. Or from the public either, that is the few who knew what was being contemplated. Kerr says: "When you start something new, it takes the public a long time to endorse it, to assure themselves whether or not this experiment was worthwhile, because ours was going to cost a fair

sum of money."

One of the first outside groups that Kerr and other pioneers such as Eric Palin tried to influence the ultimate decision was the advisory committees which had been established for the various rehab courses. For the first time, some of the industrial leaders of Toronto were to hear the argument that engineering technologists were needed, people with practical training somewhere in between what was given in secondary schools and what was given in universities. Kerr and his colleagues were to give countless speeches about technologists in the next years, a term developed by them to describe and justify some of their graduates. The early puzzlement about the term was to die hard. Kerr said his first explanations were not received enthusiastically. "Up until the war", he said, "the engineering faculties of the universities were turning out a sufficient number of engineers, not only to do the real engineering work but also to do the kind of work that our graduates would be expected to do from shorter courses. So there didn't appear at this particular time to some people to be a need for this new kind of an institution which would cater to the training of engineering technologists. I remember well that when we asked the advisory committees what they thought of this new idea of a permanent school that would turn out engineering technologists and business people and so on, some members of industry were rather lukewarm toward the idea. They said the need hadn't yet been demonstrated and it was going to cost a fair amount of money and education costs were already high. So it was with some reluctance that they finally agreed to back the idea. There was a fair amount, not exactly of opposition, but of apathy, so that you can see that under the circumstances the Government played a wait-and-see game too."

Despite the reaction of some advisory committee members, enough favored the concept of a permanent institute of technology that they agreed

to lobby at Queen's Park for it. The centre of this activity was found with the School of Electronics where the advisory committee was proud of the training being done and its key people were convinced that an institute anchored on an electronic school would be useful to Ontario industry and commerce.

Indeed, Kerr had started his campaign with this advisory committee months before. In December, 1946, Kerr had argued that the operation of the School of Electronics showed the need for such training after the Canadian Vocational Training program ceased. He wrote to the advisory committee about "a new building, complete with administration offices, board rooms, classrooms, and labs of various kinds, including possibly several broadcasting studios. In such surroundings, radio would be taught at the Institute level in all its phases, its students being trained to fill junior executive posts. Entrance to the Institute would comprise graduates of secondary schools and the courses would run from two to three years."

The advisory committee established a subcommittee to consider approaching the Ontario Government about continuing the School of Electronics. In February, 1947, the subcommittee was told to prepare a brief for presentation to the Minister of Education and to industry. This brief was supported by other advisory committees of the re-establishment institute. Almost every advisory committee finally was involved in beating the drums about Kerr's concept of vocational education. Kerr had formed them originally to give guidance and information about what should be studied, how workspace should be laid out, what equipment should be used and, an all-important consideration, to provide employment for the graduates. Surely men interested enough to serve on the advisory committees would also help by hiring. It worked too. At one point, Kerr boasted that there were fewer than 600 Canadian Vocational Training graduates unemployed out of the 16,000 trained in Ontario. In their lobbying in 1948 for a permanent institute of technology, they may have

performed their most important service to Kerr and his dreams. Kerr calls their role "crucial". Still there was opposition and reluctance to proceed.

Years later, Kerr was still baffled by the fact he couldn't get immediate clear-cut support from every member of the advisory committees. "I remember the Electronic Committee, all the members of which were able and prominent persons, but a few of them argued there wasn't any need for such a course - that industry could be relied upon to train its own employees. It should be remembered, however, that this opinion was expressed in 1947-48, well before the age of electronics. The chairman signed the brief but not all the rank-and-file members endorsed it. In the years that followed, the very successful Electronics course became one of Ryerson's pillars."

Resistance also came from the secondary schools and the universities. Kerr could argue that post-war industrial expansion would require more technical personnel than had been supplied under the old system from the science faculties of the universities. But there was disagreement with that. Some educators argued that provincial growth wasn't going to expand at a rate which would require additional facilities. The opposition may have been founded on financial reasons mainly. Kerr said diplomatically that "people in those days seemed to be a lot more conscious of the tax dollar than they were in later years." Therefore, these people were opposed to any new expenditures. But there was no doubt that much of this opposition was based on the fact that other educators had no wish to share the pie--the amount of dollars going to education in the province--with any new groups or institutions. There are never enough dollars to meet all the programs of government and the smart thing to do when dealing with government, although not always the fair or appropriate thing, is to eliminate or handicap all the other applicants for provincial funds. There's no doubt that a busy lobbying job was going on in 1947 and 1948 against any large new institutes which could grow to rival

the universities in demands on the provincial treasury.

By the time the provincial education officials had decided to go ahead with a polytechnical type of institute, most of the veterans were gone from St. James Square. Kerr explains: "Most of the veterans who wanted rehabilitation courses had made their applications quite early, but there are always the few, who for one reason or another, postpone making a decision. By the end of 1947, however, new applications were dwindling so rapidly, we started to close the re-establishment centres. By the spring of 1948, all had ceased to operate except the ones in Hamilton and Toronto. Since both were operating on a much smaller enrolment than when we started, it was obvious that one training centre in the province could satisfy the needs of the veterans. And since we wanted to initiate the new type of this institute in Toronto, it was decided that Hamilton would remain as a rehabilitation centre and operate for as long as it was needed. Then, it too would be closed. This left the Toronto centre free for the inauguration of this new idea.

"In the spring of 1948, we were anticipating authority to proceed and we fully expected that the required Order-in-Council would be passed soon because a new institute, such as the one we planned, would have to be authorized by the cabinet. It was then that Premier Drew took a trip to the Old Country and, as I understand it, came back convinced there was a danger of another war starting, between Russia on one hand and the former allies on the other. He decided that the province probably shouldn't hurry this business of starting a new institution. And then too he wanted to make sure, and quite rightly, that the veterans would be looked after, -that one training centre would be sufficient. So he postponed the Order-in-Council until August."

By now the number of veterans at St. James Square had dropped: to 200 in the spring and finally to approximately 60. But the cream of the in-

structors were left. But instructors had to be let go each week and it was obvious that the situation couldn't continue much longer. Instructors were doing everything they could to keep courses going, and to occupy their time. Rennie Charles found himself, at Eric Palin's instructions, teaching trigonometry to telegraph operators although he wasn't at all sure that the commercial operators would ever benefit from such instruction. When an instructor in the Electronics School course fell ill, Charles, with his degree in English, taught part of a course in motors and generators. In addition he was teaching algebra, some trigonometry and English to apprentices in the building trades. Between giving courses to the apprentices and helping out with the declining number of rehab courses, a staff could be kept despite the anxious low point in morale caused by the uncertainty of what was going to happen. Some of the courses that were kept going survived not because of any particularly great demand for them but because there were excellent instructors still on the staff who could teach those courses. Kerr, Palin and the few key people at the head of the various schools wanted to keep those instructors around on the payroll because they would be needed at the new institute they hoped to be running in the fall.

Kerr said the rehab school staff at its height in numbers had a wealth of experience to impart to the demobbed veterans. "We had a great number of retired teachers who were happy to come and teach for us, some because they thought it was their patriotic duty to lend a hand and teach the boys who had returned from war. Some came down and taught only for a few hours in the evening, something that was possible because of the two shifts. We had several retired principals on our staff. There was the former principal of Riverdale Collegiate and Tim Wood, the man in charge of the academic subjects, had retired as principal of North Toronto Collegiate. So whether or not we got a school running was not that important to these

teachers. It certainly was to the rest. Some of them were just starting out and had families. Since there was no permanency to the job, the Federal Government paid them slightly more than the pay they would have got at a Toronto high school. The pay was \$250 a month, and that was what most of them received. "While the pay might have compared to that of high school teachers in 1948, few teaching jobs in 1948 could compete with the salaries paid in private business. The good instructors, with the special skills that would make them valuable in the business world, must have been sorely tempted to try industry, or a teaching job with a clearly defined future, when no formal decisions had been made about St. James Square.

The key men and women, those who would be department heads, busied themselves with the preparations for their new schools within an institute. For example, D. G. W. McRae met Prof. H. H. Madill in Madill's office at the University of Toronto School of Architecture. He told Althouse and Kerr the next day by a memorandum, dated March 10, that the meeting was "to discuss in very general terms a working liaison between the university and the School of Architectural Drafting in the proposed Polytechnic institute. It was agreed that for the time being at least, a two-year terminal course in architectural drafting at the polytechnic level would not prepare a student for either second year work or second year work in 'course B' leading to registration as an architect. There was talk of unsuccessful university applicants being directed to an institute and that architects would come to regard polytechnic graduates as more permanent assistants than the university under-graduates and graduates." McRae attached a note to the copy he sent to Kerr: "Although no earth-shaking discussions were reached, I do feel the first step in establishing a working relationship between the two schools has been taken." Other such discussions were taking place with professors involved in university courses which might be related to any courses taught

at the new institute as Kerr's staff did missionary work to ensure there would be no open hostility on the part of the university community, perhaps even some co-operative.

Still Kerr, Althouse, Rutherford, the education department and the instructors at St. James Square waited. They were ready to open the new institute in the fall, had been ready for some time in fact. But the final necessary approval from the top still had not been given. In Europe, the Berlin situation remained tense. And that nagged like an old war wound at Drew and the other veterans in the cabinet. Why launch a new enterprise in a facility which was tailor-made for the military if World War Three occurred? Kerr had the buildings for the new school, filled with specialized, expensive equipment. He had instructors. But there were few possible students. And Kerr and his aides lacked the permission to go get students, by advertising, news stories and phone calls to the high school principals about their last graduating class. Potential students, therefore, couldn't possibly know there was a new school about to be born, and what it would offer. So the students busied themselves finding jobs or training elsewhere, making all the plans for the future that teenagers make each spring and early summer when they leave high school. Still no word from the brass at the top. It didn't come until August. Kerr and his staff scrambled to get the students but the task was herculean. It was just too late in the year. Nothing could symbolize how little time the cabinet gave the new school before its first academic year but the fact that the necessary Order-in-Council was dated Sept. 16, 1948. That was the Thursday before the Tuesday the school was to open. A possible explanation is that after several promises had been made since March that the Order-in-Council would be passed, that after the cabinet sent word to the education department to go ahead at St. James Square, it may have slipped the attention of cabinet officials that the necessary

order had not been passed formally. So that was finally done the week before the school opened.

Now that Kerr and his colleagues had permission to start a new school, they had to call it something. Kerr was the one, after all the discussions, who chose the name Ryerson. Why? He said: "We were looking for a name, something distinguished that wasn't being used by any other institution at our particular level. At first we were trying to get a very unique name. Nobody seemed to be able to think of any. Neither could I. Then we thought we should try and tie in history with it. First of all, we thought of The Upper Canada Institute of Technology. The Institute of Technology part was fine but not the rest. Then I suggested Ryerson Institute of Technology because Ryerson was so well-known and his statue was there on the grounds. There was Ryerson Public School and Ryerson Press but the name wasn't used that much. In the long run, the Ryerson Institute of Technology was probably as easy a name as there was to remember and it held as much prestige and history as could possibly be had."

There was no trouble getting approval of the name from Queen's Park. Kerr recalls: "Dr. Althouse was quite a student of Ryerson and he had lectured about him at the College of Education. When I suggested the name Ryerson to him, he said: "Now that's appropriate because Ryerson was not only interested in teacher training and all the rest of that but he also had a shop in his basement and he built little boats. He was quite skilled with his hands as well as his mind! Althouse would not have been happy if the word "college" had been used in the title, Kerr said.

Kerr said that even though the new school was going to be a form of technical college, which is what they were called in England, "we decided it would be best if we called it an institute instead of a college. We felt that if we used the word college, university authorities would strenuously object, because in the minds of the public, and also from the viewpoint of

the universities themselves, the word college connoted a purely academic type of education, and consequently they would object to Ryerson using the word college. Although looking back on it now, those fears might have been groundless. After all, any professor coming from England would know what a technical college meant over there. There might not have been as much objection as we anticipated. Also in the United States, they were using the word institute, such as Rochester Institute of Technology. The word institute over there connoted a practical type of education. So we decided that all things considered, it would be advisable to use the word institute rather than college. We always had to bear in mind that we must win the co-operation of the universities. We mustn't do anything that would make them feel that we were usurpers, that we were trying to do something that we were never intended to do."

With a name tucked neatly under their belt, the advertisements could be placed in the newspapers, ads that betrayed no clues as to how mint-new the school really was. A typical ad was the three column one that appeared on Page 4 of The Evening Telegram on Sept. 4, 1948. Obviously Cliff Hawes from the printing school played a role in designing the ad because few printing tricks were missed in the attempt to make it look as prestigious as possible. It could have been a 100-year-old school jogging the memories of Toronto about what courses it offered, not an institute which had not yet enrolled a student or mounted on class, in fact wasn't even a month old.

The advertisement was inside a heavy border, with the Ontario coat of arms at the top. Then came the titles Department of Education and Province of Ontario before the reader got to Ryerson Institute of Technology, 50 Gould St. In the lower left corner was the name and title The Honourable Geo. A. Drew, Minister of Education. In the lower right was F. S. Rutherford, Deputy Minister. The school was new but the parent was old and venerable. So the

child clung to the parent in the ad, as was done so carefully in all the advertising material dealing with Ryerson for many years to come.

The advertisements informed newspaper readers that Ryerson "offers the following courses commencing Sept. 21, 1948. Electronics (Radio Communicating, Radio and Appliance Servicing, Industrial Electronics, Electronic Laboratory Practises, Marine Operating, *Radio Announcing and Production); Jewellery and Horology (Goldsmithing and Gem Setting, Watchmaking and Repairing); Business (*Retail Merchandising, *Business Machines); Draughting (Architectural and Structural Draughting and Design); Photography (Portraiture, Commercial, Industrial); Fashion Crafts (Costume Design, *Women's Tailoring, *Men's Tailoring); Food Technology (Commercial Cooking, Commercial Baking); Machine Tool Technology (General Mechanical, Tool Design, Tool and Die Making, Mechanical Draughting, *Advanced Machine Shop); Graphic Arts (Hand Composition and Typography, Letterpress Presswork, Linotype and Intertype, Monotype, Photo Lithography, Offset Presswork, Printing Design and Layout); Welding (Welding Technician, *Welding Operator); Stationary Engineering; Cosmetology (Hair-dressing, Advanced Hair Styling) and Barbering."

The ad informed readers that the * meant that was a nine-month course. All the other courses were two years "but under special circumstances shorter courses may be arranged by the principal." The first year course in general, the ad said, but "specialization in one of options possible in second year. If required special courses for persons sponsored by industry may be arranged."

Admission to the institute was open to anyone 18 or over holding an Ontario Secondary School graduation diploma, or a person who could convince the principal in one of two areas. The first was the the applicant had completed another course of training equal to the diploma. The second was that the principal was satisfied the applicant was competent to undertake the

work. Fees were \$25 a year for Ontario residents. Non-residents who were British subjects paid \$200 a year, or \$100 a term. Those who were non-resident and not British had to pay \$300 yearly, or \$150 a term. The advertisement ended with the note that there was a registration fee of \$10, lab and shop deposit of \$15, a student council fee of \$5 and that a limited number of bursaries were available.

The Ryerson instructors and Kerr didn't sit back and wait for the response to come rolling in from those advertisements. They couldn't. They didn't sit back and let someone else put together the courses either. Bert Parsons recalled: "Kerr called me in and said some of the stores had approached him about putting on a retail course. He asked me if I would like to work on a program. I got brochures from various schools in the States. The course at Southern California Institute is one I followed closely. Then I arranged with various stores to take some of our students part-time. I phoned the high school principals in Toronto and got from them the names of the students who had flunked Grade 12 and weren't going back to school. Then I phoned the students and told them what we were doing down at Ryerson. I got a class of 25 or 30, pretty well as a result of that individual solicitation. They came to school in the morning and then worked in the stores in the afternoon. They also worked Saturdays and the entire month of December. Eaton's was one of the best stores for employment, and Simpsons. At one time Eaton's volunteered to take all our students. We had the Managing Director of the Canadian Retail Federation as head of our advisory committee."

Kerr, Eric Palin, Mrs. Gladys Dobson and some instructors took a field trip to Rochester to examine the courses given at the Rochester Institute of Technology. In later years, this field trip by car caravan was to acquire a legendary quality, and on the basis of what the key trio saw in two days, came back and outlined all the courses of Ryerson. Kerr said the

trip "really wasn't that important. We went to Rochester because it was one of the better institutes in the United States. They had a very good course in printing management and another good one in photography. We planned to incorporate these two courses into our own setup. Mrs. Dobson came along with Eric and myself because we were planning a course in Home Economics and they had such a course there. But the rest of the place was rather small. We didn't think it would compare to what we hoped Ryerson would become."

Some instructors, such as Don Craighead, came to Ryerson from the re-establishment institutes as they closed. The total staff for Ryerson, including office and maintenance workers, came to around 75, a far cry from the numbers to come, and also down considerably from the staff and instructors who had been there in the peak rehab days. As Ryerson started, J. W. Barnes, A. H. Britton, Mrs. B. J. Conquergood, Dr. W. G. Hines, Edward Parker, Mrs. Margaret Simpson, Jim Handley, G. V. Van Tausk and Tom Purdon joined to round out the pioneering staff.

With that, Ryerson Institute of Technology was launched upon Toronto, a city surviving through its first invasion by jeans. It was the time of Gable and Grable, Ozzie and Harriet, Kinsey and The Egg and I. There was lady wrestling and Gorgeous George, incessant radio jingles about Toni twins, Pepsi Cola Hits the Spot and Chiquita Banana. At slumber parties, teen-agers, a new word, played the cast albums from Oklahoma and Brigadoon, wondered about those boys in zoot suits, and knit argyle socks for their steadies. There was a new car, the Frazer, which didn't last long, and a record revolution called LPs, which did. And half a hundred people wondered which fate was in store for Ryerson.

It was a modest beginning, so much so that two weeks later, when the Legislature was given a capsule of information about the new institutes at the start of the education minister's report for 1947, there was no mention of the grand experiment at St. James Square. There were many skeptics. As Kerr said: "I think at first the Opposition might have been a little skeptical too. But after all, the amount of money they voted to keep us going was pretty small and it didn't matter too much."

No bands played or bunting waved as Ryerson's first students went to class on Sept. 21. The instructors were very happy to see them, of course. For many years, they would talk of the first student council president, Tom Gilchrist, who became prominent through CBC exposure under his performing name of Gil Christie. The second council president, and the first Ryerson campus character, from among the students that is, was John Vail. Honest John Vail, for his stunts, his top hat and his refreshing self-confidence, became an instant Ryerson legend. Inevitably, when H. H. over the years called in the new Student's Administrative Council president, a name preferred in those days because it resembled the SACs of University of Toronto and elsewhere, he would mention Christie and Vail during the get-acquainted chat.

Estimates of the first year class ranged from just under 200 to 250. Kerr recalls that it was around 210. It varied, of course, because some students arrived late and others quit during the year. But what was more important than their numbers was the fact they came. Kerr says: "These were the real pioneers. They were taking a chance on a type of education of which they knew very little. I gave that first group a lot of credit for enrolling when they did."

There was no dramatic change in most of the courses these students

took. Rennie Charles recalls: "The Ryerson courses at that stage weren't really different than some of the things we'd been doing. Indeed, there were still some veterans around taking the old-new courses. The veterans were qualified to be admitted to Ryerson (under the admission requirements anyone Kerr wanted could qualify). Kerr also considered it diplomatic to take any veterans who wanted to come to Ryerson, rather than force them to go to the last re-establishment institute in Hamilton. The few veterans might complain about that and raise a fuss, possibly with the Department of Education or, even worse, a provincial member. A fuss over anything was the last thing Kerr wanted. He spent much of his waking time ensuring no one rocked the boat or created a controversy that might hurt the new institute in its freshman year.

Some of the instructors had their first real dealings with Kerr at this time. They had come on staff during the bustling rehab days, when Kerr was the busy head of all the re-establishment institutes for Ontario, not just the one at St. James Square. Rennie Charles said: "That end of the hall, the west end of the first floor, was a sort of a sacrosanct sanctorum. Nobody went down there very much. I was a very junior guy. I never even laid eyes on H. H. As far as I was concerned, Tim Wood was the head of what I was concerned with." With Ryerson underway, every single person dealt with H. H. Kerr. He knew their comings and their goings, where they ate lunch, and the names of their students and how the students were doing. Memoranda on every conceivable subject, on every possible detail of the young school, flowed from the typewriter of Margaret McLaughlin outside the corner office. Before that September was over, more than one Staff Notice a day had been issued. One of the first, of course, dealt with the opening ceremonies.

September 22, the day set aside for the official opening of Ryerson Institute of Technology, was a cool clear autumn day, the kind that makes one

worry about winter and wonder about Indian summer. Ironically, the major news that day concerned the Berlin blockade and the National Progressive Conservative leadership, two events that had slowed the plans for Ryerson all year. Indeed, Premier Drew appeared to have his mind on them and not on Ryerson when he arrived for the afternoon ceremonies because he had not been briefed properly. A mile away across the city centre, the University of Toronto was launched nicely into another academic year, its 15,000 students working away busily inside the ivy-covered buildings or strolling across the wide campus talking about the Blues' chances against the other of Canada's college Big Four McGill, Western and Queens. These mainly were the students who had survived the gauntlet of Grade 13 departmentals. Many were a little smug about qualifying for the major game in town for post-secondary education. For some, it was the only game. None of them would know that an event that day on St. James Square would signify the end of the university or job dilemma for high school graduates, those who didn't want to go to art or agricultural college.

Kerr wanted Premier Drew, Dr. Althouse and Frank Rutherford to be present at the opening ceremonies. In order to attract such busy people, he had to let them choose the time and day. That was the reason the opening ceremonies were at 3 p.m., a day after classes began. The ceremonies were held in the little semi-circle of an auditorium, the scene of so many important meetings, social do's and concerts, over its life of nearly a century. It was the only place they could be held since the new school lacked a gymnasium. The larger hangar that the Royal Canadian Air Force had installed as a drill hall at the beginning of the war had been converted during rehab days. Part of it now housed a machine shop and the rest was taken by the shop for auto mechanics. It was to be a few years before it would be converted into a gymnasium. Kerr recalled that "we managed to muster enough students to make

it a reasonably good audience. George Drew produced a straight-forward kind of address, but I personally was a little surprised with that speech because it really didn't seem to describe what our aims and objectives were. Whoever wrote the speech assumed we were going to carry on in very much the same way as we had been doing under the re-establishment program. As a matter of fact, when a class of Journalism students went down to Ottawa to interview him a few years later, some of them were upset because it was obvious he was still hazy about what was going on at Ryerson. He seemed to think the rehab courses were still being taught and was surprised that a Journalism course existed. After the premier spoke, Dr. Althouse addressed the gathering. He knew what our aims and objectives were and he stressed them. The third speaker was Frank Rutherford who also outlined the purpose of the Institute alright. We received a number of telegrams from well-wishers around the country, from people who knew what we were trying to do. Some came from high school principals who looked on this venture with a good deal of interest. And all the chief officials were there from the department. They wanted to be present at the baptism of this new and different institution."

Dignitaries such as Lieutenant-Governors, premiers and ministers of education would pay many visits to St. James Square over the years. They would give speeches, receive degrees or open new buildings. However, none of those visits were as crucial as the ones made by official visitors on Sept. 22. Ryerson needed such physical proof that the government stood behind it. To have the number one provincial politician open a building, therefore lending the dignity of his office to the project, is something that keeps the invitations flooding into the premier's office. Each applicant wants the line in

the newspaper story, the new picture, which shows the world that "today the Ontario Premier officially opened the...."

For three cents that day, a Toronto newspaper reader could buy The Evening Telegram and find a layout on Page 3 dealing with the new institute. There were three pictures: the inevitable stock shot of the old Normal school building; Mrs. Helen Hutko fitting a dummy with a dress and H. Perryman repairing a clock.

The feature started: "There isn't a football team at the new Ryerson Institute of Technology on Gould St. There is no school tie and there are no dormitories.

"But apart from these few minor differences, Ontario's most modern, poly-technical school, officially opened this afternoon by Premier George Drew, has all the earmarks of a full-fledged university.

"There are 'lab' periods and there are time-tables to be followed by the student. There are co-eds (about 15 at present but more are expected) and there will soon be a students' council to minister to social needs."

The reporter wrote that Ryerson was modelled after the famous Rochester Institute of Technology and was "thought to be the only one of its kind in Canada." The article said the other three technical institutes in the province were mono-technical. Ryerson will act as the "right hand of industry," a campus slogan. There will be advisory boards, one for each school, and a board of governors would be appointed by the Department of Education.

The feature estimated that open day enrolment was 150 but quoted registrar M. C. Finley as saying applications were still being accepted "although most courses got underway today." Kerr said there were facilities for about 600. Kerr also was quoted as estimating the staff's size at 60. Finley emphasized to the reporter that though junior matriculation was de-

sirable, applicants with "practical experience are being admitted."

Details about the student's day were given. All students would be compelled to take a little English, Chemistry, Physics and Mathematics. The day would start at 8.30 and end at 4.30 with no spares. Then, the reporter wrote, the evenings would be free since there would be little textbook work under a system that stressed the practical above the theoretical.

The article stressed that Ryerson's leaders already considered the school to be a success because so many industrialists had promised to provide summer employment for the students. "A student will take nine months training, work at his chosen trade for three months, and then come back to the school."

The budget was \$400,000 for the first year, the article said with officials estimating the cost per student at \$700 annually. "What is believed to be the only television camera in Canada today is part of the costly equipment needed in the electronics course."

The most popular course for men were the electronics and food technology courses while the few female students were found in dressmaking and dress design courses. And the article concluded that there was one student from Mexico and several from other provinces.

The Ryerson staff undoubtedly could nitpick about some of the information used in the article, under the headline "The Right Hand of Industry, Ryerson Has Little Use For Textbooks." Students over the years making the expensive September foray to the A and A bookstore undoubtedly would disagree violently with that headline. Still the article couldn't have been better if it had been a paid advertisement written by one of the Ryerson staff under the ever-watchful eye of H.H. The article touched all the things that Kerr and his staff would stress to any writer who ventured inside the Gould gates: the uniqueness, the practical aspects of the training

yet the resemblance to a college, the involvement of industry, the expensive and rare machinery used in teaching, lots of jobs for students and the fact that Ryerson would be a magnet in education attracting students from beyond the borders of Ontario who presumably bypassed all sorts of schools on the way.

The Telegram article was by far the flashiest in the newspapers. But in Ontario's education circles, the Toronto newspaper of the most importance was the Globe and Mail. It ran a smaller article the same day by Kay Sandford who hit on the happy angle, to Ryerson Institute that is, of investing the new school with all the tradition of St. James Square from Dr. Egerton Ryerson on.

She wrote, under the headline "Industry Helps Ontario Teach Young Tradesmen", a story which contained much of the information of the Telegram piece but with the historic angle emphasized rather than the Telegram theme of a practical university-like place. It began: "The Toronto Normal School, the seed plot of the Ontario educational system, will take on a new look and a new future today. The old buildings on Gould St., which have nurtured the spirit of Rev. Egerton Ryerson for 100 years, will be the home of the Ryerson Institute of Technology. As Ontario's hub of the latest development in technical and vocational training, it may be a far cry from the famous educationist's idea of higher learning, but it will be a lasting monument to the man who used his whole life teaching others how to live."

But in the second paragraph of the newspaper story, an error popped that was going to dog the steps of Ryerson Institute for more than a decade. The paragraph read: "With its \$1,500,000 of equipment, the institute will operate as the right hand of industry. It will function as the province's only polytechnical school for students above high school level who have neither the time nor money for university training. Some of the 60-odd

courses call for senior matriculation certificates, other for two years' high school and a few have entrance certificates." Actually Ryerson was offering 14 courses and 37 options. That reference to "60-odd courses" obviously was prompted by the addition of the apprenticeship courses that were going to be given in the Ryerson buildings by Ryerson instructors. But the apprenticeship courses were not Ryerson courses. Ryerson institute was run by Kerr for the Department of Education. The apprenticeship courses, of a much shorter duration, were run for the Department of Labour. The Department of Labour set the courses and reimbursed the Department of Education, and therefore Ryerson, for running the courses. To keep things straight, the Ryerson students were in the technology division and the rest of the students, those taking the apprenticeship and other trade courses, were in the trades division. But the epithet that Ryerson was just a trades school, to be hurled with scorn at Ryerson students by other Toronto students over the early years, all stemmed from the early sharing of facilities between the two different kinds of education.

That first Globe and Mail story couldn't cope with the mixture between trades and technology. But then it was a new concept for everyone except the Ryerson people who had been mulling this over for several years. The story's next paragraphs continued the confusion, pointing out that our "Representatives of industrial plants will act in definite advisory capacities because they are the men who will keep the school open. In many cases, they will pay their workers to take part or full-time courses at the Institute. Then these men are an important factor in job placements for men and women who attend on their own. Each trade will have an advisory board made up of employers and employees who pass on the courses and assess the number of workers a respective industry can absorb."

That part was a blend of the advisory committees to the Ryerson

courses and supervisory committees of the apprenticeship courses. There was also a mixture between the apprenticeship students who were paid an allowance for going to school and the Ryerson students who paid a fee to go to school. To complete the confusion, the story said Kerr "has lined up apprenticeship courses in the building trades, motor vehicle repair trades, electronics, jewellery and watchmaking, food technology, dressmaking, graphic arts, photography and welding." That mixed the two sets of courses.

Still, the Globe story had another reference to the past which must have pleased the Ryerson staff. "The board of governors, which has not yet been appointed, will meet in the board room used when the Normal School was built in 1852. In fact, as much as possible, the school will operate from a physical layout standpoint as it did in the last century. The old library has been remodelled and Principal Kerr will occupy the office in which Ryerson devised and administered the educational policy of Upper Canada." Despite all the flaws of that story, there still was the beneficial impression of a bustling, different kind of school, one where you could learn the day-to-day minutiae chores of industry and get a job. The "trades" flavoring was not helpful to the Ryerson staff trying to describe to the world what manner of school had just been born. Still, Ryerson was to enjoy a favorable "press" over the years, benefitting from the fact that even in the early days, before a flood of Ryerson-trained journalists descended on the Canadian media, most of the senior writers and editors around Toronto were men and women who hadn't popped into their jobs direct from university but had come up the long hard way from copy boy or cub reporter. Ryerson was their kind of school. They could appreciate its endeavours. Saturday Night was the first magazine to turn its attention to Ryerson, bringing out a three-page article with 14 photographs when the school opened.

There were no major problems in the early weeks, other than the lack of students. Kerr said: "It was quite an experience, after the thousands upon thousands of rehab students, to end up with just 210 students. But we knew that unless we were given six months in order to acquaint the public with what the new school was all about, the enrolment would be small. So we had far too many teachers for the number of students. In fact there were always quite a number of apprentices around from the Department of Labour. So the overall figure wasn't so bad. It was just the number enrolled in Ryerson's own programs that was so small. The biggest enrolment was in Electronics and the smallest was in the printing courses. Our decision on what courses to give, on what students would be interested in, was based pretty much on our experience with the rehabilitation training courses. In Electronics, for example, there was a great demand and they all seemed to be getting jobs. So that was a natural field for us to experiment with in the new institution. In printing, we had all that equipment in there. Veterans had taken that course and established themselves very well in the printing industry. So we went ahead with that. Still, the enrolment in the printing courses when Ryerson started was very low. It was understandable though, because training people for the printing industry was still very new at that point. We didn't have any problems with the instructors not reporting for duty. They were all there and all glad to be there because prior to that, we had to release a great many of them."

There was some outside help in the search for students. On Sept. 20, H. W. Jamieson, Superintendent of Educational Training for the Department of Veterans Affairs, wrote the District Administrators in Ontario. He said: "The Province of Ontario in establishing technical institutes--particularly the Ryerson Institute of Technology in Toronto--is making provision for the

training of young men and women whose training needs are not met by university faculties. For example, Dean Young of the University of Toronto has been urging for some time that facilities, at an intermediate level, be made available for men whose abilities or circumstances did not fit them for graduation in Engineering. Our experience with student veterans shows that a considerable proportion fail in the first year in university..." Jamieson said that although some write supplemental examinations and some repeat the year at their expense, "the prognosis for these students is not likely to be good unless there are some unusual circumstances which result in failure in the first attempt. Surely all doubtful cases at the end of the First year should reconsider their occupational goal, having regard to the excellent facilities at the Ryerson and other technical institutes. This illustrates the continual need for careful re-counselling on the part of experienced staff, both in the universities and the Department of Veterans Affairs." Kerr sent Jamieson a note on Oct. 4 to thank him for the boost.

Because the budget for Ryerson was kept low, a great deal of ingenuity was needed to convert the buildings into whatever forms the new courses required. Kerr said: "In those early days we really had to struggle to make ends meet and to do things. We had these old buildings and they required many changes. But we were fortunate to have a gentleman around in those days called George Hitchman. Now George had been in the building trades. He was energetic. He found ways and means of making all the changes necessary without spending a great deal of money on them. He used second-hand materials and all sorts of things. He used day labor--we never let anything out to contract, everything was done by day labor--and he pushed things through and got things done. George has never been given full credit for what he did."

"Had it been let by contract, these conversions and renovations

that we had to make would have had to go through the Department of Public Works because those buildings were owned by the Province. The buildings were so old and so dilapidated that the Public Works officials told us to go ahead and do what you like, provided you do it on your own. They didn't worry about contracts or anything else.

"We had to make all kinds of changes. To get around the fire regulations was a problem, too, because some of those buildings were really fire traps. Everyone was very kind to us when we tried to deal with the fire problems. But there were fire escapes made out of wood, there were plenty of things illegal like that. We did have more than the normal number of fire extinguishers. The Fire Marshall used to come around regularly and he looked askance at some of the things that were being done. But he was fairly kindly too. His only order was there should be plenty of fire extinguishers around to put out any fire before it really got started. So we really loaded up with fire extinguishers."

That was to father one of the earliest sayings about Ryerson. The buildings may have been of historical interest, the saying went, but they were of hysterical interest to the fire chief.

Each day the students came to study and learn among the confusion, dilapidation and dignity. It required some dedication. The students weren't there to pass time. They were there to learn. That was good because they could have been easily distracted. Instead of neat, quiet classrooms, there were classrooms under siege from the repairmen, where sawing and hammering competed with the instructor. The heady smells of the central city, well-laced with all the yeasty aromas from the brewery, which was the largest neighbor, permeated every nook and cranny, a devastating competitor for attention on warm days when some of the class was of drinking age and could appreciate the merits of a long cold beer. The students had no yardsticks

by which to judge themselves or their instructors. Some couldn't take all this, and dropped out. For many, however, it was a marvelous experience.

Betty Jackson had just graduated from Northern Vocational in Toronto and was thinking of becoming a nurse. "I was going to take nursing at Women's College when at the very last, I talked to a person in nursing and she put me right off, changed my mind at the very last minute. I was interested in sewing. Some of the high schools had a special course in sewing that you could take but after a few years in high school, you're not too interested in continuing in a high school. So I heard about Ryerson and thought I would go there and take Dress Design. I liked the fact it was a new venture, that we were pioneering. I was 18 but there were many older people there as students. Actually it was a good mixture. There were still fellows there from the war on DVA benefits. There were a couple of married women. There was a girl in my class who had been in the army, had been ill with TB and had come back to school. So she was older. There were only about 15 girls in the whole place.

"The boys from the apprenticeship courses were quite transient, only there for a couple of months, so we really didn't have very much to do with them. And they didn't have anything to do with us, except to throw firecrackers on a few occasions."

In 1948, Betty Jackson was the girls' athletic representative on the students' council. Bob Campbell, from Humberside Collegiate, was an Electronics student and the boys' athletic rep. He inevitably acquired the nickname of Soupy Campbell, a nickname their oldest boy was to acquire too after Betty and Bob were married in 1951. For Bob Campbell and the other Ryerson male students, there were team sports but not for the women. Betty recalls going up to the YWCA on McGill St. and arranging for the girls to take swimming there, something she had to do--not the Ryerson instructors--

because with no gymnasium and athletic facilities, Ryerson wasn't bothering to provide any exercise for its students. It was a small students' council, Mrs. Campbell recalls, around eight people. They ran dances in the old cafeteria and generally had an easy time of it because so many of the students knew why they were at Ryerson and what they wanted to do. That gave them a maturity which was welcome on both school and social occasions. She said the students generally had a "wonderful" time. We realized it was a real experience. But there were so many instructors compared to students that we could see they they would need to get larger classes in the later years."

Things could have been more difficult for Ryerson and its principal if it hadn't been for the two stout friends at Queen's Park, Althouse and Rutherford. Some classes were so small that instructors could give individual attention to the five or six students. Obviously a situation where an instructor had only one of two students taking a particular option could not last for long. Kerr said the two officials didn't do anything about it because they knew how short the time had been to get the students. "They both told me that the testing time for Ryerson would be in a year, in 1949. We were given a year to see what we could do about getting students. So we really had to work hard. Morley Finley, Eric Palin, I and some others around making speeches to anyone who would have us. We talked to service clubs and home and school clubs and any group that needed a speaker. Palin went to the various groups interested in electronics. All the course heads went out and contacted the professional organizations related to their course and let it be known what the objectives of Ryerson were. The advisory committees spread the gospel too. It reminded me of a political campaign where the leaders rush around here and there and try to get as many votes as possible. We were hunting students for 1949, not votes. If the first crisis was to get Ryerson opened, then the second crisis was the need to get a respectable number

of students in 1949. We weren't going to increase the staff, you see, so any reasonable increase would certainly make our ratio of teachers to students look a lot better."

So the Ryerson staff beat the drums, and the bushes, for students. To those who said the school was new and untried, they pointed to the modest beginnings many years before of the Massachusetts Institute of Technology. MIT was a name with which to conjure, the Ryerson people said, and when it began in 1865, its courses had been shorter in duration than the ones it was now offering. MIT had evolved, and Ryerson would evolve too, quite quickly, the speakers promised.

In all of this evangelical work, in the difficult times of creating Ryerson and then helping it through its first year, Eric Palin played a major role. His title in 1948 was Director of the School of Electronics but his enthusiasm and work drive had him involved in many phases of the Institute. Palin had been born on Lord Rothschild's English estate in Northamptonshire, where his father was the chief steward. He came to Canada with his family and went to Peterborough High School. He started as an apprentice in the electrical department of the Canadian National Railway and in 1927 became electrical supervisor of the Canadian National Electrical Railways (CNER). He continued to take correspondence and night courses. After 15 years with the CNER, he joined English Electric in St. Catharines. An exciting part of that job was a trip to Central America to install generators. Palin recalled to a student interviewer before his death in 1961: "I never thought of teaching before I was asked in 1940 to teach at Hamilton's Westdale school under the War Emergency Training program." Palin came to St. James Square in September, 1944, and was put in charge of the electronics division. "We took up every inch of space on Ryerson Hall's third floor and we overflowed into the barber shop which faces Victoria St. When I first came, there was no equipment.

There was only one other instructor, Vern Stewart. To top it off, we soon had 240 veterans. That was far too many students to teach in one group so they came to classes in two shifts. The course of study was tough and lasted for 52 weeks. Industry found the graduates excellent."

At five foot six inches, Palin was small in stature. But the Ryerson pioneers say he certainly made up for it in drive. Kerr, a shade under six feet, would walk around on his daily inspection tours and Palin would often be at the side of the lanky figure. To some, Palin played almost as important a role as Kerr did in the birth of Ryerson. Rennie Charles said he watched the little dynamo at work with great admiration. "He was the guy with all the drive and the energy. Eric was the guy who tore around, got people together, got them working, suggested things for them to do, asked them for ideas and then said 'ok, get busy and do it.' Palin would whip into H.H.'s office and say: 'How be if we do this and this and this.' And H.H. would say: 'WELL?' And Eric would talk some more and finally you would hear H.H. say 'Well, Eric, we'll do it.' He was the workhorse around here from the start until the late 50's. He really was. He had every job to do. And those jobs killed him in the long run. He nearly died two or three times. But he'd get up and go again. H.H. was a good organizer, a good figurehead. He could get things to happen. And Eric was the driving force."

Naturally there was regular consultation with Queen's Park, and Kerr's good relationship with Althouse and Rutherford simplified that. "I could get quick action on practically any problem that arose. I could call them on the phone or drop in and see them anytime and they were always very good about giving me appointments. They liked to do business over the phone. That's the way they operated and we did most our business that way, not by memo. I remember once I had a chance to buy that television camera and I got approval to buy it, and it was really an expensive piece of equipment, in a day.

That's how quickly we could do things if everybody thought it was the best thing to do. It was a big help having Rutherford there, with his background in vocational education. It was the first time a man with that background had got to be deputy minister. Nearly always the deputy had been either the director of the elementary school system, or the secondary school system. Rutherford told me he didn't care what I did as long as I upgraded vocational training. Vocational training had started out bravely and something went wrong. It has become a dumping ground for those who were failing academically."

A substantial proportion of Toronto had no idea what was going on at St. James Square as Ryerson's first year ended. The old south building proudly bore a plaque calling it Ryerson Hall but it was the old Normal school to many. Others just assumed it still was a rehab school and had something to do with veterans. Toronto's leading street directory still was calling it "Toronto Rehabilitation Centre" in the 1949 edition although that had never been the official name. The high schools throughout Ontario, some still displaying the picture of Ryerson's statue, with the Normal school behind, first distributed by the department in 1901, knew there was something going on down there by the statue in the big city, but the '50s would have almost gone before all the schools knew precisely the nature of the courses.

Despite the public lack of knowledge of the name of Ryerson Institute, the Ryerson staff seemed content with the name that had been chosen. Any discontent with it had been laid to rest early by a letter from Dr. C. B. Sissons, the principal of Victoria College and the expert on the life and writings of Dr. Ryerson, the first principal of that college.

In Staff Notice #11, dated September 28, 1948, Kerr had sent to the Institute's bulletin boards the following letter from Dr. Sissons with this explanatory note: "A section of the general public seems to be of the opinion that Dr. Ryerson was not interested in technical education. Dr.

C.B. Sissons, the eminent authority on the life of Ryerson claims that this is not true and he has written to me the letter quoted below. I am sure it will be of interest to all of you."

The letter read: "I wish again to thank you for affording me the privilege of attending the formal opening of The Institute. At a later date it might be possible for me to accede to your suggestion that I should elaborate Ryerson's contribution to technical education. Permit me to say at the moment that in view of his general attitude, quite apart from the matter of site, it is most appropriate that the Institute of Technology should bear his name.

"At no period of his life did he succumb to the temptation in men of letters, particularly in his day, to despise the crafts and physical labour. Although trained in one of the few grammar schools which Governor Simcoe had set up for the instruction of the sons of gentlemen, he took part in the various operations on the farm of his father, Colonel Joseph Ryerson, and for one year before he became of age was largely responsible for the superintendence as well as the work on the farm. After he resumed his studies he was attacked by a serious illness, and while convalescing undertook the panelling of the living room in the old home at Victoria, where his excellent craftsmanship may still be inspected. At the age of fifty-nine, he built a skiff 15½ feet long, on the model of one he had seen on the Maine Coast. It was fitted with both oars and sail, and covered with a canvas deck and provided with proper ballast to provide against the double danger of swamping and capsizing. In this little craft he crossed Lake Ontario several times alone. As a young missionary to the Indians on the Credit, he took off his coat and showed the Indian lads how to clear land and was even rash enough to try to encourage the women folk to be cleaner housekeepers.

"As principal of Victoria College and in his first report as Super-

intendent of Education, while not in any sense minimizing the importance of the standard subjects of the time, Foreign Languages and Mathematics, he urged, and gave a strongly practical bent to education. The Report of 1846 would startle many educators, did they take the pains to read it, by its 'modern' ideas. During the first of his periodic tours of the province when he lectured in every county, his address on The Importance of Education to an Agricultural, a Manufacturing and a Free People emphasizes the same note, and certain passages in this lecture are among the finest Ryerson ever wrote. The old School of Practical Science was set up in Toronto by him, and such able men as Dr. Ellis, and James Lardon, afterwards President of the University of Toronto, placed in charge of its work.

"To the long list of subjects of study placed on your curriculum--with one or possibly two exceptions--his pious mind would give a hearty 'amen.'"

It was a nice letter, especially since it came, as Kerr said, when there was little support from the universities. Kerr said Sidney Smith, the University of Toronto president, and Dr. McLaughlin, the engineering dean at the University, did give some encouragement. "There were also a number of professors on the faculty at U. of T. who welcomed the idea of seeing this experiment carried on long enough to see what happened, to see if Ryerson was going to fill a need in the province." What happened in 1949 would determine if the experiment would continue.

The Ryerson Institute of Technology would stay afloat, and be transformed gradually to match the grand plans its creators had for it, if two things happened to buoy it. More people had to come to Ryerson. And any student that did would be helped in finding summer work and a good job after graduation. The first would keep the Department of Education happy and silence potential critics. The second would satisfy parents and industry. If an institute's grads can find solid well-paying jobs, it's the seal of approval from the outside world on the school. So Ryerson course heads and instructors functioned as recruiters and employment agencies every chance they got.

All good schools and all good teachers care about what happens to the men and women they teach. But this caring was to become a special characteristic of Ryerson. It was born out of necessity and was nurtured by circumstances into becoming a key part of the job. The staff was always talking enthusiastically about past grads in the early years, rhyming their names, where they worked, and what their latest promotion was. They phoned their friends at various companies, made appointments for the students, briefed the students and waited impatiently for the student's return when they would demand a full account of the interview. It was not unusual for an instructor to know ahead of a parent or steady when a graduate got a job. Students got infected by this attitude and when they were in commerce and industry at a level involved with hiring, often made sure their old school was contacted when vacancies occurred.

But that's moving ahead. The second hurdle had not yet been cleared.

The printing trades courses were hit hardest by the low enrolment in 1948. The Ryerson pioneers developed a diplomatic vagueness when they talked about the number of students in such courses. With several categories of students around, the exact figure could be hard to isolate. But Cliff Hawes,

the chief printing instructor, recalls that when things settled down in 1948, there were eight instructors for four students. That allowed the instructors to put into practice the principle of individual attention for students "but it made us feel pretty jittery."

However, all that expensive printing equipment sitting in the two-storey prefab barrack just across the driveway from Kerr's corner office was a precious asset that Kerr was to exploit. Normally in a new endeavour, when printing is considered and the budget is tight--all of Ryerson was being run for under half a million--the cost of printing either reduces or eliminates its use. But Ryerson possessed its own printing plant, a marvelous instrument for propaganda, public relations and prestige. Kerr could have Hawes and his staff print invitations, newspapers, tickets, calendars, brochures, forms, year books and anything else he wanted without much more concern than what the paper and ink would cost. Kerr could use the printing shop to make valuable friends. In 1947, the shop produced a memorial volume to commemorate the 100th anniversary of the Toronto Normal school. Kerr and others from the re-establishment institute were given special thanks on an occasion when Kerr's mother, Martha, from the Normal classes of 1887, cut a big cake. Now Hawes and the printing plant would be engaged in one of the most important products, the production of the Ryerson calendar.

There had been time to produce pamphlets on courses in 1948 but not to print a calendar listing the courses and regulations of Ryerson. This omission was handled diplomatically in the first calendar. One section talked about the opening year and said: "Considerable experience has been gained, therefore, in the operation of advanced technical courses suitable for adults; but it was felt that during the first year of its development, the courses of study should be fluid and subject to change without notice, as the need arose. For this reason separate pamphlets descriptive of the courses in each

school of the Institute were issued in the summer of 1948. Though much is still to be learned, the experimental stage is now over, and it is with a measure of confidence the staff of the Institute presents this calendar in the belief that the courses outlined herein will prove to be acceptable to prospective students, to employers and to the public." The calendar mentioned the value of the equipment in the school, another point constantly stressed in those early years. A conservative estimate of the value of the equipment is \$1.5 million, the calendar said. "With the active assistance of industry it is confidently anticipated that the items of equipment will not only be maintained but increased."

The calendar had the Ontario Coat of Arms in the upper right hand corner of the cover, featured the names and titles of Althouse and Rutherford, the standard picture of Ryerson Hall and under the rather grand title of "Department of Undergraduate Studies" listed the 10 schools of Architectural Drafting, Business, Costume Design, Electronics, Food Technology, Furniture Crafts, Graphic Arts, Mechanical and Industrial Technology, Jewellery and Horology and Photography. So in one year, Drafting had become Architectural Drafting, Fashion Crafts had changed its name to Costume Design, Machine Tool Technology was renamed Mechanical and Industrial Technology and the separate courses of Welding, Stationary Engineering, Cosmetology and Barbering had disappeared into other courses, other forms or out of existence.

The barbering and hairdressing schools had been kept going originally because of a special arrangement between Kerr and Fred Hawes, the father of Cliff Hawes, the printing instructor. The senior Hawes was a union official who had become the Director of Apprenticeship for the Department of Labour. "He asked me," Kerr recalled, "to keep the barbering and hairdressing schools going immediately after the rehab days because he wanted to bring the barbers and the hairdressers in under the apprenticeship act. He wanted to be able

to inspect the slapdash schools along Queen which were selling these quickie courses. To do this required a change in the act and he hadn't got that change through the Legislature yet. So we had these courses in the first year which fell between the Ryerson courses and the apprenticeship courses." In 1949, the courses were still being given, and the Ryerson staff and students were going there to get their hair done. But there was no longer any need to list them as Ryerson courses, and thus raise the eyebrows of some educators. Perhaps these were the courses Dr. C. B. Sissons was referring to as being ones with which the good doctor might not have agreed.

The calendar listed a second department, The Department of Extensions with Intra-Mural courses (Men's Tailoring, Women's Tailoring) and industrial Co-operative Courses. The fees remained the same, a bargain \$25 for Ontario residents, with the exception of the student council fee which had doubled to \$10. The first term was to begin Sept. 13 and run until Jan. 31. The second term ran from February 1 to May 31. There was no reading week or Easter Monday holidays but, of course, considering the roots of the Institute and that some of the students would still be veterans in 1949, Armistice Day was a holiday. It was a long, long school year with the main break coming from Dec. 22 to Jan. 3. Considering that the school day would continue to be from 8.30 a.m. to 4.30 p.m., with one hour for lunch, and few official spares, the students would be in the classroom most of their campus life. But Kerr wanted it that way. Weeks of 30 to 35 hours of lectures and laboratories was considered reasonable by him, even when compared to the fewer hours the typical college student in 1949 spent in similar ways, because the Ryerson student didn't have as many essays to write.

That first calendar listed only a few bursaries. But the school directors would keep after their advisory committees and friends in industry to contribute far more. The \$200 Downyflake Mayflower Donut bursary, donated

by the Canadian Doughnut Company for the most deserving student in Baking Technology, the \$400 for deserving students in either Cooking or Baking Technology from the Allied Trades of the Baking Industry (Canada) Inc., and the bursaries for \$125 each from the Jewellers Institute for deserving students taking Jewellery and Watchmaking courses were only a few lines. Eventually the bursaries would take pages to list.

Obviously the talents of every school were pressed into service. D.G.W. McRae, Director of the School of Architectural Drafting, did the design for the book. Harry Burke, instructor in food decoration in the School of Food Technology, did the illustrations. Hawes looked after the printing and Reg Soame the many photographs.

Due to the calendar and the missionary work of the staff, the enrolment soared. Everybody heaved a big sigh of relief but no one relaxed. H.H. would never allow that to happen.

Dana Porter was now the Minister of Education, first under the temporary leadership of T.L. Kennedy from Oct. 19, 1948 to May, 1949, then under the Laird from Lindsay, Leslie Frost, who became premier on May 4 and was to hold that position so vital to the interests of Ryerson until Nov. 8, 1961. Porter's reports on the state of the education department for 1948 and 1949 are a good way of tracing the growth of Ryerson and the whole idea of technical education. The 1948 report commented: "The provision of technical education between the levels provided in the vocational schools and in the universities is now an accepted responsibility of the Department of Education." In the survey of the four technical institutes, Porter said that the Lakehead Technical Institute at Port Arthur was giving "experimentally some Arts courses which may qualify it to rank as a Junior College." His comments about Ryerson covered how it was functioning as a polytechnical school. The report for the same year had a flow chart showing technical

and polytechnical institutes taking students from vocational schools and readying them for the senior technical level of industry. Graduates of such institutes would enter industry or commerce at a junior technical level. In three paragraphs written for the report, Kerr said Ryerson was operating as a "polytechnical type of institution offering tuition on the Junior college level" in 11 courses. Kerr said the initial day enrolment had been 245 and 812 had been registered in the first evening classes given by Ryerson. The report, dated Sept. 8, 1949, added Chemistry Technology to the list of 10 courses that had been promoted in the calendar for 1949, and Jewellery and Horology was transformed into a course called Jewellery Arts. That was symbolic of just how fast Ryerson would move to change the names, or expand its courses, when it appeared advantageous.

Kerr's report was tiny but it certainly did get across the idea that Ryerson was a busy place, a useful place for the department to have around. Indeed, from Kerr's description, it must have seemed Ryerson was a veritable supermarket of vocational and technical training with something for everyone. In addition to those day and night students of the Institute itself, there were the apprenticeship courses conducted for the Department of Labour. But Kerr mentioned also that Ryerson was doing some training of army personnel at the request of the Department of National Defense and that it was co-operating with University of Toronto by giving crafts instruction to Occupational Therapy students of the university and a Food Technology course to the university's Institutional Management students. That type of association with the university was one Ryerson people would prize. So Ryerson may have started small in actual numbers in its own courses but by the time students from all the other programs were included, there was a sizeable population on the square, in its variety resembling that of the century before. The extra bodies would gladden the occasional lonely Ryerson instructor, wondering where his new

students, and for that matter, his next pay cheque, were coming from.

The 1949 report of the minister showed that the Institute more than doubled its day and night-time students in the second year. It placed the 1949 enrolment at 541 full-time day students and 273 part-time students, and estimated 1,530 had taken evening classes. In addition to the apprentices, special groups of army personnel and university students, the Provincial Department of Health started sending nursing assistants to study at Ryerson's concrete campus. The report said three additional courses were proposed to start in September, 1950, in Applied Electricity, Food Administration and Home Economics. Ryerson, having cleared the second hurdle with ease, was quickly branching out.

On September 27, 1949, Principal H.H. Kerr sent his third memorandum regarding the upcoming field-day to the directors of schools. This memo illustrates perfectly how the principal fussed over every single detail of the young Ryerson. He directed every activity from his eyrie in the big southwest office in the main building. Hours of classes were from 8.30 to 4.30, a fact the pioneers constantly mentioned in their reminiscences. However, H.H. expected every single instructor to work extra hours to help create the ambience of a college campus on the asphalt of St. James Square.

The memo read: "In order to wind up the initiation, the Student Council wish to hold a Field Day on Friday afternoon...

"This event will take place in the parking lot and all cars must be cleared from the lot by 1:00 o'clock on that day. School will be closed at 2:00 o'clock in order to give the students an opportunity to attend.

"Please give the event your wholehearted support and urge your students to wear their school colours. Also please urge the freshman to participate in the events..."

Kerr attached a list of the events which were to begin after a "torch bearer arrives from Boiler Room to light Olympic smudge pot." There were a tug-of-war, a honeymoon race for eight couples, a fashion show with all the girls of the Institute in the centre of the square to be judged for the title of Miss Ryerson of 1950, cheerleaders to introduce school yells, a touch football game, a football throwing contest for the girls and a girls' soccer game. The field-day culminated with chariot races. These races with a team of five or six fleet young men pulling a two-wheeled contraption, sometimes a municipal trash can with a driver stuffed inside, were to be a colorful part of the early years of Ryerson and were undoubtedly a copy of the chariot races that The Engineering Society staged at Kerr's alma mater, the University of Toronto.

It was around this time that a person called the Ryerson switch-board and asked the operator: "Is this the Normal school?" "There's nothing normal about this school anymore," was the reply. It's a good story and no one minds the possibility it may be apocryphal. That anecdote, to be told by the pioneers to each new wave of instructors who arrived on staff as the school grew, captured the fact that for the Ryerson Institute of Technology there was no normal path to follow. It was new and unique. High schools might copy other high schools; universities might follow or build on the courses and experiences of other universities. But for this polytechnical institute, everything must be created new. Its role, identity and personality must be created fresh.

Yet the public has a healthy suspicion of "new" things in education, although it may be a magic word in advertising. It's the future of sons and daughters which is at stake in choosing a school. To attract students, a school must appear up-to-date but rooted on the finest principles culled from past decades. The trappings of tradition help to reassure parents, and to appeal to students who have read about the ceremonies and customs of the great universities.

Other post-secondary institutions in Ontario in the 1940s had their ivy and traditions which the long years had wrapped cosily around their songs and symbols. That's what Kerr wanted and needed for his creation. What he couldn't produce himself, he turned to his staff to do. There is no doubt that he hired them with this in mind. He looked for versatility and enthusiasm, for instructors looking not for a job but for a way-of-life. No one was going to be able to teach his speciality and head for home, not when yearbooks, newspapers, school songs, cheers, crests, bands, glee clubs and teams had to be created and nurtured so that Ryerson would more closely resemble the tradition-encrusted older schools. A college atmosphere was

needed, redolent of Heidelberg and Oxford and Philosopher's Walk and The Skule Cannon and The Tables of Morey. Just add H.H. and staff to a little H₂ O and stir for instant mystique!

Among many other things, Kerr wanted music at Ryerson. "That's why he hired me." says Alberindo Sauro who started on Sept. 1, 1949, as an English teacher and stayed through many positions to be a dean in the Seventies. Kerr recalled that Al may have been a teacher "but he was interested in extra-curricular activities and these were the kind of things we were interested in." Sauro played violin and was interested in music. Kerr played principal and was interested in a band, orchestra and glee club. So Sauro was hired, along with Walter Anderson, G.M. Bullock, A. Higgins, L.H. Holmes, J.W. Peacock and A.E. Toogood.

Sauro was born in Montreal and came to Toronto when he was 18. His father was a minister and had been transferred. There wasn't any money for university after high school so Sauro tried a number of jobs that didn't lead anywhere. He worked as a short-order cook and in a warehouse. In 1942, he joined the Canadian Army and spent the next years in the service. After the war, at the age of 30 when most people are already neatly launched on their life's career, Sauro entered the University of Toronto. After graduation, he spent a year at the Ontario College of Education for his teaching certificate.

"I was working with Teddy Toogood on the new charge-a-plate at Simpsons in 1949 when I found out he had a teaching job. Where was he going? To Ryerson. Well, who knew what that was because all of us were oriented towards the secondary school system. But I applied too and I got a phone call from Rennie Charles in June telling me I had a job," Sauro recalls.

Sauro had no idea when he came to Ryerson that this was going to be where he would spend most of the rest of his life. He said: " I recall

B.C. Diltz--who was the head of the English department at the Ontario College of Education and who later became the dean--telling us that Ryerson would be a good place to stay for a couple of years to get some experience but it really wasn't the kind of institution we would want to be associated with."

Sauro and Toogood became the English department with Rennie Charles as the head. Sauro said: "All we taught them was grammar and composition. We taught them to speak correctly. It wasn't until Bill McMaster came on the scene in 1950 that we got literature. I may be wrong but the impression I have is Rennie was not really in favor of literature as a subject at a practical institution. Purely vocational subjects, with a stress on mathematics, was what we were giving. Literature and what we call human relations was probably a real innovation in technical education."

Kerr wasn't long in calling on those extra-curricular talents. He called in Charles and Sauro and commanded them to write a school song. Sauro says there was never any question of whether they would do it. "That was it. I wrote one." Charles recalls Kerr saying: "We really should have a song and we need a few yells too for football games. I think you two should write one." Charles said: "We said yes sir, yes sir, and took off. We put our heads together and thought about it a bit. Al sat down at the piano and started punching a few notes here and there. It didn't take very long. It might have taken an hour or so. Al sort of put a few notes together and I think I went home that night and wrote some words down. The next day we got together and tried it out. It didn't seem to be too bad. We played it for H.H. He came and gave us a personal audition. And then, damn it if he didn't call the whole faculty together. He had the greatest propensity for embarrassing me because he got me to do a lot of things in front of a lot of other people that I never wanted to do and would ordinarily not do. In fact, today I wouldn't even consider it. He got this crowd in the centre of the auditorium. He

said 'okay give us a demonstration. Al, you play it again and Rennie, you sing it.' Of course, it was a disaster. The music sounded all right but I felt like a fool and tried to swallow the words. The people put up with it although I was so embarrassed I couldn't even see them. But the thing caught on and right up to the time of Fred Jorgenson we used it for convocations and things like that."

This is the Ryerson song created by the song-writing duo of Sauro and Charles.

R.I.T., we will fight for thee ever,
For the gold and blue and white;
Hold high the flame of Ryerson's name
And keep it burning bright
Long may you thrive--
For R.I.T. we'll strive,
And your halls will ring
As your praise we sing--
On to Victory! On to Victory!

It was printed in Convocation programs, student newspapers and the frosh were ordered to learn--and sing it on demand--each September. Few realize there was a verse to go with the chorus. Sauro said: "We wrote another song that was like a school hymn. H.H. didn't like that. It was a little too dirgy for his tastes so I wrote a different verse. I couldn't think of one so I went to an old Methodist hymn We Have A Story To Tell To The Nation. It eventually became the verse of the Ryerson song."

The verse goes:

Ryerson, our faith, our pride
Sow glory far and wide;
From thee our strength do we derive,

Alma Mater, Hail!

Onward to lead the free

Onward our course shall be;

Now and evermore all hail to thee!

Ryerson we praise.

The student council had just decided on the school colours which Sauro and Charles featured in the song. And the choice followed a familiar pattern. Kerr considered that the University of Toronto used blue and white, that Western used purple and white and Queen's a tri-colour. "So I thought of blue and gold. I liked those colors and no secondary level of education was using blue and gold. That combination really appealed to me and when I suggested them to the Student Council in 1949, the colors appealed to them too. And they were adopted."

The first of Sauro's musical campus chores didn't take that much time. But the others were to consume it as he founded a marching band, orchestra and glee club. In 1949, it was easy to spark student participation in such activities and a substantial percentage of the student body--approximately 20 per cent--was involved in the musical activities led by Sauro.

When Sauro heard that an instructor hired in the Architectural Technology department professed to be a music man, he sought him out to get some welcome aid. "Look, there are two of us here," Sauro told him. "'I'll take the glee club and you take the band and shape it up.' Well it was about late September when I decided that. It was out six or eight weeks later that H.H. found out. He immediately called me to the office and said I gave you instructions to run the music in this school and I want you to run it. You get rid of that Dr. White. So I did. He certainly always knew what he wanted. He wanted a marching band. So we got a marching band. He said we must have uniforms. So we got uniforms. We had 25 students in the orchestra."

While Sauro was busy making music, Toogood had been pressed into service to coach the football team. It was the start of some undistinguished years for Ryerson football teams. In the very first game, the Ryerson team lost 5-3 to Niagara Falls. It won only once in five more games. This happened although Toogood took advantage of the fact these were only exhibitions against high school and intermediate teams, and occasionally put on a uniform himself. Yet Toogood as player and coach was unable to do very much. This is the same Toogood who the following year was good enough to be a key player as the Toronto Argonauts defeated the Winnipeg Blue Bombers for the Grey Cup. Toogood himself scored a touchdown on a razzle dazzle "hot potato" play. All Toogood got for his efforts on the Ryerson team was a badly-mashed nose in one game, probably one of his most severe football injuries. Sauro recalls Toogood grew weary of injuries playing professional football "so he asked for too much money and they wouldn't give it to him so he quite to concentrate on Ryerson."

The first team to represent Ryerson in athletic competition came in hockey in 1948 when a Ryerson team was entered in the Clancy Intermediate section of the Toronto Hockey League. It lost in sudden-death elimination at the end of the season. In 1949, a team was entered in the THL Industrial League. Under coach John Gropp, an instructor in Machine Tool Technology, the team won only one game and lost nine. As yet, no one had got around to naming these teams.

Ryerson made lavish use of the coat of arms of the Ontario Department of Education as part of Kerr's campaign to use every device possible "to ensure, as far as the parents were concerned, that this was a safe Institution to send their sons and daughters to." But he decided Ryerson needed its own crest. So he called in Rennie Charles, who recalls: "I was advisor to the Student Council and I got together with them and said how are we going to work this out. There were no ideas forthcoming at all. But there were

three or four people who thought they might have a little skill at drawing--I think some were in Architectural Drafting--and they tried to produce something. I tried my hand a bit. But we really didn't come up with anything that was really great.

"Doug McRae in those days was one of the chief advisers to H.H. and he had no use at all for what we produced. It hadn't been a competition. It had just been a number of people trying to produce something that would represent Ryerson. So after Doug didn't approve of what we had been doing and what we suggested, he produced his own attempt.

"I remember going to H.H.'s office one day and he said 'here, how do you like this for a crest.' I looked at it and thought it was different from what I had in mind. I had thought we should have a shield or something like that. Here was a thing like a coin with Ryerson Institute of Technology around the circumference of it and a picture of Egerton Ryerson in the middle with 1948 underneath. The only thing I could think of when he told me that Doug McRae had suggested it was that it was almost a direct copy of the Institute of Architecture, that it was just theirs with a picture of Ryerson in the middle of it. I thought to myself that's not very original. But that became our crest. It took awhile, about a year, for enough opposition to build up to this to persuade H.H. it would be a good idea if we had a different one. And that was the 'meat stamp' era. Indeed, it was when it became commonly known as the meat stamp that he decided that maybe we better have something else."

Despite the criticism of the crest, it was used on the Institute's letterhead, of course. The diploma courses were printed, also in blue, across the bottom of each sheet, along with a reference to CJRT-FM 88.3 meg. "Education's Own Radio Station."

Canada's first education FM station went on the air Nov. 1, 1949 at

St. James Square and was the pride of the Electrical course and Eric Palin. It was the early days of FM and there were few receivers around Toronto, only an estimated 3,000. Still it was rare for a school even to have an AM station, and no school had this more exotic version. The official opening of the Ryerson station came on Nov. 22, 1949. Ontario's new premier, Leslie Frost, and Education Minister Dana Porter, participated in the opening ceremonies, which began at the CJBC studio and then moved to the Ryerson auditorium where the official act of placing CJRT's transmitter on the air took place. Then officials and proud Ryerson staff moved to CJRT's studio itself where documentaries and drama features were broadcast to show how the FM station came into being.

Kerr explained at the time that CJRT aimed to supplement existing radio fare in the area by "offering a completely distinct program service for listeners who are not being served, either because of small numbers or minority tastes. Operating in conjunction with the School of Broadcasting and Electronics, CJRT will provide a unique opportunity for students in radio to gain practical 'on the air' experience."

During the rehab days, students had got this on-the-air experience by using a little amateur radio station. But as Kerr explains: "When we went into the Ryerson setup, we thought it would be advantageous if we had a station of our own on which the students would be trained. They could operate it under supervision. So we went down to Ottawa and appeared before the board there and were granted a license. We weren't the first educational institute to have a license. I think Queens had one and possibly one or two out west. But we were the first to really do it on a professional basis. And we were FM. I think it served a useful purpose and the students did get a lot of useful training on it."

Rennie Charles explains that there was a boom in radio in the late

'40s and early '50s. "We were sending students to CKTB in St. Catharines and it wasn't a very old station. Then CFOR in Orillia started, and stations in Brampton and Oshawa. The broadcast industry, that is the small stations in the broadcast industry, had nobody to call on except inexperienced people. Anybody could come in off the street and say I want to be an announcer. Will you hire me? They'd say yes and pay \$15 a week. My closest friend, who graduated from Victoria College in modern languages in 1939 went to work for CKOC as soon as he graduated. He put the Hamilton station on the air at 5 a.m., swept out the studio, started things going, announced for the first two or three hours, did everything. He might have got \$40 a week, more likely \$25. Right now he's president of a multi-million-dollar electronics manufacturing firm."

Since there seemed to be the need for a place where people could be trained to take over a radio job--to be able to walk into a station and do the work without a long apprenticeship--Eric Palin was determined that the radio announcing course of the rehab days should be kept going. Charles recalls that Palin had decided: "I was supposed to carry that thing into a permanent school if the Institute materialized. He kept at me for about two years. He thought I could set up something like the rehab school on a permanent basis and really make it work. I really wasn't interested. I was trained as an English teacher and that's what I really wanted to do. When September, 1948 and Ryerson arrived, I was hired as an English teacher and the broadcasting training went out of existence for one year. After that year, Laughton Bird and John Barnes arrived to look after a broadcasting course. And they had CJRT to work with."

CJRT's first program was 30 minutes of recorded music. After this dinner concert finished at 7 p.m., there was a presentation called CJRT Testing which was a documentary on FM broadcasting and the story of CJRT.

Then from 7.15 to the 8 p.m. sign-off, there were recordings of the work of little-known composers. The first words over the air that historic November day were given by student announcer Bob Leitch who said: "This is your educational station, CJRT, broadcasting from studios in the Ryerson Institute of Technology, 50 Gould St., Toronto." Kerr also spoke on that initial day. But the most lyrical contribution came from John Barnes, a broadcasting instructor who delivered this at 7: "Today is Nov. 1, known in the church calendar as All Saints' Day. And so last night was Halloween. You were no doubt visited by certain ghosts who introduced themselves to your home in spectral garb. Tonight we bring you a new ghost, using radio waves to knock upon your door and enter your home. Like last night's visitor, this one is also youthful and the first of its kind in Canada. That infant ghost is Station CJRT, Canada's first education FM broadcasting station, a new venture in this country...We are licensed to program a wide variety of broadcasts with the only exception of nothing commercial."

There was much hope outside Ryerson for the new venture. A. Davidson Dunton, chairman of the CBC's Board of Governors, came to the opening. But it was a station ahead of its time. It was symbolic that Frost and Porter were given FM sets at the ceremony because it would be many years before stereo sets, all including a FM tuner, were a customary sight in the living room of the typical Canadian home.

CJRT had to switch to 91.1 megacycles on the FM band the following year, on Dec. 4, 1950, to avoid interfering with another electronic baby, television. Viewers watching the Rochester TV station got the Rochester picture with the CJRT sound, a nuisance during the 90 minutes the radio station was on the air during week nights.

Television was to provide Ryerson with another electronic first-- the first live TV show to be produced in Canada for a general audience. This

took place on Nov. 14, 1949 before about 300 members of the radio industry gathered in the old auditorium to hear suggestions on how to increase the sale of FM radios. Famous Players loaned \$60,000 worth of equipment to Eric Palin who acted as technical adviser to the show produced by John Barnes. Ryerson students staged a "This Is The Fashion" show in the Ryerson boardroom under lighting provided by the Photography school. The camera picture was carried a few yards via coaxial cable which snaked its way into the auditorium to some TV sets. John Vail, Student Council president and campus character, gave a demonstration on how not to dress a model and drew belly laughs as he kept hacking away at the hem of a gown worn by Fashion student Betty Jackson. A humorous demonstration was also shown over television of how to operate the new FM receivers.

The TV show and the FM station brought useful publicity to Ryerson. The Toronto newspapers were interested in Palin's plans for the station. He said adult education would play a large role in the station's broadcast schedule and special programs would be broadcast which could be used in area schools. It sounded impressive when Palin listed the people who served on an advisory committee before CJRT opened. They were leaders in their field. H.H. Hilliard was supervising engineer of the CBC, Clive Eastwood was chief engineer of CFRB and Frank Pounsett was chief engineer for the Stromberg-Carlson Co.

Although CJRT and the television demonstration were logical outgrowths of the work in the School of Broadcasting and Electronics, which happily claimed the distinction of being the Institute's leading school because of such successes, attempts to start a student newspaper were less logical and more difficult. To start with, while there were a printing plant and Graphic Arts course, there was no Journalism school yet. The humble genesis of that came in 1949 when Ed Parker, the Graphic Arts director,

started giving some lectures in Practical Journalism to the printing students. In rehab days, the Students Veterans Council had published a little newspaper called The Trit Trot. But it didn't come out often enough to establish any tradition or routine.

Ryerson's first newspaper appeared June 10, 1949 as a 9" by 12" multi-graphed sheet called the Ryerson Daily News. There were 15 one-page issues, mostly items that had come over the British United Press teletype machine sprinkled with the occasional bit of news from the campus. This stopped for the summer and resumed on Sept. 16 of the new term. It was called the Ryerson Daily News again for the first issue but then was rechristened The Little Daily for the second issue, which came out a few weeks later. Early publication was about a month apart. The newspaper's name appeared in a different color each issue and occasionally there was printing on both sides of the sheet which really resembled a sheet of stationery in size. The Graphic Arts department was generally pressed into service to produce it. The first pictures were of the formal portrait variety.

The student leader in connection with the newspaper was Frank Siganski, taking Machine Tool Design in the Mechanical Technology school. Kerr recalls that "a student newspaper made a great deal of sense. Frank and Rennie Charles (the Advisor to the students council) suggested it be named RIOT - short for Ryerson Institute of Technology. Knowing the good people at the Department of Education and how they would react to a newspaper under their auspices called the RIOT, I knew they would think that was going too far. So we persuaded them to change it to The Ryersonian. One issue came out, and only one, called RIOT. The next year we decided that if we're going to have a Journalism course the student newspaper should be produced under its auspices with the Director (Ed Parker) in charge. The only two things we insisted The Ryersonian omit were comments on religion and politics. But that ruling came from on high."

Charles was involved with the newspaper from the early days, possibly

because he taught English to the Printing students. He recalls they got suggestions from all over the place as to the name and somebody suggested RIOT. I told H.H. about this name--we even had a dummy page set up with this on top of it. Well, he said, well I don't know if that's such a great name for a paper. It's not very dignified. He said why don't you call it The Ryersonian, if you like. I don't care. And so it was called The Ryersonian. At the end of that academic year, we had a dinner and I was asked to give a speech. In the speech I mentioned something about the origin of the name. I don't think he liked it, my explaining the circumstances under which he produced the name, because he sure whipped away from that subject in a hurry."

Siganski, managing editor of the tiny new makeshift newspaper in the spring, and editor-in-chief of it in the 1949-50 school year, recalled in The Ryersonian in April, 1950: "We helped to found and sustain a student newspaper before a course in Journalism came to existence. Our job is now finished...The editorial office of The Ryersonian, which had its beginnings in the editor-in-chief's briefcase and later grew to room proportions in a vacant tool crib of the School of Mechanical and Industrial Technology, will eventually move into a modern editorial room."

Rennie Charles also got involved in choosing the name for the yearbook for the first graduating class at the end of the 49-50 year. Kerr thought other places had distinctive names for their yearbooks, like Torontonensis for University of Toronto. Kerr said: "Other institutions had good names for their annual yearbook. So we asked Rennie Charles what he could do. He had a little committee which discussed many names. Finally they came up with Ryersonia. I suppose if the newspaper hadn't used Ryersonian as the name for its publication, the yearbook would have been called that. It served as a very useful little book."

Finally Kerr turned to designing the first diplomas. "I harkened back to my own diplomas and they were always in old English because old English had a sort of feeling to it, of stability. It meant that the Institution was a reputable one and it was filling a need within the community. Some members of the faculty council thought a modern institution should have modern printing. But I always felt that was a mistake. After awhile, you build up a tradition."

The diplomas were to be handed out on May 12, 1950, Ryerson's first convocation. Even though Ryerson had both one-year and two-year courses at the time, there had been no graduation ceremony at the end of the first year in 1949. Kerr said the apprenticeship courses had their own graduation ceremony looked after by the Department of Labour. "They didn't get involved with us in that way at all. We had little to do with them. We were sent the students, taught them according to the Department of Labour, the department gave them a little salary for coming, looked after transportation and paid us for the time of the instructors." Kerr wanted to ensure the convocation had all the pomp and ceremony that could be mustered. Don Craighead, the Mathematics head, recalls there was an unexpected objection to that from a loyal supporter of Ryerson, Frank Rutherford. Craighead says: "Before receiving a well-deserved honorary degree, Rutherford was not sympathetic to Howard Kerr's proposal to have his faculty and graduating students in academic robes. He agreed to attend the first one only if this archaic frill was omitted. His attitude, however, changed after he was honored by a doctorate. From that time, Ryerson's convocations were allowed to have all the pomp and ceremony characteristic of universities."

Dana Porter, the Minister of Education, had been invited to be the convocation speaker. He began: "You, the graduates, have enjoyed the benefit of a new experiment in education in Ontario." He concluded with the hope that

the first graduates would "look back on this day with pride and satisfaction."

After Porter spoke, Rutherford presented 124 diplomas to the students, beginning with Robert H. Barber and Rupert W. Bedford through Helen Hutko and Betty Jackson to William and Douglas Young. Names were listed together on the program without being distributed into schools and courses. Barber, Ryerson's first graduate, was from Architectural Drafting and many years later was a specifications writer for the design and construction division of Public Works Canada in Ottawa.

After the diplomas were presented for the two-year courses, Dr. W.J. Dunlop from the education department gave 77 certificates to graduates of the one-year courses, ranging from William Aikenhead to John David Wright.

A newspaper story on the event had Kerr saying that all but two or three of the graduates had jobs. Most did not even have to look for work but were placed as a result of requests from industry, the principal said. Registrar M.C. Finley said all but 50 of the 410 first-year students had lined up summer work as well. The story said that six graduates of the Electronics school had been flown to Labrador to operate the radio equipment at Goose Bay for Trans-Canada Airlines. About 20 graduates from the Broadcasting school had found jobs in announcing, writing and the technical side of Canadian radio. The story said that the oldest graduate was George Chapman of Toronto who, after 27 years as an accountant, had bought Pheasant Lodge at Huntsville and had taken the Food Administration course to learn how to keep his customers happy at the summer resort. A nice exotic touch was added by the news that Barbara Rowe, a graduate of Costume Design, was on her way back to Rio de Janeiro to establish her own dress shop. A number of prizes and scholarships were handed out at the ceremony, the story said. The Borden Co. gave prizes of \$25 each to Stanley Gavlick, John Carew and James Haw in the Food Technology course while Irene Axt in the Baking option got \$50 from Purity Mills.

The Ontario Association of Architects, Toronto Chapter, gave \$135 to G.V. Hicks while Ronald Chapman in Jewellery got \$200 from Levy Bros. in Hamilton.

Most graduates, of course, didn't head off to another province or to their own business. While her classmate went to South America, Betty Jackson headed for the sweat shops of the needle trades along Spadina Ave. in Toronto and found her work to be "just the opposite to what we were taught. We had been taught custom work, and it was production work. We worked on machines." But the graduates had jobs, even if they thought their learning at the new school was being wasted. How they did at those jobs was going to determine the reception given to the Ryerson graduates of the future.

It was Ryerson's third year. Some might expect that 1950 would be a time to pause, catch breath and consolidate. But that wasn't the style of H.H. Kerr. The academic year 1950 brought three-year courses, new courses and some cancellations. Al Sauro puts it this way when he talks about academic life under H.H.: "He always used to keep the pot boiling. He never let up. There was never a status quo, a period to sit back and assess. There was constant forward movement. It has been that way ever since I came here. You can't say there was a period of organization, a period of development. It's just been continuous activity. No sooner did we get something done that H.H. would start something else. If it wasn't moving from nine-month courses to two-year courses to three-year courses, it was reorganizing the place."

Ryerson got two new three-year courses called Electronic Technology and Journalism. Two old courses, Costume Design and Photography, increased in length to three years as well. Retail Merchandising and Radio and Broadcasting became two-year courses. Discontinued were Marine Operating, Industrial Electronics, Printing Crafts and Furniture Crafts. New two-year courses were Industrial Chemistry, Applied Electricity, Home Economics, Furniture Design, Interior Design, Printing and Publishing and Metallurgical Technology. Commercial Baking and Commercial Cooking became new one-year courses.

And in came new instructors to help with the changes. Some, like A.H. Allman and Jack McAllister, would stay for more than 25 years. Some, like W.B.S. Trimble and Jack Hazelton, would become Ryerson leaders and then move to take important jobs elsewhere. All the others joining the staff, Margaret Bergsteinson, C.M. Jackson, A.R. Low, D.C. McNeil, Ethel Scott and Kathleen Short, would play a part in the developing Institute.

One of the things Electrical instructor Walter Anderson recalls from these days is "the predominantly male character of the student body was a persistent factor in campus life." The School of Electronics was located on the third floor of the main building. Ryerson Hall was the tallest building of the campus. Anderson says: "There was an incident of some shots being fired into a building on the west side of Victoria St.-- it may have been the old Underwood building--and the police came calling. They wanted to look into all the students' lockers, and were permitted to do so; they didn't find any guns, but they did turn up several pairs of binoculars which were just suspicious enough to call for an explanation. By and by, they got it: the Fashion school held its nude life-sketching classes in some of the small wartime buildings on the west side of the campus, one of which had a skylight..."

Anderson also recalls a "variety" program staged in the Ryerson auditorium where one of the items was a shadow strip. "The 'artiste' stood in front of a bright spotlight, but behind a large cloth sheet, and proceeded to divest herself of various articles of dress. It was considered rather daring for the times, and I now wonder how daring it was considering the overwhelming majority of young men in the audience and the rather shaky security."

The auditorium, which Anderson remembers as a "primitive affair" with no lighting, wings, dressing rooms, and curtains" was the site of the two main principal's meetings each year. Anderson remembers: "One was early in September when the new faculty was paraded and the other was the 'annual' meeting in May. The former was mercifully short but the latter could stretch into several days, even a week. Everyone from Directors of Schools (we call them chairmen nowadays) up through the Registrar and Bursar and Principal gave elaborate reports on the state of the school. Mr. Kerr ran a tight ship,

and you had to have a good excuse to be absent. Furthermore you had to pay attention since he was just as likely as not to say, right out of the clear blue sky: 'Mr. X, how does that affect your teaching?' Tommy Paton of RTA was the court jester of the day, and he showed up one time wearing a pair of those sun glasses that look like mirrors to outsiders."

Ryerson had not yet progressed to being awash with students. True, Electronics had no trouble maintaining itself as the largest school on the campus. But the rest were willing to bend a little in accepting applications. Eric Palin was sitting there one day complaining about the number of students choosing the Electronic Technology school. Ed Parker, the head of Graphic Arts, listened to this for awhile, then commented: "If they can breathe, I'll take them." The punchline of that anecdote, so familiar to early Ryerson, is also given as: "If a body is warm, I'll accept it."

Naturally this led to an instructor confronting a classroom filled with students with a wide range of educational experience. Don Craighead recalls that when he returned to St. James Square from the rehab program in Hamilton, to become Ryerson's first and only Mathematics instructor in 1948, he found there were problems posed by loose interpretation of the entrance requirement of a Grade 12 diploma or its equivalent for all courses. He said: "The educational background of the students varied from a questionable two years of high school to two years of university. Needless to say this variation presented terrific teaching problems.

"The first Mechanical Technology class consisted of 18 students, 16 of whom had one or two years of university experience and the other two, only Grade 10. It was a Grade 10 background student who stood first in Mathematics and Mechanics in the Christmas examinations."

Craighead decided not to parallel Grade 13 Algebra, Geometry and Trigonometry but combine elements from each as required, under the title of

Mathematics One for first year, and Mathematics Two for second year. "Whatever mathematical topics that could be related to the particular technology would be stressed, along with direct applications. The latter was given first priority with only enough theory to give credence to the application. Then too, theory was not part of the examinations. This meant that each technology and option had its own mathematics. I recall setting as many as 12 different examinations in first-year Math. Later in 1950, with the acceptance of a common first-year for all options in any technology, the number of Math programs reduced to the number of major technologies."

Craighead had to do some experimenting as Director of Mathematics to overcome the variations in students' educational background. "In the first method, we offered all first-year students with credits in Grade 13 Mathematics the opportunity of writing the equivalent of a final examination in September or early October. Those students who passed with at least second-class honors were excused attendance for the remainder of the year. Although quite a number of the applicants passed this examination, weaknesses showed up in the second year with some even failing Math Two because the topics and approach in our first year differed considerably from Grade 13. Being away from formal Mathematics for one year didn't help.

"The second method was identical to the first although it only covered the first semester. All students attended the second semester after Christmas. Although this was somewhat more successful, similar problems arrived as in the first method but in the second semester rather than in the second year.

"The third attempt was similar to the first two but on a per topic basis. If a student thought he knew a topic, he could try to write a short exam on this topic and if successful, could be excused from the periods covering the topic. This approach proved to be the least successful from both the students' and teachers' viewpoint, and was discontinued after only a few months.

"In the fourth method, we divided the first-year students into two groups. The first group was comprised of students who had the equivalent of Grade 13 Mathematics. With this group, we covered the whole Ryerson first-year program in the first semester with the final first-year Math exam written at the end of the first semester. Those students with at least second-class honors were offered the opportunity of covering the second-year math program in the second semester of the first year. Successful students would have credits for both the first and second-year programs at the end of the first year of attendance. These students in the second year joined a regular third-year Math program and, if successful, got a credit for the third-year Math at the end of the second year. Any failures, which, by the way, were very few, joined their classmates at the regular speed and consequently lost no time. We were pleased to have those students who had finished three years of Mathematics at the end of two years request further Mathematics in their third year. Consequently a special class in calculus, equivalent to the requirements of the Association of Professional Engineers, was given."

"This last method had several advantages. The students covered the whole Ryerson program but at an accelerated rate. It seemed very popular with students. However, repercussions happened in that several Math-accelerated students failed to make the grade in other subjects. It was reasoned that they spent too much time in Mathematics. After I left Ryerson, I understand the accelerated programs were discontinued. I wondered though why the English department didn't do the same for those students who had Grade 13 English when they came to Ryerson."

Craighead in his reminiscences captures a familiar refrain to others who taught in those years. "I often wondered how we managed to get through that first year. Classes started at 8.30 a.m. and carried through to 4.30 p.m. I had a 34-hour teaching load with the last hour on Friday free for

administrative duties. In the first three years, each course director kept student records. In those days too, there were special short courses of a few months and courses of one or two years. Needless to say, records were kept somewhat haphazardly. I recall that for that responsibility, I was given a part-time secretary for two half-days a week. For all the other duties, it was doing what you could yourself with the assistance of the secretarial pool. I remember spending many hours at home as well as at Ryerson processing the night school applicants and accounting for fees. Applicants could apply by mail in those days. There was no extra compensation either. We accepted all these duties as part of our responsibility to Ryerson. I use the pronoun "we" to include the other course directors. They all gave freely of their time. Being part of the Ryerson community was a seven-day-a-week effort."

Craighead's experience with the Ryerson library illustrates just how extensive the extra duties could become. He said that during the rehab period and Ryerson's first year the few books and periodicals that had been purchased were scattered through the various buildings. "Then in Ryerson's second year, it was decided to have a centralized library as in other educational institutions. The Architectural Technology students and Building Trades students combined to design and refurbish part of the first floor of the main building, making it a very impressive-looking library. Each department was given a limited budget to purchase books and periodicals."

Craighead says that a French instructor had been retained from the veterans' training program but there was little demand for French in the new school, except for some instruction for Fashion students. So this man was assigned to be the librarian as well. He had no experience, so called for help from a friend at University of Toronto. His method of cataloguing books was a variation of the U of T system "remotely resembling the Library of

Congress system. It was decided he needed assistance and H.H. suggested my wife, Hazel. During that year, all the books were catalogued using the so-called U of T system. Then he decided he wasn't interested in library work and left after the New Year's to teach at a Toronto high school. I became the librarian--I was chairman of the library committee--with my wife doing the work. At least we managed to have the library open and developed a quite respectable circulation. The next year a qualified librarian was taken on staff and in subsequent years, the old cataloguing system was converted to a traditional system. At least during that hectic year, a centralized library became a reality, hundreds of books were catalogued, a circulation system was developed, students in numbers were using the library and an inventory at the end of the year showed virtually no loss of books. Even with these accomplishments, Hazel and I were happy to have that experience behind us."

Others had experiences too that they were happy to leave behind as Ryerson grew and there were more staff, and more students, to do things. Rennie Charles recalls the embarrassment he suffered in the early days trying to promote football fever. "As an adviser to the Students' Council, I was responsible for trying to whip up student enthusiasm. So H.H. called me into the office one day and said we simply have got to develop some enthusiasm here, have a rally. I never had run a rally in my life. I didn't know where to begin. Well, he said, go and get some students together and whip up some enthusiasm. We're going to have some football games. Get some sort of procession going. I went back to the Students' Council and they said, 'well, all right, but some of the people are not going to like it too well.' 'That's all right' I said, 'this is what the boss wants us to do.' So we got all the students we could find and put them into a great big snake dance and we went through the Institution, disrupting classes and making one hell of a

to-do. And there I was, trying to stay as aloof as I could, but secretly egging them on. I had been told to do it and I was responsible for it. I will never forget it when we took the students through the centre well in the old main building. The students were whooping and hollering. Instructors whose classes we had wrecked came out and looked down at me as if they would have liked to slit my throat from here to here. And I tried to pretend that I didn't know anything about it. So that was one experience I will never, never forget."

Perhaps stimulated by such help above and beyond the call of ordinary duty, the Ryerson football team made the finals before it lost to Parkdale Lions. It was entered in the Eastern Intermediate "B" ORFU league and played against teams from Cobourg, Oshawa, Peterborough, Parkdale and two teams from East York.

Due to the fact student journalists had been complaining about the nameless teams of Ryerson, the football team was called Combines, after Rangers was considered. A basketball team which had been playing exhibition matches was called the Vagabonds, perhaps reflecting how Ryerson players felt without a traditional league to play in. A Ryerson soccer team played one exhibition game while the hockey entry in a league of Upper Canada College, Balmy Beach and General Electric, finished last, under the coaching of Julian Smith.

Convocation for the 1950-51 school year was held May 11 and Ryerson's second graduating class was brought greetings from the first graduate, Robert Barber. The 200 first graduates had been lumped together, possibly because this would conceal the skimpy enrolment of some schools. Now the 187 receiving diplomas, and the 31 receiving certificates, were divided into the various schools, led by the 52 graduates of Electrical Technology. Second-largest school for graduates was Mechanical and Industrial Technology under R.M. Sherk with 34, while Graphic Arts came third with 22. Jewellery Arts,

run by Registrar M.C. Finley, had 19, Architectural Technology 18, Fashion and Photography Arts, 15 each, Industrial Chemistry under Dr. W.G. Hines, 10, Gladys Dobson's Institution and Home Management, 7 and Furniture Arts under S.D. Steiner, 5. Five from Furniture Arts also received certificates while certificates were given to seven in Institution and Home Management, 10 in Mechanical and Industrial Technology, 1 in Photo Arts and 8 in Electrical Technology.

One of the graduates in Electrical Technology, in the Broadcasting option, was Tom Gilchrist, who had been active in campus activities and president of the Students' Council. Under the performing name of Gil Christie, he became a familiar face on CBC television in Toronto, a fact pointed out constantly by Ryerson instructors to new students. There was a bond between the instructor and the successful graduate, the suggestion to the freshmen being that "he made it and so can you, and when you do, this school will keep getting new students who will want to be successful too."

One day in Perth, Ontario, an executive of the Andrew Jergens Co., maker of the lotion and Woodbury products, was reading the Financial Post and saw a story on a new school called Ryerson in Toronto. Charles Temple said: "I was quite impressed with what I read in the article and the pictures that I saw. I suppose I forgot about it for awhile but one day when I came home at noon, I found waiting for me a friend who had inspected me when I was a secondary school teacher.

"George Hillmer eventually became a Superintendent of Education in the Department of Education. At that time, George was a commercial inspector. He also was a member of one of the advisory committees at Ryerson. He dropped in to see me this day and said that a man by the name of Kerr, who was principal of this new school in Toronto called Ryerson, was looking for a man who had both purchasing experience and commercial teaching experience to be the bursar at Ryerson. This immediately rang a bell. I recalled the article in the Financial Post.

"I wrote a letter to Mr. Kerr telling him that George had spoken to me and that I would like to chat with him about it. Within a couple of days I had a call from Mr. Kerr asking me to come down to Toronto for an interview. So one Saturday morning, in late November or early December, 1950, I drove down to Ryerson.

"It was a rather interesting experience because during the war, I had started my air crew training at what was called No. 6 Initial Training School. So this was my return to the school I had attended in the early '40s. At that time it was run as a very strict little boys military school and I don't think I had very many sentimental thoughts about the place, although it was interesting to come back.

"At any rate, I met Mr. Kerr and went into his very large, handsome

office, and was thoroughly impressed by him. He was extremely friendly. He had a rather nice humility about him that particularly appealed to me. My parents were living in Toronto and I went home and immediately wrote a letter of application as well as filling out the application Mr. Kerr had given me and sent it in.

"It wasn't too long after that that I had a very nice letter from him informing me that I had been appointed to the Ryerson staff. The letter was dated Dec. 13. It read: 'I am very happy to inform you that the Civil Service Commission has approved your appointment...as bursar group 4 at a salary of \$4,000 plus cost-of-living bonus effective from Jan. 15, 1951. You have been classified as a bursar rather than as a master Group 2 because the maximum for the former classification is being raised to \$4,800 or \$5,000. I'm not sure yet what the figure will be. Your duties will be as outlined to you in our personal interview: namely, 1, bursar of all technical institutes in the province; 2, purchasing agent for all technical institutes in the province; 3, officer in charge of the office staff not coming under the control of myself or Mr. Finley and 4, teacher of commercial subjects as required, probably not more than two hours per day. May I take this opportunity of welcoming you to the staff at Ryerson. I'm confident that you will enjoy your duties here and that you will find our staff to be most congenial and friendly. Ryerson is a new experiment in education and we feel that we are filling a need in the educational system'."

When Temple started, he was gratified at "the friendliness of the people" and about the warmth of his reception. He said: "I had just left a company where the morale was not very good--where the vice-president was quite an autocrat--and not very many people, even the senior ones and I was an executive of the company, enjoyed the life there. So you can imagine what a change it was to me to come to this place. My first office was just inside

the main door at the left. I shared the office with Jim Handley, Margaret Simpson and a chap named Pete Parniak. He left in six months. I succeeded Syd Gadsby who had played an important part in getting Ryerson started in a material sense. I'm thinking of equipment and things like that.

"The Ryerson I recall then certainly wasn't impressive as far as appearance was concerned. There were a couple of areas that were elegant. Mr. Kerr's office was handsome. The board room I used to think was magnificent. And the library, the furnishings in the library, were magnificent. All the other rooms were in pretty horrible shape. Except on the second floor of the south building on the east side. There were a couple of classrooms that had been panelled in plywood and had different kinds of desks and chairs installed. They were known as the Retail Merchandising classrooms. But other than that, most of the rooms were pretty junky looking. There could have been the odd exception. The staff dining room was clean, with decent looking furniture, but the staff offices, well, those who had staff offices, were very ordinary. Across the hall from me in the main room we had the combined Mathematics and Social Science departments consisting of not more than four or five people."

Temple stresses the last of Kerr's letter informing him he had the job, the part about a congenial staff and Ryerson's belief it was filling a need. "That statement I believe is true. Never in my life had I ever worked with a group of people who seemed more enthusiastic than was the staff in the early 1950s. I ran across something similar in my air force days when later on I had become an instructor and we had to work together trying to train air crew. At Ryerson, it was different. Looking back now, it might be through rose-colored glasses but I did feel that there was a very wonderful spirit of co-operation. And as well as this spirit, there was this desire to innovate. A lot of things we did were based on our own experiences as indivi-

duals. There was nothing to hamper us or to slow down whatever we wanted to do. If, over night, we decided to make a change, the staff gathered together in an office and made the change very quickly and put it into effect right away. I think this is what caused Ryerson to grow. The fact that as soon as we saw we were making a mistake, we made a change right away. I feel that when Ryerson is so big now, we have lost part of the feeling of freedom that we had at one time."

As Ryerson went into its fourth academic year, 1951-52, the changes Temple talked about were taking place everywhere. New courses were added, two-year courses in Radio Technology and Commercial Laboratory, and a three-year course in Hotel, Resort and Restaurant Administration. This Hotel course was transferred to Ryerson from the University of Toronto. Costume Design was renamed Fashion. Journalism and Publicity was renamed Practical Journalism. Industrial Chemistry was renamed Research Assistants and was extended to three years, as was Horology and the General Mechanical course which was renamed Mechanical Technology. Tool Design became Tool Design Technology. The Electrical Laboratory Technicians' course increased to three years. And Ryerson eliminated four more courses, as it had the year before: Commercial Cooking, Commercial Baking, Tool and Diemaking and Mechanical Drafting.

Kerr fussed over the Institute's symbols too. The criticism about the meat stamp had finally hit home. Rennie Charles says: "It was about this point that I got a memo saying that the Students' Council had appointed a committee to organize a competition to arrive at a better design for the Ryerson crest. My name had been suggested as a staff adviser to this committee. Tony Forsey, the art instructor, finally designed the second Ryerson crest, the replacement for the meat stamp. It was a rather squarish looking device. Essentially it's quartered and in the two upper quadrants were conventional trilliums. Across the two lower quarters was an open book with an

R superimposed on it. Then right up the centre behind the book was a torch, the learning, or leadership if you like. Ryerson appeared on a scroll underneath."

The Ryersonian greeted the new crest with the headline "Onetime School Meat Stamp Now Becomes A Neat Stamp." While Kerr was satisfied with the open book, torch and trilliums on a shield, he was also busy on a search for a motto to go with it. On June 28, 1951, he sent a memo to the Faculty Council: "Incorporated in the crest of most institutions of learning is a suitable motto and, as we are in the process of redesigning our crest, I feel the time is opportune to select a motto for Ryerson. Would you please study the following suggestions? Additional submissions would be welcome. Principatus per disciplinam (Leadership through training). Principes in posse (Potential leaders). Sapientes semper liberi (The wise (are) always free)."

Ryerson's slogan at this point was "through learning at Ryerson to leadership at the outside world." The first winner as the Latin motto was Mente et manu (with mind and hand). But then someone discovered that's what the Massachusetts Institute of Technology was using and while the size and reputation of MIT was something Ryerson might hanker after, using the same motto was being too much of a copycat. Charles, who had worked on the crest competition and had passed on students' ideas to Forsey, worked on the motto too and recalls that "several of us arrived at Mente et artificio at the same time. It means 'with mind and skill'."

That fall Ryerson got its first school ties and RIT pennants in the book shop being run by Bert Parsons' Retail Merchandising students off the corridor leading to the north building in the main block. The sight of a few pennants fluttering from supporters didn't do that much for the football team which won two games in the ORFU Intermediate B league. Although Ted Toogood was joined by Bruce Forsythe as associate coach, the team didn't do very well

in their games, and exhibitions with Trinity College and Varsity Intermediates. The hockey team found a new coach in Norm McClelland and a new league. It won six straight and the championship in a little league with the College of Optometry and the College of Chiropractic. Ironically, just as the Ryerson school teams acquired the name of Rams, the Institute fielded a soccer team to play exhibitions with Guelph, Western and Toronto in the Ontario Quebec Athletic Association and it used the name Zebras. It was really a nickname referring to the striped orange and black uniforms.

Ryerson had next-to-nothing in the way of athletic facilities at this time. Any varsity team which had a dismal season had a ready-made alibi --no modern gymnasium with gleaming change and shower facilities, no pool, arena or football field. The nearest thing Ryerson had to a field was used for parking, in the northeast corner of St. James Square. Model school pupils may have played their games and softball there. The RCAF may have used it as an exercise field and for marching. But Ryerson used it for parking, located as it was in the heart of downtown Toronto and very much a commuter college. The trip to and from home was to be quite a daily problem for many students and staff. So this precious space was used for cars.

Kerr always remembered the problems of the students in reaching their classes. Other schools had dormitories but Ryerson didn't have the money to provide any. There just wasn't enough suitable housing in the area to provide rooms for the students. The good boarding houses were quickly filled. Other boarding houses, on near-slum streets, were not the most attractive places to live. Each year, the housing stock of the Ryerson neighborhood shrunk a bit more. On sept. 14, 1951, Kerr sent notice #39 to Directors: "Might I urge you wherever possible to hold classes between 5 and 6 at night rather than 8 to 9 in the morning. A great number of our students have obtained rooms, the price for which includes breakfast.

The landladies, however, are objecting to serving breakfast as early as 7 in the morning and this presents a problem for the students concerned. In addition, a number of other students live in the suburbs and must leave their homes at 6.30 in the morning in order to get here on time."

It was because of such actions that Kerr was quite a popular man with the early students. That thin face, and the eyes behind the glasses, could become tight and frosty when someone hurt his beloved school. But the smile and chuckle were usually warm and he could remember everyone by name. That impressed many students and it was a fact constantly stressed by the early writers about Ryerson.

The early students saved most of their ire for Bruce Forsythe who started this year. Forsythe was happy to return it, too. His protective rages over the gym floor that was built in the old drill hall on the east side of St. James Square became a campus legend. Miserable was the student trapped in street shoes on the shining hardwood when Forsythe discovered him. Students who had grown up in Ontario schools, where physical training teachers often display rougher humour and tongue than their teaching colleagues, and keeping off the gym floors in all but running shoes was a standard order, nevertheless felt Forsythe raised the protection of the floor to a new art form.

Elizabeth Grant, an honors graduate in chemistry from the University of Toronto, joined the faculty following several years of research, teaching and industrial experience at places like the Banting Institute and the Ontario Research Foundation. Her new colleague in Chemical and Metallurgical instruction, Alan Allman, had also worked at the research foundation, spending nine years there as a research fellow. Bernard "Bern" Stromquist had been born in Alberta and served in the RCAF for four years before obtaining a Bachelor of Interior Design degree from the University of Manitoba. He worked

for a year before joining the School of Furniture Arts in May, 1951. Other newcomers were C.A. Robson and Ryerson's greatest story-teller, Edward 'Ted' Schrader.

This academic year also brought another person onto the Ryerson centre stage although she was hardly a newcomer to the campus. Aurelie Wycik had been working anonymously for two years in the food empire of Gladys Dobson. Not only did the busy Mrs. Dobson serve as director of Institution and Home Management, ~~Home Economics~~ and various Food option courses, she also looked after the stomach of St. James Square. She had been doing this with some distinction since March 1, 1945. She ran the cafeteria and staff dining room and catered for all the special events and parties of staff and students. Mrs. Dobson recognized the competence of Mrs. Wycik. Kerr had the idea she could run a tuck shop. Temple had a great deal to do with getting her started. Soon her husband, Raymond, a butcher, joined her and they became parents to the entire Ryerson community. It was not Mr. and Mrs. Wycik anymore, it was Mama and Papa Wycik to everyone. Many a student, temporarily broke, was still fed by Mama or Papa in the series of tuck shops they were to run. Cheery words and faces were always turned to the Ryerson students, something students could use as they went up and down the roller coaster of life between exams and romances.

The Wyciks are noteworthy in campus history not just for their friendly approach, their loans, and free meals, but also for their employment agency. Temple recalls that Mama Wycik "quickly became well-loved by the Ryerson community. I can recall that she and George Hitchman used to hit it off very well together." Hitchman was the man who kept the buildings from falling down. He also may have been the person to start everyone calling the principal H.H. since he had a slightly irreverent attitude towards the memos flowing from the southwest corner. Every memo had Kerr's

signature at the bottom, two distinct Hs, a K starting to wander a trifle and then just a squiggle. Hitchman referred to them as "Aitch Aitch's me-moes." But his crusty exterior was penetrated by the smiles of Mama Wycik who kept persuading him to hire more and more of her fellow Estonians. Temple said at one point it seemed the entire cleaning staff was from Estonia.

Mama and Papa, like the other Estonians who came to Ryerson, had many unhappy memories of their first homes being terrorized and ruined by the Germans and Russians. Mama recalls that when the Russians arrived in Estonia in 1939, it was a year of "awful fear" because she thought her first husband, a policeman, might be taken away. Then the Germans came for four long years. But when the Germans left, they were replaced by the Russians again. Mama says: "We knew we were not able any more to live in this nightmare. We had four hours only to leave our country and our home--that is not much when you must leave for an unknown place with an old mother. My husband had to stay behind." Mama Wycik, with her elderly mother, stayed several months in West Germany and then went to Czechoslovakia. But when the Russians moved in there too, it was back to Germany where she lived for two years and worked as a supervisor in an RAF canteen. Her family had been in the restaurant business. Her husband had been killed by the Russians so she went to England and worked in canteens there for three years. Her dream was to come to Canada and finally that came true. Mama came, to what she called the "loveliest time of my entire life."

From her vantage point in the tuck shop on the second floor of the gymnasium, Mama Wycik could keep Hitchman, the campus character, informed whenever one of her countrymen needed a job. Eventually Ryerson became quite proud of her Estonian-Canadians. Students would tell each other how the man diligently emptying garbage pails and keeping the floor clean had been a police chief, or lawyer, or prominent politician, before he had had been driven

from his homeland.

Eugene Kommissar, a Ryerson handyman, had been one of the leaders of a sailing adventure in 1948 where 42 Estonians jammed aboard the schooner Atlanta in Stockholm harbor and started a dangerous 61-day voyage to the Atlantic coast of Canada. Some were worried about their safety in Sweden. Mrs. Kelper, Mama's sister, had been on the Atlanta along with her husband. She helped in the tuck shop while he became a painter on Ryerson maintenance staff. The schooner was designed to sleep 12 but had 42 people, plus luggage. It survived a hurricane, and grounding on a reef near Bermuda. When the people arrived on the New Brunswick coast, despite the lack of papers and passports, the Canadian authorities let them stay. The 87-foot schooner, originally built for the Swedish royal family, was sold at a loss and the Estonians fanned out looking for work.

Eventually about half of the 32 caretakers and maintenance people under Hitchman were Estonians. One had been a sea captain, two had been army majors, two police chiefs and three had been lawyers. Because of language difficulties, most were unable to practise their old professions in Canada. So the former Minister of Agriculture of Estonia and a former Estonian university professor worked at menial chores at Ryerson. The peak was reached, however, when John Holberg, a Ryerson caretaker, acted as provisional president of the government in exile until a government council in Sweden elected a successor to the late president who had died in Sweden. This focussed considerable attention on Holberg, and it was learned he was the former Estonian prime minister. This immediately brought embarrassment to one student who was somewhat mortified that he had been bawling out the former prime minister of a country for damage to his locker. Holberg, who had worked with the Estonian underground during World War Two, did not stay long at St. James Square but got a job, Kerr recalls, running an Estonian summer camp near

Chicago.

Kerr says Ryerson was "fortunate to have this very distinguished caretaking staff. All were wonderful workers and it's not the easiest thing for people who have held high office to step down to sweep the floors and do other manual chores. But they did it and they performed well. A person who does that sort of thing in adverse circumstances deserves admiration. They told me that they were living for their families--that they hoped their sons and daughters would make a name for themselves here. One of them was a lawyer, but because of language difficulties, never attempted to try the Bar examinations in Ontario. A son of his eventually won a mathematics scholarship to Harvard."

Hitchman looked after his own hiring but Kerr looked after the rest. Kerr recalls: "In the early days I did the hiring but after Ryerson began to grow, the heads of the various departments would do the preliminary interviewing. Then, when they had narrowed their choices down to one or two, the departmental head and myself would make the final choice. But when the payroll increased to three digits, selection was left almost entirely to the department head and the staff within the department. I remember in many cases when a recommendation had been made by the department head, I would have to write the individual concerned to inform him that, although it was almost certain his appointment would be made, it could not be confirmed until August when the student enrolment for the year would be known. Sometimes we lost people because of that, but not very many. In a way, it was a good thing. If a person was willing to hang around a month or two in order to get the job he wanted, it then demonstrated he was really interested in that job. It was a self-selecting method of getting good staff members, people who were willing to sacrifice something

in order to get on the Ryerson staff."

Until the arrival of Temple, Ryerson's administration was concentrated in the busy hands of Kerr, Morley Finley, Syd Gadsby and Jim Handley. Gadsby, A navy veteran, had been useful to Kerr as the first bursar because he was jovial and well-known to people around the "buildings", as the Ontario Legislature was called. Finley had arrived from the Pedlar People in Oshawa because he was interested in rehab work. Kerr said in 1948, he handled almost all requisitions. "But then that evolved. Handley took over purchasing and I knew Jim would never let me down on anything." There's little doubt, however, that Kerr was unwilling to delegate authority to very many people. On Oct. 29, 1952, he sent a memo to directors: "Judging from complaints I have received, there seems to be considerable confusion regarding the signing of work orders. To clarify this situation, would you please in future bring all work orders to my office for signature."

Some of the memoranda which flowed from the administration were remarkable messages. If they had been sent years later at Ryerson, the staff would have considered them to be pranks. On Oct. 4, 1949, Finley, at that point executive assistant to the principal, wrote: "It is necessary to again bring to the attention of all staff members the need for closing all doors and windows, and turning off all lights, when schools are being closed for the day."

On Feb. 12, 1952, Kerr wrote directors about the procedure to be followed in replacing light bulbs. He became annoyed when the maintenance electrician had spent an entire day replacing bulbs. The memo went into detail like this: "Care should be taken to always replace bulbs with those of the same wattage. The wattage rating is clearly marked on the bottom of the bulb. When the general illumination has dropped in efficiency, there are usually two reasons: (a) dust and dirt; (b) bulbs have dimmed because of long service."

Those kind of memos used to infuriate some of the staff who complained it seemed the administration didn't think they could think for themselves at all. But others just used to shrug and talk about the notes they had seen high school principals send.

Many memos were sent regarding visiting student groups since Ryerson collectively considered them to be the best source of converts. On Feb. 27, 1952, Finley announced by memo that: "During the spring months, our primary publicity problem is visiting student groups. There still remains room for improvement in the procedure for making these groups feel at home and obtain the maximum of benefit from their visit to Ryerson." Finley outlined a new battleplan which included everything from Ryerson's watchman, Sgt. Evely, watching for the bus to who should give the preliminary talk and who should lead the tour.

Leap Day in 1952 was to bring Staff Notice #64, a state-of-Ryerson message from Kerr to his staff which is a good example of the way Kerr ran his Institute, and what he considered to be important.

"1. A period of only eight weeks remains between now and the final examinations. It should be the time, therefore, for concentrated effort on the part of students.

"2. The members of the staff are urged to make sure that each student puts forth an acceptable standard of performance. One way of accomplishing this is to pay particular attention to absenteeism. The number of students who seem to be hanging around the Union for no apparent reason is a cause for concern.

"3. The operetta is the only major event remaining on the calendar, but rehearsals have been so arranged that they do not interfere with school work. The hockey and basketball teams have completed their schedules and, with distractions at a minimum, there does not seem to be any reason why the

next eight weeks should not be productive of good work.

"4. It has been drawn to my attention that some teachers are not on hand to start their classes on time. I think you will agree with me that this is a serious and somewhat humiliating criticism. Teachers must set an example of punctuality."

Kerr laughs at the stories from some instructors that he used to watch from the corner office and God help the instructor coming in late. "I was always too busy at that time of day to be looking out the window to see who was coming in, although they may have thought I was watching. There is always a good deal of fantasy swirling around the head of any institution. Rumors come and go and I suspect I was the topic of most of them. But, the number of individuals on the staff who were actually fired during my whole term of office could be counted on the fingers of one hand. I recall that we had one caretaker who gave us trouble. I don't know where he spent his nights but he used to arrive in the daytime very tired. A couple of times he was caught sleeping in cupboards. He was warned twice before we finally let him go. There was also one instructor who was moonlighting. He would book off sick but we found out he actually had another job. So he was warned about it but since he persisted, he too was eventually released."

Kerr says regarding his policy about staff and students, "one thing that I always tried to do with staff and students was to never hold any grudges. Letting bygones be bygones is good policy for any administrator to follow."

Despite Kerr's disclaimer, his staff say he missed very little, if

anything. If he wasn't observing from the Institute's nerve centre in his office, he was off on a personal inspection tour. Bert Parsons said that Kerr "was great on these tours. That's the way he operated. He used to go for a walk around and see what was going on. He didn't miss anything either. I recall I started grabbing a bite to eat elsewhere and I got a note from Kerr suggesting it was better for Ryerson if I ate in the cafeteria."

Most of the grass that had survived from the park-like setting of St. James Square was at the south end, around the Ryerson statue and the two, two-storey prefab buildings. Various instructors, on lazy, warm, beautiful days of spring and fall, would decide the classroom was too much of a humid prison for the students and probably both the students and themselves might profit from stretching under the lindens and other trees left from Ryerson's arboretum and conduct classes in these civilized surroundings. Of course, Kerr would see these from his office. The instructor would receive a note, saying it didn't look very good to be out there because "the Department of Education, who has provided us with these classrooms, are going to be annoyed or embarrassed about this." The note would be diplomatic, but would end with the dogmatic statement the instructor shouldn't "let it happen again."

Rennie Charles said Kerr was very "forceful--I guess I would even say bullheaded at times--in the early years." Part of the principal-staff relationship stemmed from the uncertainty of Ryerson's birth. Charles recalls Kerr saying right to the day Ryerson opened that "he didn't know whether we had jobs or didn't. There was a lot of apprehension among the faculty whether the place was going to operate or not. For the next year and more, according to all accounts, mostly H.H.'s, it was touch and go. Every time that the staff seemed to get a little restless, H.H. would say 'WELL, you know, we don't really know if this Institute is going to continue or not.' Of course, everybody would shut up because they were afraid they

were going to lose their jobs."

Bert Parsons recalls that the early days were quite strict, a hold-over from the days of the rehab school, and the high school background of the founders. "I remember that in the rehab days there was a staff party up in the cafeteria in the north building. That meant to me lots of drinking like we had been doing at air force parties. But when I got there, I found myself playing games like Musical Chairs. Some smart people beetled off into the corner and played bridge. There were some sandwiches and tea and coffee and we all went home. I was astounded. Needless to say, I had a drink when I got home. But you just didn't have liquor on government property. I remember the first party for the staff at the Kerr home. Everyone had a sherry, one sherry. Then, the next time, there were a couple of sherries. It kept going and increasing until one day there was hard liquor. I remember going over to the pub with veterans during rehab days. But it wasn't the thing to do to drink with Ryerson students. I think Ted Schrader, drinking with some students at Steeles, was the first to break that tradition. After Schrader did it for awhile, others did it. I can even remember that smoking was frowned on. You couldn't smoke during classes and smoking between periods just wasn't done either."

Kerr believed in cracking down on the students right at the start. He sent a notice to directors on Sept. 19, 1952: "Will you please make sure on Monday morning that all students are in their proper class and at work? Now the initiation is over, it is high time our young people settled down to a good year's work. Experience has proven that if teachers are reasonably strict with their students during the first month, there is little trouble thereafter."

When Kerr wanted students in their class and ready to work, and stressed punctuality in various memos, he was deadly serious. The instructors

knew they had to conform. One of the best examples could be seen in the School of Graphic Arts which was located directly south of the principal's office. At various times, when Kerr was complaining about student and teacher lateness, the only door to the Graphic Arts building would be locked promptly at 9 a.m. by Ted Schrader. Occasionally instructors in English, History and Social Sciences would arrive a few seconds late to teach a Graphic Arts class and would have to pound to gain admission. Some late students merely retired to Mama Wycik's tuck shop, a place they spent too much time in anyway, and waited for 10 when the door had to be opened to free instructors and staff who wanted to go to other buildings on campus. But some took to entering the building through the unlocked window of the Men's Washroom which was found on the main floor just west of the little glass lobby, and hidden by it from Kerr's windows. No great harm was done by this, except to the nerves of a few students using urinals when female students pushed up the window from outside, having learned from male chatter about the secret entrance. A few loud remarks from either side cleared the washroom so the girls could come through, some vestiges of modesty thus being preserved.

The 1951-52 academic year ended on May 9 when the education minister, Dr. W.J. Dunlop, presented diplomas to the graduates of 23 different courses. The graduates were no longer listed by schools but by courses in the convocation program, printed each spring by Graphic Arts. Ryerson had only finished its fourth academic year. But someone familiar with the first graduation, but not with the changes and growth since, would have been somewhat surprised by the names and number of courses.

At Convocation on May 9, 1952, Retail Merchandising appeared on the program for the first time, although it had been taught since the beginning. It was the leading course in numbers with 42 graduates. It would be extended to a three-year course in 1953. Next came Electrical Technology and Electronic

Technology with 33 grads each. Applied Electricity had been renamed Electrical Technology and was extended to three years for future graduates. The Radio Broadcasting option from the Electronics school was renamed Radio and Television Arts, to take into account the growing giant of TV, and was extended to three years. RTA had 19 graduates. Architectural Technology had 23. It was extended to a three-year course the following year, with a Building Technology option in third year. Practical Journalism, a three-year course which had only been in existence two years, had its first two graduates. Research Technology had 10 grads. This had been renamed from the Research Assistants' course, and lengthened to three years, because the staff quickly discovered no one wanted to train to be an assistant. The discontinued Tool and Die Making course had four grads. Welding Technology and Tool Design Technology, both being extended to three-year courses, had two grads each. If you're confused now, just think of the Ryerson administration and alumnae staff two decades later who would try to trace graduates through all these name and year changes. For example, the Printing and Publishing course had 20 graduates. It was renamed Printing and Management that year and in the same graduating class, there was one grad under the new name. There were 14 graduating in Dress Techniques, 8 in Furniture Design, 6 in Interior Design, 9 in Laboratory Technology, 10 in Food Administration, which would be discontinued in 1953, 13 in Home Economics, 7 in Jewellery, 17 in Horology, 20 in Mechanical Technology, 3 in Metallurgical Technology and 6 in Photography Arts.

Among the RTA graduates was an acerbic, direct person named Christina MacBeth. She already held a BA from University of Toronto and had taught public school, and been a high school teacher and principal, in her hometown of Milverton. Chris, bubbling over with enthusiasm, returned to teach that

fall. Her name would be listed, along with Gladys Doyle, the switchboard operator, C.R. Horney, E.L. Kerridge, Dimitry Klimow, Jim Peters, F.J. Travell, Richard Urm, A. Vool and C.R. Worsely as some who started in 1952, as Ryerson went over 100 in full-time staff. There were 81 instructors, and 20 in administrative and support staff, for a total of 101. As that figure grew to 1,000, one of the things that would warm the entire Ryerson community would be the number of graduates, like Chris MacBeth, who would return and become a permanent part of it.

While at the time it had seemed logical to get the new Institute running without delay, H. H. Kerr in the early '50s was to regret the hurried birth of Ryerson. Kerr said: "All we were able to do in 1948 was to insert two or three advertisements in the local newspapers and hope for the best. In the long run these advertisements did us more harm than good for the impression got abroad that we were simply continuing the trades training establishment. It would have been wiser to delay Ryerson's opening until 1949 in order to give us a chance to educate the public properly regarding our new aims and objectives and properly compile the new curricula."

However, as Kerr also knew, waiting to 1949, was something the new Institute could only have done if everyone at Queen's Park had thought the birth was a good, solid idea. Circumstances dictated Ryerson go ahead before someone changed his mind. So the public, without any clear boundary between the rehab and Ryerson programs, tended to confuse the two. And with good reason. Even Ryerson's biggest booster, Kerr, would admit the first technical courses were really disguised trade courses, with only a gesture made towards the teaching of English and the social sciences. The first Graphic Arts course included three hours of English in the first year; every other subject in first and second year dealt with printing. The calendar described what was given under the topic of English as "English grammar, proofreading, spelling, word-division, punctuation, newswriting, advertising procedures and media, compilation of technical reports, etc."

Nonetheless, the English taught to all students by a trio of instructors, no matter how shallow the lectures may have been by later standards, was the foot in the door. It led to Ryerson being something much more than just a pretentious trade school.

Jim Peters, a man of many parts at Ryerson, including English and

French instructor and archivist, was to look back over the years much later and say the potential of Ryerson to evolve stemmed from decisions made by Kerr in these early years.

Peters wrote: "The momentous decisions to which I refer stipulated that every student in the school was obliged to study English Literature and Economics. The inescapable presence of these subjects in the programs shocked many students on arrival, for they thought they were escaping English when they came to Ryerson to learn Barbering, Horology or Electronics.

"Resistance on the part of the students to Humanities subjects wasn't confined to the students. A sizeable number of teachers in the technologies felt strongly that the three hours per week of English should be reduced to one hour of Report Writing and Composition. This demand led to a confrontation with the English department in the early Fifties, and took the form of a meeting-debate under the chairmanship of Principal Kerr. The technical faculty lost their case; at the end of the meeting it was decided by Kerr that instead of only three hours per week of English, there would, henceforth, be four hours in every program.

"As the years passed, the English department grew in size and offered an impressive variety of courses in English. The Economics department evolved into the Social Sciences department with History, Psychology, Sociology and Geography added to its arsenal.

"The purpose of an institute of technology was manifest. It was to train young people to earn a living by manning Ontario's growing industrial and business operations. What then were all these Humanities doing in the various programs, and why in the world was English Literature being taught to every student in the Institute? These subjects flourished at Ryerson for two reasons: the educational philosophy of Principal Kerr, and the sense of mission in the teachers of both departments.

"The sobriquet 'unique' was often applied to Ryerson and was apt in a number of respects, not the least of which was the presence of Humanities at what was supposed to be an institute of technology, which in the understanding of many, meant just a trade school. I was privileged in the middle sixties to examine hundreds of transcripts from schools like ours all over the world. None of them contained studies in the language and literature of their country, let alone Economics.

"It was not difficult for any one to think that the great apparatus which flourished then at the Institute to teach the Humanities was a needless expense at a technical institute. This view, held by a number of people, was not shared by those members of Ryerson who believed that a proper liberal education had to accompany every program in career training.

"One of the imponderables in this strange provision of education was the attitude (or lack of it) in the Department of Education which was in direct control of Ryerson. Apparently they never questioned Howard Kerr's philosophy, nor the resultant expenditure of large sums of money to carry out the teaching of the Humanities."

Kerr believed that technical education could be directed to specific objectives. "Adding the Liberal arts subjects to the course would make the student a broader individual and give him a better background for the field in which he hopes to obtain employment." But it would have been difficult, if not impossible, for him to hire English instructors and then build such courses further, as outlined by Peters, without some support at Queen's Park. Frank Rutherford had come up through the vocational training ranks to become deputy minister. This was the first time a specialist in vocational education had climbed that high in the department. And Rutherford believed students taking vocational training should also receive a sound general education.

The public's confusion over Ryerson's objectives was not helped by the two types of training, technical and trade, operating right under the same roof. That was one problem. A second problem was the friction between the two sets of students. Kerr recalls; "In the Building trades, the Department of Labor supplied the students, who were indentured apprentices. These apprentices were paid an allowance for going to school while the Technology students had to pay a fee. Thus, there arose a misunderstanding between the two groups, those who were paid and those who paid. A resentment on the part of the Technology students developed. Most people thought that, in the long run, the wisest course to follow was to establish two distinct and separate institutions.

War, and rumors of war, once again were to play a major role in Ryerson's destiny. In June, 1950, more than 60,000 North Korean troops, spearheaded by more than 100 Russian-built tanks, invaded the Republic of Korea. The United Nations found itself in the centre of a war, first called a "police action", and the Western world worried that it might be a cancer that would eat away until World War Three happened.

Federal officials worried about where and how they would train the extra servicemen for Korea. In the process of deciding, they paid a visit to one of Canada's experts in exactly this kind of thing, Kerr. One of the things explored was whether St. James Square would be a training centre, as it had been during World War Two. Another reason Kerr was consulted was he was still Director of Technical Education for Ontario, a post he was soon to vacate because it became a case of either transferring to the Department of Education on a full-time basis, "which didn't appeal to me", or concentrating his energy on Ryerson. Dividing his time between the smaller institutes and Ryerson was unfair to both, so he elected to devote all his talents to the institution he had founded. And Ryerson was growing to serve a very broad field. Kerr recalls several days of discussions with a federal

official where he made the point that there wasn't the space for what the officials had in mind, particularly if the Korean war did explode into something much greater. It would be better if the Trades courses were moved somewhere else and the new location, plus the instructors that went along with the apprentices, could be the centre of any training for Korea. Kerr won approval for this, although some of the instructors who were to move resented being casted adrift from St. James Square just as Ryerson seemed to have survived all its early obstacles and was firmly launched. Some just weren't enthusiastic about undergoing the birth agonies of a new school before they had even forgotten the last ones. On August 23, 1951, an Order-in-Council making Charles L. Emery, principal of a new school called the Provincial Institute of Trades was passed by the cabinet. Emery, at a salary of \$4,600 annually, was to run this new institute for the Vocational Education branch of the Department of Education.

Emery proceeded to establish his new institute in and around the old William Houston public school on Nassau St. just west of Spadina Ave. And the trades started to leave St. James Square. The main move took a year. But the exodus would not be finished for a bit longer than that as some advisory committees argued over where their course should be located, in the no-nonsense PIT which was going to teach without frills or in this new Ryerson which seemed to want to move to higher standards and more academic nonsense which might not benefit their industry.

~~Among the instructors who made the move was Cliff Lloyd, a Plumbing~~ instructor. It hadn't been easy for him to come to St. James Square because in the last year he paid taxes as a plumber, he had made \$6,000. "The top salary offered to me under the civil service was \$2,750. So I held out for a bit more. I got a promotion and a title the day after I started. It seems to me a top high school salary was around \$4,000 in those days." In 1961,

PIT split into three different groups with the automotive courses forming the Provincial Institute of Automotive Trade (PIAT) on Wellesley and other courses going to the Provincial Institute of Trades and Occupation (PITO) on Dartnell Ave., up near Casa Loma. Then in 1967, it was announced by Education Minister Bill Davis that PIT and PITO would become George Brown College of Applied Arts and Technology. George Brown opened in its new role in 1968. Its president was Cliff Lloyd.

When Lloyd looks back to the early days of PIT, his echoes of that era strike a responsive chord with the Ryerson pioneers. He says PIT started mainly because "Kerr decided in 1951 it would be expedient to split off the building trades. The designated trades came under Department of Labor, not the Department of Education. And that didn't allow much flexibility. Kerr got, or so we thought, the Government to agree to create a separate institute which would allow the courses left behind to develop into more sophisticated courses." Kerr denies this, saying the idea for PIT came from the provincial and federal governments.

Lloyd says the staff of PIT benefitted from watching how Kerr had operated at Ryerson. "We were all playing the same game in those years. We've become respectable today but we were flying in the face of popular opinion then since tradesmanship and vocational training was disparaged. Vocational training was a dirty word! The government was not comfortable with what we were doing. You could say that PIT and Ryerson were built in spite of the Government. For example, salaries were a long way from what you could get at high school.

"Kerr did what he had to do as secretly as he could. It was the only way to get anything done. We did what we had to ourselves. There was a small building when we moved to Nassau St. We inflated our teaching budget for supplies, then used the material to build a new building. It was skul-

duggery. You can talk about it now but you certainly couldn't then. We had the building trade apprentices so we had the advantage. I ordered a lot of pipe, we used it in the building and some of it is still in place today."

Lloyd says the first enrolment at PIT was around 800. And one of the things the instructors told their students was a variation of what Ryerson staff told their students about universities. Lloyd recalls the first talk was that "Ryerson was training people to talk about jobs and PIT was training people to do the jobs."

Ryerson had a peak crop of graduates on May 8, 1953. There were 349 men and women lining up for diplomas, listening to a rookie instructor named Chris MacBeth bring greetings from the alumni as vice-president of the alumni association and hearing the heart-felt farewell message from the principal. This total was almost double the number of diplomas given at Ryerson's first TWO convocations and it wouldn't be surpassed until 1957. One of the reasons for that was Ryerson was seeing its final graduating classes from the Jewellery and Horology courses.

Kerr explained on April 23, 1953, in a memorandum to the campus that the Jewellery and Horology courses were moving at the request of the Board of Governors of the Canadian Jewellers' Institute. "The Governors feel that the interests of the industry would now be best served by training the type of person who will be more content to remain at the bench. It is proposed, therefore, to lower the admission requirements to whatever academic standing a boy who leaves school at age 16 may possess."

Others also had some reservations about Ryerson's plans. Kerr said later, from the perspective of 1961 that "a casual glance at our early curricula points up the fact that at that time the skill subjects were stressed. One of the reasons for this was that we had retained from the rehabilitation training program a number of craft instructors and they had to be provided

with a timetable. As the enrolment increased, however, we were able to add more and more of the humanities, the social sciences, the mathematics, and the sciences to the curricula, so that now we can justifiably claim we offer post-secondary school or college level courses. This had not been accomplished without serious reservations on the part of the staff, many of whom feel that this was a mistake and that the Institute should revert to the more practical courses it once offered, courses which stressed skills rather than theory. Another section of the staff feels we have not gone far enough and that we should be an out-and-out community college, junior college or junior engineering college. My own feeling is that we have moved to the technological level as fast as we could considering the fact that we have had to educate the public and the secondary school students, their parents and their teachers as we developed." Now in 1953, with the PIT courses moving away, the start of this push-pull began, with some instructors wanting to aim higher and some wanting to aim lower, and more practical.

There was some sadness over the PIT move even from those instructors who could see how it fitted neatly into Ryerson's long-range plans and would give the growing school some immediate room for expansion. The fact was with the Trade courses there, and some of the very practical courses being offered by Ryerson, St. James Square was a great place to get things fixed or altered, even to buy suits and dresses. If any instructor or student from Ryerson or the Trades courses had a broken radio, TV or small electrical appliance such as a toaster or iron, the man to see was Herb Jackson. The School of Electrical Technology was quite reasonable too, charging for materials at current list price and making a service charge of only \$1 for large items and 50 cents for smaller ones. Many a Ryerson student proposed with an engagement ring bought through Jim Green of Jewellery Arts. Wedding rings, watches and just the right sparkly thing for an instructor who had

forgotten his anniversary were all provided at reasonable rates. Al Sauro recalls walking by the Jewellery lab one day just after he noticed his watch band seemed to have lost a lot of glitter. So he stepped up to a buffing wheel, turned it on and the wheel snatched his watch out of his hands and smashed it. Green fixed it up as good as new although another instructor kidded Sauro that his watch became part of the Horology curriculum for the next two years.

Morley Finley did not follow Jewellery or Horology to PIT even though he was the director of the two courses. The fact was he had no special knowledge of the courses at all. He had merely been serving as the head for administration reasons. Kerr recalls that the advisory committee of Jewellery Arts had been discussing who should become the director and he said Finley, the registrar, would do a good job. The committee agreed. The reason Kerr made the suggestion was not because he thought Finley would enjoy the work so much as the addition of the new title would mean Finley could get more salary under civil service regulations.

Ryerson rushed to use the space left vacant by the trades. The original grimy buildings in the middle, with their faded elegance, sat surrounded by the nine dingy prefab structures that wartime had brought to St. James Square. The three largest were the drill hall on the Church St. side, the hangar on the Victoria St. side and the old RCAF mess hall directly north of the original buildings. Where the mechinists, toolmakers and automobile repairmen had been taught in the old drill hall, workmen finished the creation of a Student Union. A large gym (for the boys league basketball games), a smaller gym (for the girls), were created, with Bruce Forsythe watchdogging the new floors, and washroom and change facilities crammed into the buildings' north-end. An interior balcony ran down the west and south sides and here were put the tuck shop--or hangout as everyone called it--a few spectators' benches

and the Students' Administrative Council offices. The building trades had been in the Victoria street hangar. It was only fitting that Ryerson's largest courses--Electrical and Electronic Technology--would get this echoing space. Walter Anderson says: "I don't remember shedding any tears when we left the third floor of the old building. What is now called Ryerson Hall (it was just Ryerson then!) was cold in winter and hot in summer. The basement was a damp labyrinth of mouldy caverns, the open area in the centres of the second and third floors would have made an awesome chimney if a fire had got started. The tower (inhabited by pigeons) up top caught the wind and frustrated all attempts to keep the roof tight around it etc, etc." Anderson says at least the new home "had laboratories on the ground floor so it wasn't necessary to carry heavy equipment up several flights of stairs. It wasn't much of a prize, though. It was basically a hangar, and classrooms and labs and offices were formed in its interior by extensive use of plywood panels. The entrance to one of the second-floor rooms was under one of the major steel girders--to prevent people from braining themselves on entering or leaving, this girder was wrapped with foam rubber--the result was that you had to duck about a foot at the doorway."

The trades left behind an unusual memento, an old car. It sat on the campus until 1954. Then an enterprising officer of the students' council traced the car ownership. A woman answered his phone call when he called the address. He said he understood the owner of this car lived there, the name was so-and-so and he wondered if the SAC could raffle off the car and make some money for student activities since it was obvious from the length of time the car had sat on the campus that the owner didn't want it very badly. The woman finally explained that her husband had died months before. He had owned several cars and evidently he had taken this one, one she was

not familiar with, into the motor vehicle repair school for some work. What had happened was that the school forgot about the car during the turmoil of moving and since she didn't know about the car, no one had bothered trying to find out where it was when her husband died.

With space becoming available, Kerr wasted no time in expanding. Charles Temple recalls: "Early in 1952, Mr. Kerr called me in and said it was time that we started a school of business. He said he wanted me to be the director and get it started. So that was agreed. Then I think the next step was to obtain some kind of permission from the Department of Education so somewhere in my records I have a very nice letter from Dr. Lewis Beatty approving of the concept of the School of Business and saying that he accepted my appointment as director. Actually Mr. Beatty had been a commercial inspector when I had been teaching high school so we knew each other quite well. So for several years I was director of the School of Business as well as being bursar."

So new courses in Commerce and Secretarial Science joined Retail Merchandising and Hotel, Resort and Restaurant Administration as the Ryerson "business" courses. Although "commerce" and "business" share some dictionary definitions, the word "commerce" seems more related to trade, the buying and selling of goods, than "business". It was also a comfortable term with the Department of Education with the high school commercial department. Temple recalls: "Fifty-five students appeared in September, 1952, to take classes in what was then Ryerson's newest school--the School of Business. They were fairly evenly divided between men and women and were registered either in the two-year course in Secretarial Science or in Commerce. The first year program was common except for a choice between Shorthand or both Law and Marketing. The second freshman class had barely registered when it was decided that the third should follow a three-year program. Each succeeding

September there were changes."

At this point Retail Merchandising students still lived their double lives. Half of each school day they spent working in local stores. One ran the Ryerson book store. But as the course evolved, first into a three-year course, something which finally happened in 1953, time increased in the classroom and decreased in actual retailing until the Retail students didn't get to the stores at all some years later.

The Hotel course, or HRRR, was somewhat unique at Ryerson since it had started full-blown as a three-year course and hadn't got there by degrees, as most other courses did. Its origins at U. of T. were one reason for that. The third year was planned on a co-operative basis. The students received much of their practical training in the Ryerson kitchens, cafeteria and staff dining room. One day a week the students were responsible for the menu, and no one can recall any disasters. Reaction generally was good.

There's always some inevitable grumbling about food and prices, however, whenever food must be prepared for a wide range of tastes and incomes. Kerr rode to the defence of Gladys Dobson, her staff and students on Dec. 7, 1953, with a memo comparing prices at the Hart House faculty dining room with those at Ryerson. Salad plus roll and coffee at Hart House was 75 cents but it was 50 cents at Ryerson. Ryerson's hot meal was a quarter less than Hart House's. Cafeteria revenue from April 1, 1953, to Nov. 30, 1953 showed a deficit of \$2,387.33 on gross revenue of \$22,371.

Joining the new courses at Ryerson in 1952 were two-year courses in Public Health Laboratory and Childhood Management. Childhood Management quite early in its career was to feature a male student, much to everyone's amusement until they heard his nickname was Tiger and he played a rough game of football. A three-year course in Instrument Technology also began.

The Ryerson school teams had been playing an ever-changing mixture

of exhibition and league games. What Kerr and the Ryerson leaders wanted was no secret-regular games, not exhibition ones, with other post-secondary institutions. This would mean the sports announcers and the agate scores of the sports pages would link Ryerson with the great names of education as they reported how the Ryerson Rams had tied the Varsity Blues, lost to the Redmen, or defeated the Western Colts. It would be a chance for Ryerson students to meet those from universities and colleges at campus dances after the games. The students thought it would be nice too, although the only acquaintance most of them had with the college activities of the Saturday afternoon game was the Hollywood movies where the teams were exhorted to win 'one more for the Gipper.' Despite Canada's deep-rooted addiction to hockey, football was still the big game at colleges at this time, perhaps because the tradition of snuggling under a blanket with a date, while taking bold swigs from a bottle, had never caught on to the same extent as the thing to do at hockey or basketball games. The Rams played still in the Eastern Intermediate "B" ORFU league, which had been divided into two divisions that year. Ryerson was in the western division along with Hamilton, Sarnia, East York and Kitchener-Waterloo. It was intercollegiate play that was wanted, not play against anonymous intermediate squads not representing a school. Ryerson won only two games but the season featured Ryerson's first "away" weekend as the Institute moved to acquire all the trappings of a college that it could. The hockey Rams was accepted into a genuine intercollegiate league, and the Central Ontario Intercollegiate Hockey League was to be its home for some years. Ryerson won 3 and lost 3 playing against Waterloo College, Ontario Agricultural College and Osgoode Hall.

The biggest activities on St. James Square were the dances in the Student Union and the stage productions in the old auditorium. A variety show had been started with a bang on March 3, 1950. It was called

RIOT, considered a clever name for theatre but not for a newspaper. Students and staff combined their talents and the show went on. There was some suspicion that some staff actors were inspired with alcohol. RIOT ended after midnight, only because it was arbitrarily decided to cut some of the planned activities. Electronics students wouldn't speak to their instructors for some time afterwards because their skit had been chopped but one put together by the teachers had been shown. Al Sauro was resplendent in the production wearing the colorful regalia of a circus bandmaster. Eric Palin had an act with an atomic oven that wouldn't stop baking. Palin made numerous appearances in RIOT, once as a ghost that kept making unannounced flights across the stage. Wally Ford, a Broadcasting instructor, famous for stories about how had whistle-stopped, as a radio reporter, with Franklin D. Roosevelt, danced like Chevalier.

Al Sauro looks back to these early days, when music was part of the campus scene, with great nostalgia. He talks of a superlative production of Brigadoon, the musical set on the Scottish moors which had been a Broadway sensation a decade before. He talks about the RIOT that Stan Harris directed in 1952. "We had a beautiful band because we had a lot of professional musicians coming to Ryerson. They were able to write tunes that were good and we had Benny Louis do the arrangements so that they sounded full. Louis is a personal friend of mine. We had little money for arrangements but Louis did them very cheaply. He wanted to see the results."

Sauro says that the Ryerson band was a familiar fixture at the first football games. "I remember going down to Oshawa for a football game in the ORFU when a chap came up and told me that one of our trumpet players, a young chap of 19 or 20 who was an Architecture student, had died of a heart attack about 30 minutes before. Now this dead youth had a very, very close friend in the band. He lived in Oshawa, so he was going to meet us at that

game. I had to tell him that his pal had just died. But he played just the same."

Sauro and his musicians were also an important part of these student shows, although it didn't always go well. Sauro said there was one section in Brigadoon that was so complicated, it gave his orchestra all sorts of problems. "Well, when the time came for that, I lifted my baton and instead of giving a downbeat, I pointed to the pianist. Now he had never rehearsed this. It was gawdawful. So I stopped the show. I tapped my baton and we did the whole sequence again. At intermission I went down to the dressing room where the kids were standing around. I got the most hostile looks from the cast that you have ever seen. I apologized."

RIOT and ROW--for Ryerson Opera Workshop--became campus fixtures only because of the time the instructors put into them. The talented students would come and go but it was up to the staff to provide the spark, the continuity. Kerr kept an eagle eye on the productions, in more ways than one. Typical of his support was a memo he sent on March 14, 1951, urging the staff to turn out for a program on a Sunday night where "the choir, band and dramatic society are combining their talents to produce a concert which will be free to the students of Ryerson. Selections will be offered by the choir and band and the dramatic soceity will present a play entitled 'Wonderhat'."

But the principal could purse his lips in eloquent contempt for any racy lines that might bring criticism to his school. The early RIOT scripts were always censored, according to the instructors involved. One year however, the students struck back by using some censored lines on the third and final night of RIOT. The lines went: "Coffee, coffee, coffee, that's all I ever drink. Yet when I go over to Bruce Forsythe's gym, I Pee Tea."

The campus had a rule that instructors must chaperone all student activities that took place after classes were over. One reason for this was

Schrader would also have to patrol the parking lot as well as the gym. Schrader thought that looked like too much work. He sat and pondered the problem, then hit on a happy solution for him. He ordered Sgt. Evely, the old guard, to lock the big gates on the theory that if the students couldn't drive into the square on Friday night, they certainly couldn't sit in their cars and drink and leave the evidence behind to get him into trouble. When empty bottles were found on a Thursday evening, the parking lot was closed to all evening parkers by Finley.

A more tolerant caretaking staff might have just dumped the first bottles they found, and the news need not have got back to the administration unless many bottles started to show up. However, their boss George Hitchman, had a fair-sized feud going with the students who seemed to be his main handicap from preventing a wind coming along one day and knocking over some of the prefab huts. In November, 1953, Hitchman went into the memo business himself, after being a vociferous critic of other people's memos. He wrote the Students Administrative Council: "Could your council put to one side money so some toys or playthings could be purchased for the idiots to play with during classes. They seem to delight in taking nuts and bolts out of seat railings and loosening up any furniture with reach."

The blunt Hitchman always made good copy for The Ryersonian which generally reported his crusty comments with loving detail. But Hitchman also snarled at a Ryersonian reporter on more than one occasion about the newspaper, and students in general, and that Ryerson would be better off if there were fewer questions and less interference and more work and co-operation from the students. The Ryersonian, of course, reported this since its reporters were used to co-operation. In the fall of 1949, Finley had issued the administration's stance: "It is important and essential that the utmost co-operation and enthusiasm be displayed by all staff members in giving inter-

views to student journalists. The writing of articles after interviews is invariably positive and good natured and the publicity helps Ryerson as a whole. Please 'play ball' when asked for an interview." In 1952, Ed Parker had requested directors to establish a weekly press conference for 15 minutes so the Ryersonian reporter assigned to that school as his beat could find out the latest happenings. Even when outside reporters ventured on to the campus, as a Globe and Mail reporter did in February, 1952, Kerr sent a memo around making sure everyone would co-operate with the reporter "seeking success stories about our graduates."

Any irritation that Hitchman might display publicly was matched privately by the Ryerson instructors who were growing more and more annoyed at how they could make more money teaching high school, a job they thought would be much easier and less time-consuming than their work at Ryerson.

Although Al Sauro said the reason he came to Ryerson rather than accept two other positions was it paid more, salaries became uncompetitive later on. Then, too, instructors with any amount of experience at all, or skills useful in commerce and industry, knew they were making a financial sacrifice by staying at Ryerson.

In 1949, a beginning high school teacher in the Toronto area could expect to make up to \$2,000 annually. The average salary paid in the high school, that is to all teachers and principals, was just under \$3,000. Teachers at Normal schools, the elite, got paid more than that and this became the goal of Ryerson, which also came directly under the Department of Education. Junior instructors in the Ryerson trade courses, that is the Group One instructors, could expect to make from \$211.66 to \$288.33 monthly, from \$2,539 to \$2,739 annually. A top instructor in a trade course, an Instructor Group 3 in the civil service classification, made \$300 monthly or \$3,600 annually while the chief instructor in the Building Trades school,

H. E. Talbot, made \$4,200 annually. A Master Group 2 in Machine Tool Technology made almost as much as Kerr, the principal, who received \$4,500 annually.

Kerr says that when he looks back at those salaries, and compares them to modern salaries, "I think I lived in the wrong age. Principals of high schools were getting far more than I in the early years. I had the double responsibility of not only supervising the academic staff but also looking after the finances of the Institute and of the other institutes as well. We had our own accounting department and these accounts had to be audited, of course, by the provincial government. In addition to doing that, and looking after the academic affairs, we had the construction to supervise, and keeping the dilapidated buildings functioning. Remember those buildings were in such a condition, the Department of Public Works said we could do anything we wanted with them. It wasn't really interested in them, or maintaining them."

Kerr said in the early days he was often forced to hire instructors by the month. The civil service commission, which established the wage schedule, was strong on experience and would give instructors extra pay for that. Allowing for what was called "extra qualification", generally a second degree, would not come until later. However, Kerr explained, the main problem was the civil service rules and regulations didn't really apply to the situation at Ryerson. "Under the civil service, teachers had only three weeks holidays but we observed that rule in the breach, more than any other way. Nevertheless, I always had the feeling inside me that some day the civil service commission might get tough. It might say, "where are those teachers of yours? Who don't they come up to the buildings to work during the summer if you haven't got anything for them to do?"

Many years later, Kerr was to recall, after reading a story about York University releasing staff because enrolment had been overestimated,

that "in our early days, we could never indulge in the luxury of appointing a whole list of new staff members in February or March. We never had the money for that. It was necessary for us to wait until August, or even September, when we knew what the enrolment was, before we could appoint additional staff. We were exceedingly fortunate that good teachers were available at that time of the year. I really think that Ryerson, as far as its teaching and support staffs were concerned, never had to take a back seat to any educational institution. Those on the payroll were thoroughly good people, even though we had problems in making our appointments."

Kerr remembers having to be apologetic about the salary when he interviewed applicants. "We were not able to pay what the teachers in secondary schools were getting and, of course, we weren't able to match the salaries of the university professors. Then there was another aspect to the situation. In the early days, a great many prospects weren't prepared to leave a permanent job to take a chance on this Institution, which they thought might fold in a few years. Thus we weren't able always to get the person we wanted."

For teachers just starting on their career, Ryerson was a shaky unknown. Many had been trained for employment in the high schools and knew precisely what to expect there. Jim Peters was one of them. He graduated from Jarvis Collegiate in 1936 with high marks. After a series of jobs, he went off to war. Afterwards, he majored in French and German

at University College. At some University of Toronto function, he met again his high school French teacher, Miss Helen B. St. John, who had become a prominent professor at the Ontario College of Education. "Our delight in one another was mutual: I thought she was a great teacher (which she was), and she thought I was a great linguist (which I was not). In the autumn of 1950, when I was beginning my final year, apparently William McMaster asked his friend, Miss St. John, to help him locate a student to teach French to the Fashion girls. She gave him my name, and Bill McMaster hired me to teach French to two classes. I accepted, of course..." Peters recalls being in awe of the other instructors and of his job, too. He graduated from university and entered Miss St. John's class at OCE, but he also continued to teach French to the Fashion classes and to night school students.

"In January of 1952, Bill McMaster asked me if I would like to teach full-time at the Institute. I hesitated for one week because no German was taught at this school whose nature and purpose I did not yet fully understand. I had been trained to teach German as well as French, and the manifest destiny of OCE grads was to teach in a high school. I accepted, and after a corridor interview with Principal Kerr, I was engaged to begin to teach in September, 1952. How proud I was that I had a job so early, and that I would not have the torments of the annual 'Slave Markets' where OCE grads and high school principals sized one another up for jobs!"

Peters had been living on DVA benefits which stopped immediately on graduation. A family man couldn't just take the summer off until his work at Ryerson began so he got a summer job with one of the city's asphalt repair gangs. One hot day, the gang worked away just outside Ryerson and Peters looked with some satisfaction at his future home. He told his fellow workers that he would be teaching there in just a few days, and their lack of reaction showed him the gulf between the working class and the middle

class. On Sept. 1, Peters left the blue collar jobs behind "and rejoiced in doing so, too."

Don Craighead recalls that one year he was chairman of the staff bargaining committee. "Rennie Charles was the executive secretary and Mike Kelly was the third member. We prepared what we thought was a convincing brief with charts and graphs showing that our salaries were far below comparable positions in secondary schools. It became evident when we appeared before the assistant deputy minister and the superintendent of secondary schools that they were really not interested in Ryerson. Most of the time was spent in recounting old stories about teaching and they brushed us off as upstarts, not worthy to be compared to secondary school teachers. It was a most frustrating experience. We understood much better Howard Kerr's problem."

But Kerr had one big thing going for him. He explains: "Most of our people accepted less money than they would have received elsewhere. But they were imbued with the idea that here was the excitement, shall I say, of

starting a new institution that had never been tried before in Canada and watching it grow and watching it develop and helping with that development.

I think we all got a lot of satisfaction from that."

that Jack Hazelton, to his surprise, found a couple having sexual intercourse in a broom closet in the RTA building. The campus quipsters, who had an earthy suspicion of some of the more artistic RTA students, used to say that when you considered the location, it was lucky the couple were of the opposite sex.

Ted Schrader, a bachelor and an amiable man, found himself spending more nights than he wanted supervising students. In October, 1952, he sent a message for help to the principal: "The Student Union building has become a grand recreation centre for students Friday nights. Their dances are jammed. But Mr. Toogood requires a faculty member to be present. I'm growing weary of attending dances. Could there be a rotation system?" Kerr replied in a campus memorandum: "The members of the faculty of Ryerson are grateful to Mr. Schrader for the interest he has taken in the affairs of the Students' Administrative Council and the leadership he has shown in guiding the deliberations of the Council. There's a limit, however, to everyone's endurance and I am sure we all sympathize with his dilemma..." Kerr suggested a return to the rotation system where schools and departments took turns sponsoring the dances. Finley consulted with the directors to arrange for supervision on a voluntary basis.

It was ironical that Schrader, who loved nothing better than to climb aboard a bar stool and talk to his colleagues and students, was cast so often as Ryerson's guardian against drinking as he patrolled the school dances. For student drinking on St. James Square was his number one worry, according to the orders issued by the principal. The prediction that some day students 18 and over would drink in on-campus pubs would have been greeted with hysterical incredulity by Schrader and fellow instructors. One day Kerr called Schrader before him and announced that liquor bottles had been found on the Ryerson parking lot. Kerr said the only way to handle this was for

of interior shots of students at work which didn't indicate how makeshift the quarters might be. More than one freshman instructor or student walked around the outside of St. James Square, glancing in occasionally at what might have been a factory, as they hunted for Ryerson and couldn't figure out why they didn't find it.

In late 1949, Kerr received a questionnaire from Frank Rutherford, the deputy minister of education, acting at the request of a Queen's Park interdepartmental committee on fire safety precautions which was making a complete survey of hazards in public buildings. Kerr replied on Dec. 22, 1949. To a question about whether the Institute had a fire drill plan, he said: "Yes, but might I be permitted to point out that as long as the human element is involved, there can be no totally effective plan for the prevention of disaster and the preservation of safety. At best the plan cannot be more than 75% effective." Kerr expanded later in the questionnaire: "The whole Institute is a fire trap. The age and construction of the buildings are such that if a fire were to occur it would sweep the whole plant."

Rutherford replied on Jan. 10, 1950, that he was disturbed "that such a plan cannot be more than 75% effective" and asked that additional prevention be sought. "It is noted that the Institute comprises some 14 buildings with a total floor area of 236,000 square feet and that the age and general condition of the building constitute a definite fire hazard. I quite appreciate the critical situation at the Institute and I also appreciate that every effort is being made on your part to meet the situation. I would, however, strongly recommend that further efforts be made to immediately reduce the risk to the minimum. I doubt if 75% effectiveness can be considered satisfactory...The final solution is, of course, a major building program which is a long-term character. It should enjoy a high priority which will have to be considered by the Department of Public Works." Rutherford noted

Ryerson Institute of Technology entered the adulthood of its first phase with its buildings and location continuing to be among the dominant factors in its life. There was little to delight the eye with brown linoleum and monotonous walls within and the grey of prefab and century-old walls without.

Charles Temple says: "The RCAF buildings were slowly but surely falling apart. I can recall the eavestroughs had little tree shoots growing from them. I can recall poor Ed Parker having an awful time with the Graphic Arts building. But you know the old RCAF and Ryerson buildings seemed to do something to weld people together. Sometimes I think if a school is to start in decrepit old buildings, that its possibility of success might be greater than if it started in spanking new buildings."

Don Craighead said that it was no accident Ryerson was located in old buildings. "It seemed to be the policy of the Department of Education to establish the provincial institutes of technology, Ryerson and others in Hamilton, Ottawa, Windsor, Haileybury, Kirkland Lake, and Port Arthur, in old buildings for two reasons: first to let them prove themselves before committing funds for new buildings and second, there were doubts they would survive."

New students and staff were often surprised at what greeted them both inside and outside the spiked fence with brick columns. The house now used for a week of practice home-making by the girls of Home Economics had housed a watchman and his family in the '40s simply because Kerr and the department thought it would be safer for Ryerson, considering the rough neighborhood, if there was always someone on the premises. Now, commissionaires were on guard. But the Ryerson calendar, chief propaganda device of the Institute, featured only glamorous shots of the Ryerson Hall and lots

that the fire marshall had made a survey of the Institute three years before and wrote that he had requested that another survey be made at his earliest convenience.

The first building to be erected on St. James Square was also the largest. Ryerson Hall was estimated to have 49,532 square feet. Then came the hangar at 37,900 square feet, followed by the Student Union, or old drill hall, at 31,784. Next were the other two original buildings, the North Building at 29,531 square feet and the Middle Building at 27,562. Graphic Arts was the last building of any size at 12,210 sq. ft., leaving 32,600 square feet to be found in the other small buildings. According to letters exchanged between Syd Gadsby and H.H. Walker, chief accountant of the Department of Education, a value of \$500,000 was placed on the contents of these buildings in October, 1950 for insurance purposes. Gadsby had estimated \$545,000, including \$135,000 on the machinery of Mechanical and Industrial Technology, \$100,000 on everything to be found in Ryerson Hall and \$60,000 on the printing equipment in Graphic Arts. There was a momentary flutter during the process of insuring Ryerson when H.L. Kearns, the chairman of the government insurance committee, discovered it was necessary to store some gasoline and solvent on the campus because of various courses that required them in instruction. "...it would certainly make a grand fire if it ever got going," he wrote to a government insurance official, F.W. Spencer.

On Nov. 14, 1950, Rutherford wrote S. Wood, secretary and accountant for the Department of Public Works about the department's capital account. Rutherford said: "Some of the institutions operated by this department are completely outmoded and overcrowded and no longer offer accommodation which is suitable or safe. In addition, growing demands for educational services require more buildings. The anticipated program for adequate housing was arranged in order of priority, \$2 million for Brantford School for the Blind, ½ million

School for the Deaf, \$200,000 Textiles Institute, Hamilton, \$7 million Ryerson Institute."

Rutherford wrote about Ryerson: "This amount will be required to replace present buildings and to make additions on the present restricted site. An alternative scheme for accommodation on a better and more spacious site would offer some economies and would also provide for future expansion."

The proposal was for the expansion to be completed by 1955. However, the Department of Public Works looked at the \$15.8 million requested by the Department of Education and proposed that only \$500,000 be put in the first capital budget to come. Rutherford was furious, saying in a memorandum "then it would take a period of 30 years to establish adequate housing facilities for the work of this department." Rutherford had a trump card in his negotiations, the fact the Committee on Fire Safety in Public Buildings had recommended that "considerable work and improvements to preserve life and property was necessary." He reminded DPW of this, in effect, reminding them that if any disaster happened, he was on record as trying to get a new building as soon as possible.

Kerr forwarded to Queen's Park, at the department's request, an estimate that \$1,018,500 would be needed to construct a new building for Ryerson to replace two existing "temporary" structures. The estimate was based on construction costs of \$10.50 a square foot for a 97,000 square foot building. This was to be included in the 1951-52 Department of Public Works budget but it did not survive the preliminaries. The first official move to give Ryerson a new building became symbolic of what the future held.

Ryerson instructors and students were to wait, and wait, for new buildings. The Institute only survived some of Ryerson's zaniest years because of the staff's skill, ingenuity and a sense-of-humour that everyone had to possess. Without it, you would move on. Everyone, from freshman to

graduating student, novice instructor to principal, had to chuckle occasionally at how an ordinary school day could be transformed by a comedy of errors into what Readers' Digest calls "Life's Unforgettable Moments." The instructor, transfixed by circumstances beyond his control, could either turn gloomy and seek solace at Steeles, or shrug it off with some near-hysterical chuckles.

Those early graduating years came out full of anecdotes, because of these surroundings. Take Radio and Television Arts students, for example.

They talk about Toronto's only round radio studio, a terrible shape because of the way sound bounced around. They talk about the skunks living underneath the RTA building occasionally tangling with some cats, to the sorrow of all. They talk about the student who locked himself out of the studio while his program was on the air and the announcer who read a script just one page ahead of what was being composed on a typewriter just outside the studio. There was the time in 1953 that the students bugged the teachers' common room and office. A teacher heard his colleagues' voices coming out of a studio. He poked his head in to see what his fellow instructors were doing and found only some students sitting around eating their lunch. The instructors' voices were coming over a loudspeaker from the hidden microphone planted in the teachers' room. That started a tradition. Andy Kufluk diligently kept the equipment going with his version of shoestring and baling wire. The students liked him but played one regular trick. The old transmitter was located in the RTA building but there was a safety interlock switch on the door so new students wouldn't electrocute themselves if they tried to poke around inside. John McFayden, now a CBC radio producer, recalls: "Whenever you wanted to put the station off the air, all you would have to do is pull that door open. The station would go off, the warning signals would go

on and Andy Kufluk would come running. It wasn't at all unusual for a student to pull that door open if he didn't particularly like what was being broadcast. Some people didn't know how to shut down the station after we went off the air so they would simply pull open the door and that would do it."

Inevitably, all staff reminiscences return to the buildings. If their poor condition wasn't enough of a handicap, the constant moving due to the changing nature of schools and courses meant that walls, blackboards, doors--and sometimes even windows--tended to appear or vanish in a twinkling. The campus resembled a giant movie set with the maintenance men playing stagehands making the latest set changes. Ted Schrader was a vocal chronicler of these changes, saving his best lines for his colleagues over drinks after school, his worst lines for memos to Kerr about what Hitchman had done to him now. Actual communication with the maintenance people themselves was a bit difficult since most of them spoke mostly Estonian. Schrader was once teaching a journalism class when a maintenance man came in and sawed a hole in the wall. A second man entered, removed the door and planed it. "Then the two hung a new blackboard and left without even trying to apologize or explain what they were doing.

When photographic equipment arrived en masse and filled the second-floor classrooms of Photographic Arts in the North building, classes weren't postponed until the equipment was put in place. Instructors gave their lectures from a stair landing while the students perched on the stair below.

The same building was the scene of a feud because of its somewhat shaky condition. Kerr relates that it occurred between Eli West and Reg Soame, both Ryerson pioneers who had started in the rehab days. West had been head of the rehab courses in Cabinet Making and was an instructor in the Furniture and Interior Design courses. Soame was a ramrod-straight man who ran Photographic Arts as efficiently as a military operation. Kerr relates:

"Eli and Reg had a friendly little war going on. Reg was above Eli. The photographers used to complain that when the woodworking machines were in operation, they would shake the building. This meant that students taking pictures or doing work in the darkroom had to suspend all operations. Reg was convinced that Eli ran those machines too frequently and too long just to annoy the tenants upstairs. He would rush down and complain to Eli but Eli, being a canny Scot, paid no attention to such criticism, especially when the complaint was from an Englishman."

Kerr says that finally Soame went to see Hitchman "and, of course, Hitchman, being an Englishman too, agreed to do what he could. The worst of the machines was the planer, so carpenters were instructed to go down to the basement and, using heavy timbers, prop up this machine to help prevent it from vibrating when it was used. But it didn't work and the two men never did come to terms with each other."

Plaster used to fall occasionally in the classrooms on the third floor of Ryerson Hall, a rather alarming sign of deterioration. The staff always worried about great sheets of plaster falling in the old auditorium in Ryerson Hall. Finally, it was decided not to have films shown in the auditorium anymore, something the students often did to raise money for the Students' Administrative Council, because of the fear that someone would turn up the sound on the projector and the resulting sound vibrations would jiggle plaster loose.

Sound was quite a problem for the young Ryerson. Walter Anderson found to his sorrow, for example, after the move to the hangar, that the "building was anything but soundproof. It was not difficult to tell whether Dr. Manfred Straka was in the building, no matter where he (or you) might be! Two of the instructors (Charles Jackson and Herb Jackson) had different sections of the same class in the same subject on one occasion--

one group was being lectured while the other was having a test. One instructor had to call to the other to stop lecturing as his class was using the lecture to help with their test. I had a lecture class in a little second-floor room that was hung in the rafters over an RTA studio. On several occasions, when I was just working up some subtle point, there was a burst of gunshots and some blood-curdling groans clearly audible from the RTA group rehearsing a who-dun-it."

Straka had a particularly strident voice and the other instructors claimed that when he was holding forth in the old hangar, that's all that could be heard. "That is, when the power saws weren't on," according to Al Sauro. Charles Temple tells the story of the day Straka was almost fired by Kerr because Kerr walked in as Straka was in the middle of a lecture on inverse proportion. To illustrate it, he stood on his head on his desk in the classroom, just as the principal marched in the door.

What caused the problem in the old hangar was that classrooms didn't have ceilings so voices could escape out the top and wander around causing havoc. There studios were also without ceilings, which caused problems when a television show was being shot and the Ryerson band decided to hold a rehearsal nearby. But even the classrooms with ceilings suffered because they had thin partitions. Ted Schrader and Earl Beattie often lectured side-by-side in classrooms on the second floor of the Graphic Arts building. Beattie would often hesitate in mid-sentence. "He would open his mouth and nothing would come out. Occasionally he would open his mouth and my voice would boom out of it from the next room," Schrader said.

But one Ryerson legend was to grow around the thin partition between the office for English instructors and a classroom, in the east-end of Ryerson Hall. One instructor recalls telling a joke in the classroom and not a single student laughed. But suddenly, through the partition came

the hearty laugh of Jack McAllister.

Jim Peters said that partition caused embarrassment to all new instructors. "Whenever you were in the classroom, there were at least six people in the English office reading or doing some quiet work. You would be talking away and they would hear your lesson. I don't care but a professional teacher somehow doesn't like his words to be shared beyond his students. He doesn't like any administrative personnel coming in and watching him. It's kind of a bedroom situation where it's a love affair between him and his students. In that room, you knew everyone in the English department was party to all your secrets and when you neglected your grammar. After that, anything was easy."

It was Peters who occupied one of the more unusual offices. "We decided when the English department had to expand to go down into the basement of the library. That part really had no floor. There had been a floor but it had rotted. It was right on the ground. I decided that I would be the first to go down. Everyone looked at me with sympathy and said you're crazy and so on. But I went down into that basement. You couldn't use a swivel chair or anything like that because the ground was absolutely rotten. But things got a little more hectic by and by up above and finally I found people coming down to share this office with me who had sworn that they would never go down there. Finally I had someone sitting opposite me and so on, all around. It became the treasured place at Ryerson, the retreat. Then it stank. Sewer smells started coming up and all sorts of things."

On Oct. 2, 1953, reporter Barry Hughes tucked his tongue firmly in his cheek and wrote in The Ryersonian: "Director Jack McAllister is going underground...but fast. The legs of the chair in his office, beneath the library, are sinking lower and lower into the ground. It might now be wise for Ryerson guards to watch not only for people breaking into the school but

for burrowers from beneath. The holes beneath the chair legs are 2½" and descend, through linoleum and wooden flooring, to great murky depths. Mr. McAllister, commenting from his dungeon-like office, said 'I'm feeling mighty low.' At his present rate of speed, Mr. McAllister expects to reach either the TTC subway or the fabled tunnel to O'Keefe some time early in January."

The Ryersonian often wistfully wrote about a buried passageway to the great stocks of beer possessed by Ryerson's largest neighbor. But students found the overland route good enough until the fabled one could be discovered. Instructors to their amazement sometimes found this happening in mid-class. The end classroom on the second-floor of Graphic Arts was served by a wooden fire escape. The door to this was left open on hot days to allow the air to circulate and prevent students from falling into deep slumber. An instructor might start with 50 students at the start of a two-hour lecture, all jammed together. As the hour wore on, the population would start to shrink as the occasional student would just tiptoe down the fire escape while the instructor wrote something on the blackboard. Ted Schrader discovered that occasionally the population would grow again. "Some of my students would leave by the fire escape, cool off with a few quick beers at the Edison, and then come back for the end of the lecture to see if there was anything they had to prepare for the next class."

Temple recalls that during the moving of schools it "seemed the most natural thing in the world to ask the students to stay for an extra half hour and help move all the furniture." When the Business school moved to the third floor of Ryerson Hall, the last of the move saw the Electronics students go to the old hangar and Radio and Television Arts to the Link trainer building, where once pilots had received simulated air training, the staff and students pitched in and carried desks, chairs and filing cabinets up the stairs from the second floor to the third floor.

"Today if we were to ask a staff member or student to carry a table up the stairs, let alone to an elevator, I'm sure he would say drop dead." As another note of those times, the furniture lugged up the stairs had all been designed by Temple after he arrived and found no classroom furniture, and for that matter, a shortage of classrooms too.

Bill Trimble was a Navy veteran who liked nothing better than to write a statement on the blackboard and then sit at the back of the classroom while the students argued for the entire period about the merits of the statement. He rose from instructor to department head to vice-president at Ryerson, before leaving for other successes. The Social Science instructor looked back at these early times many years later and wrote these verbal snapshots: "An electrified initiation seat at the edge of the black tarmac. Freshman instructors and students alike got the high voltage kick in the seat of the pants. And there were chariot races and the 'horses' that fell got their knees full of cinders and Ted Toogood picked them out and put bandages on.

"Bruce Forsythe went up in smoke if anyone sullied his precious gym floor, and tried to teach archery and gold to RTA students. Arrows went in the balcony and in the ceiling of the old gym and a golf club went right through the partition of the tuck shop but didn't hurt anyone.

"All first-year students had to get 40 P.T. credits and a pint of blood donated to the Red Cross counted as one. An RTA student asked the nurse if she would take 40 pints.

"Classes were held in the old link trainer rooms with the clouds still on the walls and student questions from the centre were hushed by the sky-like dome. Whispers from the back boomed in the teacher's ears. And a student called McBeth with black hair used to knit in the front row of the class and Tom Gilchrist drove a taxi at night.

"...Lectures were held in labs with leaky gas valves and students got dopey; and there were traffic jams in the middle building between periods. And there was the classroom that was the entrance to a cleaner's storage space and so a little man in a beige uniform would carry mops and pails between the teacher and students every day at 3 p.m. And one time workmen took down a blackboard in the middle of a lesson with the lesson still on it.

"Dormer Ellis had to teach decimals on a board that was pock marked. Another instructor had an office that could only be entered through a classroom and so if the room was full of students, he would get in and out through the window. And remember when an Architecture student named Huggins climbed in the window for a maths class when the departmental inspector was there?

"I taught economics to the lovely ladies of Fashion in one of their own rooms and Helen Hutko left a dressmaker's judy in my way and I always had to move it. And it had nothing on and I didn't know where to grab it because the students were there before I was and they giggled.

"The overhead heating unit in the little classroom between the south and middle building would leak sometimes and drip hot water on a student's head and the student would jump up in the middle of a lecture looking surprised and holding his head. The stairs all sagged and the brown linoleum in the halls was worn. The teaching was wild. Tim Ryan would designate the student he wanted to go to the board by throwing him a piece of chalk....And Martin Greenwood in Sociology class demonstrated the impact of a broken taboo by writing a naughty word on the board. The students gasped and got the point.

"Students and staff shared the same cafeteria. And at the graduation dinner the Principal's tongue slipped and the annual dance was henceforth known as the Glue and Bold."

The Glue and Bold, or rather Blue and Gold, was an important part

of the social life of the campus. Since there wasn't that much that could be done about the surroundings, the Ryerson student and staff had a lot of parties to help forget about them. The first Blue and Gold, the big formal "at home" dance, was held April 14, 1950 and 400 people went to the big gym that had been created at one end of the old drill hall: Honest John Vail was master of ceremonies and the Ryerson administration went all-out to make it a gala occasion. Representatives from high school student councils in the Toronto area had been invited and they must have been impressed to go through a receiving line that contained the Minister of Education, Dana Porter, and the ranking mandarins of the department, F.S. Rutherford, and J.G. Althouse. Formals were to fall out of fashion later but even if the students had wanted to discontinue this annual dance in the early years, one suspects it would have been staged anyway. The Kerrs entertained the directors at a dinner party at their home before the dance and then they would move on to form the receiving line with the SAC officers.

Charles Temple says the parties were an important part of his first years at Ryerson which he regards, without doubt, "the happiest, the most satisfying, years of my whole career. I am quite sure that up to 1958 or 1960, I knew every staff member and almost every janitor and employee in the Institute. The place was friendly. There were no private offices then, other than what a few people had. I remember Eric Palin used to move from office to office and then they added a little leanto to the Electrical Technology building. For the most part the staff never had private office. A man could, if he wanted to, take some time off, roam around the place and drop in to chat. There was a friendly spirit. We had a fair number of staff parties in those days. There were literally parties where we played games. It was a nice experience since we all seemed to know each other so well. I think that as time went on, some of the teachers sort of resented the feeling that they were



compelled to attend the student functions. I think they would have gladly avoided attending them. Those of us who were known as directors, however, were expected to entertain, to appear at these things. I personally happened to enjoy it. I wasn't one of those who resented it."

It would be a mistake to paint a completely-dreary picture of Ryerson Hall, the main building of the campus. Plaster may have been falling on the third floor. Novice instructors may have been mute in that second-floor classroom so that more experienced colleagues next door could not criticize their lectures. Instructors may have been sinking into the ooze in the basement. But in the attic, there were still stored some of the treasures from the old Normal school, reproductions that Egerton Ryerson had brought back from the great museums of the world. Instructors like Jim Peters could recall visiting "this very impressive building in this very impressive park and seeing all these beautiful plaster statues in this little museum" while still children. Those reproductions were to melt away in the basement from damp and neglect but the memory lingered on with some. The stories that were told about the history, the hall's Greek revival face and its size, made it the only building on the campus to resemble what the students would have found if they had gone to the vast campus of some historic university.

The well that cut through the floors from the skylights to bring light and air was a gathering-spot for students, quite a pleasant place to while away some time. Students would stand there between classes looking down to spot a friend or girl-watch, a rather fleeting past-time considering the scarcity of women. Temple recalls: "One of the very important things we used to have in the old south building was the switchboard and the light well. I can still picture the students standing around the old light well. I think a lot of friendships and a lot of socializing went on there."

When people came in the main doors of Ryerson Hall, the first person they would see was Gladys Doyle sitting at a small switchboard. She was also receptionist. Few people called the Ryerson number, WA-2631, for the simple reason that there were few telephones. A telephone was a badge of office in the early days and no mere instructor possessed one. Kerr recalls: "The Crippled Civilian organization trained the victims of polio for useful employment. The manager phoned me to enquire if we had any openings for his students and my answer was that we would be needing someone who could act as both a switchboard operator and a receptionist. He replied that he thought he had the right girl but she would require a little more training. When Gladys arrived a month later, we knew at once that we had acquired a jewel and she has been with Ryerson ever since. Despite her handicap, she is always bright and cheerful. She has done a marvelous job and is an inspiration to those around her. Gladys has become one of Ryerson's institutions." Before it was moved from the central building, few instructors or senior students passed the switchboard enclosure without saying hello or stopping to chat. Her voice was often a person's first contact with the new school and few people would have managed to make a more favorable impression on the callers."

Ryerson wasn't that successful with all the support staff which had been hired. That was inevitable in the hurly-burly of the early days. Ted Schrader was the recipient of a stream of complaints from his Journalism students about the fact there were no Journalism books in the library. "I said that I personally had inventoried them and there were Journalism books. I went over and, sure enough, there were no Journalism books. So I prowled around and there was this hole going down into the basement and books had

been merely thrown down the stairs into the hole. There were piles of books down there that this new librarian hadn't wanted to put back on the shelves."

Ryerson's location must have given second thoughts to female staff and students considering working or studying on St. James Square. The square was surrounded by some interesting commercial uses, not all exactly booming. But it was also on the fringe of wino country, the flophouses and cheap bars of Jarvis and Dundas, Toronto's red-light district. It was not at all unusual to run into well-worn gentlemen going to and fro. Even on the way to the first class, there could be a seedy-looking gentleman making his shaky way along Gould, begging quarters for cheap wine. Many city girls wouldn't have thought too much about that but it was different for girls from rural Ontario, and the small towns, where everyone knows the name of the local drunk. To be accosted by a panhandler was a surprise, even a shock, to these women.

Ryerson's largest and smelliest neighbor was the O'Keefe Brewing Co. Ironically the largest residence near it was Willard Hall, run by the Women's Christian Temperance Union. Willard became a customary place for Ryerson women to live, and swim classes were held there too. Also on Gerrard when Ryerson started were Gorries Auto Sales, First Pentecostal Holiness Church, the Ontario College of Pharmacy (quick to use Ryerson's cafeteria and tuck shops), a rooming house, small apartment building, Wood W. Lloyd Druggist, Simmons and Son garage and Green and Ross Tire Co.

On Victoria to the west of Ryerson were a film exchange, telegraph office, the O'Keefe administration building, a beer store, Underwood Manufacturing, W. W. Wells, The Creche day nursery, a real estate office and parking lot. Gould had a color photo store, a dentist office, Toronto Camera Club, Canadian Breweries Transport Ltd., the Edison Hotel, Catholic Apostolic Church, some houses, Good Neighbor's Club and the Working Boy's Home.

On Church to the east were Richmond's Grocery, a real estate office,

Dress-Well Cleaners, Toronto Camera Exchange, Houghton's Silver Ware, photography store, import-export office, bookbinders, and the Monetary Times.

On Yonge's east side, running north from Dundas, were the Silver Grill Restaurant, Tops Biltmore, Crawford Clothes, Superior Financing, Disney Shops, Bilton Men Stores, Al's Men's Wear, Olympic Billiards, Olympic Recreation Club, Le Coq d'Or, New Empress Hotel, New Empress Grill, Canadian Bank of Commerce, Brown Sports & Cycle, McDonald & Willson electric fixtures, Canadian Stokes Company, Steele's Restaurant, Steele's Venetian Room tea cup reading, A & A Book Store, Rain Bros. cigars, O'Donnell's Good Used Clothing, Nut Shell Studio, Paige Watch Hospital, Simpsons Bros. photos, Cooper Seymour drugs, Rio Theatre, Burmuda Restaurant and Bassel's Lunch.

There were bits and pieces of the neighborhood that were gems in Architecture, such as the Byzantine-domed building on Bond built by Toronto's first Jewish congregation, and the Lutheran Church across from it, looking like a village church in Germany, which was the mother church for many Lutheran congregations in Toronto. The Town and Country attracted people throughout Metro Toronto to the most famous buffet in town. But most of the surroundings weren't very attractive and Kerr's dream was to have Ryerson's campus extend right from the spine of Metropolitan Toronto, Yonge, through to Jarvis, with Gerrard and Gould being the northern and southern boundaries. "We would clean up those awful stores on Yonge and that mess on Jarvis and have a campus that would go right through," Kerr said.

It was easy to think of the neighborhood as a straitjacket, a somewhat shabby binding that nevertheless would be costly to remove. Anyone who looked at the properties around the square knew they would be expensive to acquire, particularly when compared with vacant land that could be purchased away from Toronto's core. Yet the square just didn't have the necessary room for large expansion. There was no breathing space, really, to construct

new buildings, or to have outside Physical Training classes. The football team had no playing field. The team climbed aboard the Ryerson truck and was driven several miles to Riverdale Park to practise there; games were held in East York Stadium, in a Toronto suburb. The hockey team hunted for ice time and played in rented arenas. There was no pool. Visiting male basketball teams used facilities provided for the Ryerson women students who had been somewhat perplexed when they first used their change rooms to find that urinals had been provided. The women didn't know of the dual function to which the room was to be put. Campus legend had it that some girls supposed the plumbing gadgets were footbaths. The lack of space on campus hampered both curricular and extra-curricular activities. Athletics were an important part, the focus really, of student interest and without better facilities, Kerr and his campus leaders could see, as Ryerson grew larger, problems in school spirit for the commuters who would spend most of their time away from the Institute and gear their daily schedule to avoiding the rushhour.

The students, through the Students' Administrative Council and The Ryersonian, became a vocal lobby in pushing for new quarters. They even had a site, the E. R. Wood estate. The 79-acre estate, complete with mansion, terraced gardens, servant quarters and greenhouses, sat overlooking the Don Valley at Bayview and Lawrence. Wood had been a stockbroker. After his wife died, the will stipulated the property should go to University of Toronto for educational purposes. Soon after Mrs. Wood died in December, 1950, Kerr found out about the prize property. The Ryersonian reported in October, 1951, that Syd Gadsby, the former Institute bursar, had told the principal about the property. Doug McRae, the Architectural director, took his students out to the estate and in one busy weekend of activity, produced instant plans on how Ryerson could use the property. His students were

familiar with the property because they had used it for surveying field trips. In January, 1952, SAC passed a resolution asking the Ontario Legislature to "erect new buildings on a suitable site" as the present buildings are "overcrowded and a fire threat." A student committee on the subject, under Journalism student Gloria Mitchell, advocated use of the Wood estate.

SAC President John Anderson said what was needed was a factual brief, preceded by extensive public relations, which would show provincial members that inadequate buildings threatened Ryerson's ability to continue to contribute to Ontario industry. Instead of spending \$800,000 to operate and maintain the Institute in its present condition, the government should buy the Wood estate from U of T for Ryerson, Anderson said.

During February, 1952, a SAC committee under Gordon Carr worked on gathering the information for the brief. Highlights of the report were familiar to old Ryerson hands but must have surprised and amused others. The Hotel, Resort and Restaurant instructors said the course had only one-third of the classroom space it required. Retail Merchandising needed double its existing classroom space and 2,400 square feet of lab space. Applied Electricity wanted one third more space, as did Radio Broadcasting, which also wanted 5,000 square feet for storage. In the Graphic Arts building, lectures in Lithography were conducted in a space smaller than the Lithography camera. There was no lecture space on the first floor of the Graphic Arts building. Electronics required a 35 per cent expansion in lab space and a 25 per cent increase in classroom space. ~~This course said its facilities suffered from~~ poor ventilation with eight out of 10 classrooms having no ventilation at all. A number of courses complained about the lighting, both natural and artificial. One Journalism classroom had no light switch. The switch was in the next classroom and when its lights were turned off for slide and film presentations, the first classroom was thrown into darkness as well. Photography students

reported that the floors were so shaky that when one student wanted to make an exposure, everyone around him had to stop walking. Students generally were asked if they were satisfied with campus life and most said they weren't.

At about this time, both the Ryerson staff and students were forcefully reminded that publicity is often a two-edged sword. The Toronto media jumped on the students' campaign and reprinted the details of dilapidation on the campus. Now while the Department of Education officials were quite willing to admit to education circles that Ryerson facilities had to be improved drastically, they didn't appreciate the province's major newspapers describing in such detail the drawbacks of a school under their direction. They were sensitive to overtones of negligence on their part. It was also the first time that the principal was to learn that Ryerson's Journalism class could be a burr under the administration's saddle. It was nice to have the student reporters cover the athletics, do personality sketches on new instructors and generally report events in such a way that The Ryersonian was one of the glues holding together the Ryerson community. But these were also budding journalists with an editorial page to fill each day. Nothing was more natural for them to test their mettle by taking on crusades quite dear to their heart, such as Ryerson's future. Then too, some of the students did parttime work "stringing" for the Toronto newspapers and that, along with the first Journalism grads now working in and around Toronto, was to mean that major controversy on the campus was bound to show up in the Toronto media even faster than any student unrest at the venerable University of Toronto. There was also more of an inclination for the Ryerson student body to think their views mattered, and just because the administration thought they should act in a certain way, that didn't mean that would happen. The students were losing some of their docility now that the first nervous days of Ryerson were over.

The Toronto press had been kind to Ryerson since its start. The Telegram talked about how enrolment had tripled in two years and quoted Kerr as saying the growth was "phenomenal." A Star editorial that year described Ryerson as being "the only one of its kind in Canada," and that its graduates were "equipped with special skills for the modern work-a-day world." In 1951, The Telegram's education reporter wrote that enrolment had increased five-fold at what is "probably the fastest-growing (school) in Canada." Ryerson was described as "not a high school, not a trade school and yet not quite a university."

Then came early 1952. In late January, the Star ran a story by Walt Skolozdra, a Ryerson Journalism student who started working part-time "stringing" for the Star, then quit Ryerson and worked full-time when the Star offered him a job. The headline said Students Suggest E. R. Wood Estate For New Ryerson. But the lead paragraph was more controversial. "Because the Ryerson Institute present buildings are 'overcrowded and a fire threat,' the student administrative council passed a resolution last night asking the Ontario legislature to 'erect new buildings on a suitable site.' The story gave details of the Wood estate and that the Ontario College of Art was using it on a temporary basis. It described the decay of the Ryerson buildings, that the timbers in one building were rotting and the floor had sagged two inches in the previous year. It said future enrolment was anticipated to be 2,000 by 1955 but only around 800 students could be accommodated comfortably within the present structures. Attempts to fix wiring were handicapped by the fact there were no blueprints showing where the wiring ran.

On February 1, the Globe and Telegram ran stories about the space controversy. The Globe story talked about the crowding headaches, the puddles on the floor of the auditorium where some paint was held on by tape and, in publicity more useful to the Institute, quoted Eric Palin as saying

there was need for 850 graduates in Electronics in the country this year while Ryerson was only producing 33. Forty-two CBC technicians from across Canada were studying TV at Ryerson, Palin added. One aircraft manufacturer had promised to take every Ryerson grad who applied, the story said, concluding there just had to be room to grow. The Telegram headline, however, was just the kind to give headaches at Queen's Park, where fire safety had been a major issue only two years before. Pupils Would Replace Ryerson 'Firetrap', the headline boomed, although the story was a mild recitation of the information the students had gathered about lighting, ventilation, flaking paint and falling plaster.

For two weeks, Anderson, the SAC president, tried to present W.J. Dunlop, the education minister, with the students' case for a move. Then on February 19, the issue exploded, as far as the students were concerned. A special Ryersonian had been scheduled to present the information relevant to the students' arguments. Ted Schrader said it wouldn't be printed because it should coincide with Anderson's visit to see Dunlop which at that point had been put off for a week. Anderson himself said the SAC executive should spend more time on studies and less on the campaign for new buildings. His quotation in the Ryersonian: "We have achieved considerable success in making known our need and until we present the brief to the Minister of Education, there isn't much we can do."

Anderson's comments and the Ryersonian cancellation were suspect to some students. Was the administration clamping down and trying to stop publicity unfavorable to the Department of Education leaders? Ron Evans, a second-year Journalism student who was the managing editor of The Ryersonian, put the cat among the pigeons. "This is just like being under a dictatorship. We must jump when Dunlop cracks the whip. And this is what they teach us is a free press," Evans said in a Star story. Schrader was quoted as

saying a directive had come from Kerr to stop the students' campaign. Schrader was not only a Journalism instructor, he was also the advisor to SAC. Kerr refused to comment on the charge that the ban had come from the department, saying to the Star reporter only that the time students were spending on this campaign should be devoted to their studies. Neither Dunlop nor his deputy minister, Cecil Cannon, would comment to the Star on claims that they were stopping the students' drive. But the Globe and Mail quoted Dunlop as saying the following day that he had no knowledge of any attempt to gag the student-inspired campaign. In the Globe story Kerr appeared to be the origin of the suppression orders since he was quoted as saying he had directed the students to drop their agitation on his own authority. Dunlop also denied he had kept Anderson waiting and said he had just learned the student leader wanted an appointment. Kerr had a word of praise for the students, in the midst of the fuss, however. He said: "It is heartening to see the students so willing to further Ryerson when they will never attend a new school," pointing out the new buildings could only be in place after the present students had graduated. And then Ryerson faded out of the news with the final words coming from Kerr to The Ryersonian that it was "preposterous" to suggest Dunlop wanted to gag Ryerson. Kerr said Dunlop had never talked to him about the building campaign.

Shortly afterwards, Kerr was called to the Department of Education for a function. As he was going through the receiving line, he was somewhat embarrassed and apprehensive about what Evans had said about the minister. However, Dunlop shook his hand cordially and when Kerr raised the matter, dismissed the affair as something that happened with young men and women occasionally when they got involved emotionally in a campaign. Not everyone took the "gag and dictator" remarks that calmly, however. Kerr said: "These attacks on Bill Dunlop had come just at the time when the Department

of Education appropriations were up for consideration in the legislature. Originally a sum of \$1 million had been placed in the estimates to start a building programme at Ryerson just before the local 'Action now' campaign had reached a crescendo, but it had been withdrawn. An official in the Department phoned to tell me that "as a result of your newspaper's interference you have just lost \$1 million." I really don't think the editors of the Ryersonian had that much influence on the outcome, although in the '50's the public didn't believe students should attempt to change governmental decisions. Probably the Treasury Board decided it didn't have the funds for all the proposed capital expenditures, and Ryerson had a low priority. The next year, however, the sum was re-instated in the budget and the legislature approved."

The cancellation of the building program was noted editorially by the Toronto Star which came to the defense of Ryerson, which it called the Cinderella of Ontario. "It is difficult to understand why the Ontario government did not this year include the Ryerson Institute in its public building program. The government has known for some time how severely handicapped is this fine school...The site at Church and Gerrard Sts., a rundown rooming house area, is totally unsuitable, particularly when it is realized that 75 per cent of the students are from out of town." The editorial pointed out that both the University of Toronto president and the royal commission on education had advocated establishment of more such schools since the demand for Ryerson's graduates far exceeded the supply. The Wood estate was promoted as a site. The editorial ran through what the government had decided to build this year, including an extension for Hamilton's textile institute and new normal schools for Toronto and other centres, and said Ryerson should have been included.

Kerr said he was given some encouragement by the senior civil servants at Queen's Park about the prospects of Ryerson moving. They agreed

with him that the land around the square was so costly, it was almost out of the question in the early '50s to buy it for school purposes. "The suggestion was made to me that no objection would be raised if an attempt was made to find another but less costly site. Acting upon this, I enlisted four representatives of the advisory committees and together we toured the city and suburbs. We found a number of acceptable locations, except for the complete lack of public transportation. We looked also at the Governor's Bridge area where there was a twenty-five acre promontory overlooking the Don Valley, but upon investigation it was discovered there were neither water or sewer lines available. Moreover a movement was on foot to convert it into a public park. So in the end, we concluded the Wood Estate was the most promising site."

It didn't become clear immediately but Ryerson's plans to move had a serious, but quiet, opponent. "We hadn't reckoned with Dana Porter," Kerr said. "He was a very astute politician and naturally he hoped that Ryerson would stay in his riding. With a certain amount of pride, he could draw it to the attention of his constituents. Perhaps, had this riding been represented by an opposition member, the move might have been made."

Porter, however, decided to play his political game of opposition in a quiet way. No newspaper articles were printed quoting him as saying Ryerson should stay. When he was still education minister, J.G. Brown, Liberal MPP for North Waterloo, had said the overcrowded conditions of Ryerson were abominable and urged Porter to action. The idea of a home on the Wood Estate had been taken to Porter who said it was a good idea but would not promise action. Dunlop did take over the education portfolio but Porter remained within the government as the powerful Attorney-General.

At one point, Ryerson officials proposed using the Wood Estate along with the Toronto Normal school, the first occupants of St. James Square. Kerr described this plan, backed by the Department of Education senior offi-

cials, as taking the property for which the university had no use and giving half to the Normal school and half to Ryerson. In exchange, the province would give the university some extra grants. "There would have been a common convocation hall, eating quarters, student and athletic facilities and so on. The Ryerson building would have been on one side and the Normal school would have been on the other. That seemed to be a very good idea. At first the university agreed to explore this idea, transferring ownership to the province in exchange for grants. I honestly thought at the time that the deal would go through. That would have been the new location for Ryerson. We were very disappointed a few months later when the university backed away from it."

Kerr said it was the talk of another university that finally queered Ryerson's move. "In the initial stages, University of Toronto fathered what eventually was to become York University, and the decision was finally made to convert the large house on the property into classroom use for York students. Thus, another Ryerson dream appeared to be on its way into limbo."

Governments and their bureaucracies move slowly. So it was to be years before it became clear the move the the Wood estate was just not to be.

In 1953 and 1954, there continued to be talk and agitation, at Queen's Park, St. James Square and in the Toronto newspapers.

On March 23, 1954, Dunlop was questioned in the Legislature by Joseph B. Salsberg, the Communist MPP for the downtown riding of St. Andrews. The questions from Salsberg, quite a controversial member, came during the debate on the education estimates. Dunlop said that the government would provide a new campus for Ryerson "as soon as possible."

Salsberg said: "Is it the intention of the Government to build a new school for that college, a new structure?"

Dunlop: "Yes, Mr. Chairman, as soon as we can arrange to do so. The enrolment is increasing so fast and the services are extending so rapidly that a new building will be required just as soon as it can be arranged."

Mr. Salsberg: "Do you intend to use the present site, or move it elsewhere?"

Dunlop: "There are arguments on both sides of that. There are those who think the present site is an ideal one because it is in the centre of a factory or industrial district. There are others who would prefer to take it outside, and there are arguments for both. However, the present feeling seems to be to have it outside of the city but close enough so that there not be too much transportation necessary."

However, the department was facing the baby boom after World War Two. Its budget was \$80 million for the coming year. But enrolment through the province had increased by 58,000 that year and there were 15,000 more students at universities. An increase of 60,000 pupils was expected in the next school year, meaning, Dunlop said, another 1,500 new classrooms were needed. This was the reason for Ryerson's competition for money. Any observer with political knowhow would note that the key words in that political exchange were "as soon as it can be arranged." No matter how promising those words were,

they must become more positive before any changes could be made at Ryerson.

In November, 1954, the Students Administrative Council recalled the fuss created by the SAC brief nearly three years before and decided to repeat it to keep the pressure on Queen's Park so the building plans wouldn't keep getting postponed from year to year. The SAC fire survey found many fire extinguishers but few regular fire drills and few who knew what the fire alarms sounded like. One emergency door in the Student Union led to the roof of tar paper and wood. A student was expected to run across that roof in case of fire and jump 15 feet to the parking lot. The small Radio and Television Arts building was dubbed the safest building on the campus, probably because of its size, and the Mechanical and Electrical building was rated the worst. (That building, the old hangar, had just acquired that name. The Provincial Institute of Trades sign had been removed in March only after much agitation by SAC). The student surveyors said there were no fire exit markings within the entire building and that there were two red lights hanging over doors that led to classrooms and beyond them, to dead ends. Most hallways were so narrow that a person could touch both walls with elbows. The narrowest hall was 35 inches in width while the city by-laws required a minimum of four feet.

Typically, George Hitchman, the building superintendent, had some different views than the students were expressing during their campaign. He grumbled to The Ryersonian that many students, despite all the talk about fire traps, didn't pay any attention to the fire alarms. During fire drills, "some of the instructors are as bad as the students. Instead of encouraging the utmost speed, they stand on the top of the stairs and light up cigarettes." He said the pushing to move Ryerson came from students who were "selfish." Most of the people here in day school do not think of anything further than their selves and their education. They pay, on the average, \$150 a year

and benefit from over \$1,500 worth of education. Some of them do not even enter the professions they were trained for. If government needs land around Ryerson, it can expropriate. In seven years' time, the face of Ryerson will have been lifted."

As for the argument that Ryerson had to move in order to get playing fields, Hitchman said what was needed was an "institute for learning, not a playground." Hitchman would never go so far as to say the old buildings should continue in use, however. In the middle of one cold snap, students sought him out to complain that one of the outer rehab buildings was 57 degrees F. at 1 p.m. Hitchman said the one furnace in the building was working all-out and there was nothing more that could be done because the old building leaked so much heat. At that point, it was costing around \$23,000 to heat the Ryerson buildings for one year, a bill that made everyone shudder.

On Dec. 1, 1954, the whole question of Ryerson moving or replacing its old buildings took a nastier edge. That was inevitable. The Government was lucky to have managed to get through several years without the issue exploding. A Telegram story read, in part: "Education Minister Dunlop today blamed the Public Works Department for ignoring for three years major safety repairs at the Ryerson Institute of Technology demanded by the Ontario Fire Marshall. The stake is the safety of 1,640 daytime students and twice that many evening students. The centre of this accusation is a cluster of frame quarters in mid-Toronto dominated by a 100-year-old building. This main Ryerson Hall structure has been labelled a 'firetrap' by leading officials in the Education Department, 'ancient' by H. H. Kerr, Ryerson's principal and 'an immediate hazard to life and property' by J. A. G. Easton, Public Works architect. In November, 1951, T. M. Jacobs of the Ontario Fire Marshall's office, said the dingy, brick building was 'probably

the most hazardous' on the sprawling Ryerson campus. Dr. Dunlop, admitting that all the facts pointed to Ryerson being operated in a hazardous way, said the Public Works department took no action on the recommendations for structural changes in the building, but merely added fire extinguishers. 'We received no answer from the department,' he said. 'They apparently thought that because a new Ryerson was going to be built, there was no need of fixing up the old one.' Mr. Jacobs' report was never made public. It was shown to The Telegram this week only after repeated insistence. The Ontario Fire Marshall sent the report quietly to the Education Department which had requested the inspection. All Mr. Jacobs' minor recommendations were carried out, but the half dozen major ones have not been acted on--three years later. The fire inspector made these major recommendations: 1. Stairs in all wings of the main building be enclosed with smoke and flame barriers of one half-hour fire-resistance; 2. The light well in the south wing be cut off at each storey by either a solid smoke-and-flame barrier or by wire glass partitions; 3. Fire alarm drills be held once a month; 4. Exposed wood joints in the boiler room be covered with a non-combustible material; 5. A fire escape from the roof of the gymnasium."

The story quoted Kerr as writing to the deputy minister: "The recommendations covering these items would involve the expenditure of a considerable sum of money, which, in my opinion, could not be justified by the age of the building. Ryerson needs a new building, not further patching up of this ancient structure." Easton, the Public Works architect, was quoted as saying there was no hope of permanent gain by the structural changes, but at the same time, he urged Public Works to act on major items "which present immediate hazards to life and property." He estimated a new Ryerson would cost \$7 million and take two years to construct after the contract had been awarded. Dunlop said he was negotiating for a new site for Ryerson

and hoped the plans for the new building could be started in February, 1955.

By the next day, Public Works Minister Griesinger was carefully reading the correspondence surrounding the fire marshall's report while the Liberal and CCF leaders accused the Conservatives of "playing with the lives" of Ryerson students. Liberal leader Farquhar Oliver said Public Works was "gambling with good luck" while CCF leader Donald MacDonald said no private citizen would be allowed to ignore a Fire Marshall's report in the manner the Government had. "What's the use of having technical experts if you don't follow the advice?" he asked. Quite plainly, the Government was being placed in a position where it couldn't delay much longer on what to do about Ryerson.

In January, 1955, the firemen did go rushing to the campus when smoke billowed out of the Graphic Arts building. But it was insulation smoldering inside a transformer and the atmosphere of an emergency was ruined somewhat by students not only not evacuating the building but being joined by other curious students.

On Jan. 26, 1955, The Ryersonian's headline read May Cut Frosh Enrolment. In the story, Kerr said that if more than 800 freshmen applied for the 1955-56 academic year, Ryerson would have to reduce the total somehow. "Probably those who send in applications late will not be admitted," he said. "Ryerson had occupied all the space vacated by the trades courses before the move to their new location in the Provincial Institute of Trades building. This had temporarily eased the situation here but despite this, Ryerson buildings are still crowded."

Then we come to the reason for the story. Quite probably, a Ryersonian reporter was told by Ted Schrader to see the principal because the principal might have something to say on next year's enrolment. Schrader would know that because Kerr phoned to tell him. What had happened is that Dr. Sydney Smith, president of the University of Toronto, had just told the

Toronto media that Varsity needed seven new buildings and that overcrowding might force cuts in first-year enrolments. Kerr said bluntly in words that he hoped would spread far beyond St. James Square: "University of Toronto may need new buildings but we need them too. It has been suggested that in order to cut down on the enrolment in the Engineering faculties, first and second years should be trained in the polytechnical schools, but Ryerson has not been approached on this matter and if it were, the answer would have to be that it did not have the room to accommodate such students." Kerr concluded by saying that a graduating Ryerson student is qualified for immediate employment and seldom does he seek entrance to a university. The message was not subtle. There was no NEED to go onto university to get a job. And if U of T needed more buildings to do its job--with the threat that some frosh would be turned away and therefore be annoyed at the government--Ryerson was in exactly the same situation. Kerr was now a veteran at dealing with governments and he knew there was a time to keep on the pressure.

For one brief shining moment that January, it appeared Ryerson might move because a new favorable factor had entered the equation--a wealthy buyer was willing to buy the campus. E. P. Taylor's O'Keefe Foundation was talking about a \$12 million civic centre for Toronto. When The Ryersonian reporters went after the story with great gusto, they found many people willing to say St. James Square seemed a good site, from the brewing company's public relations man who said the campus was "one of the most promising propositions" to Toronto Mayor Nathan Phillips, who said he presumed the civic centre would be built in an area like Ryerson which was close to where Phillips hoped to erect his new city hall. Dunlop said he wouldn't or couldn't endorse the idea of the campus being sold to O'Keefe, then added: "I don't see anything against it. Carry out your present plans and see what

happens." Dunlop said he hadn't thought of O'Keefe being a purchaser until The Ryersonian reporter suggested it to him but said: "It would be a great site." An official of the Downtown Businessmen's Association said: "The Ryerson campus, while not desirable for education at present with all its patched-up buildings, is nevertheless an excellent lot and a wonderful spot for a civic centre. A new building on that location would increase the value of all the surrounding property and be a boon to downtown businessmen." Bill Dennison, the area's alderman, thought a civic centre at St. James Square was an "extremely good one."

Meanwhile, the Toronto press kept the pressure on Dunlop. On Jan. 22, 1955, The Telegram said editorially: "The Provincial Government will shortly be bringing down its budget for the next fiscal year and it is hoped that provision will be made for new accommodation for one of the finest institutions it owns but in whose building it can take no pride...The Provincial Government deserves commendation for founding it. It will be applauded for providing Ryerson with a campus worthy of it."

On Jan. 28, The Star quoted Dunlop as saying "a site to replace the present antiquated buildings has not been obtained but is in view. We're not letting any delay occur. We are fully cognizant of the handicap under which this very fine school is working." A Star editorial the same day began: "The values of a polytechnical institute were extolled in this year's annual report of the president of University of Toronto. Such a school, Dr. Sidney Smith pointed out, could relieve overcrowding in the other courses, and could also prevent the present high rate of failures among first-year students. This calls to mind the fact that the Ontario Department of Education operates in Toronto, the Ryerson Institute, considered one of the finest polytechnical schools on the continent. But if Ryerson were called upon by the university to help solve the stated problems, the Institute could not do

it in its present overcrowded and ill-equipped quarters. The Institute now occupies three permanent buildings which were constructed in 1851, and nine temporary structures, erected by the RCAF in 1940-41. The latter have been assessed as having little more than scrap value. Neither the old nor new structures were intended for the type of courses now being taught by an institute of technology." The editorial repeated the by now familiar litany of Ryerson's problems, the classes in dark and ill-ventilated basement rooms, the noise that violated theoretical studies, the rooms without heating ducts, the floors that can't handle heavy machinery...It is hoped that Dr. Dunlop, the statutory director of Ryerson Institute, will delay no longer in providing ample quarters for a school of such basic importance to good technological education in this country.

The O'Keefe civic centre made the news again a few days later when Dennison suggested in City Council that a suitable site for it would be Ryerson. But then, that idea died.

The long-awaited decision came on March 10, 1955. Premier Leslie Frost rose in the Ontario Legislature, assumed his other portfolio as treasurer, and read a budget speech detailing the government's spending in the year ahead. The Premier announced a record \$42 million public works program, including \$500,000 to be spent on a new three-storey building at Ryerson Institute of Technology. He said the building would be placed on the present parking lot so courses would not be interrupted. "The announcement squelched rumors that a new site was being sought for the school," wrote one Queen's Park reporter. More important, there were hints that a complete rebuilding of Ryerson would be done, since Frost said the new building for the parking lot would be "the first of a series..."

On March 17, Dunlop expanded on the premier's announcement. When Dunlop described his estimates of \$86.7 million, he said the Government planned

to spend \$7 million on a new set of Ryerson buildings as part of a new "era" in education. In five years, Ryerson would be "the greatest institute of its kind in North America." This praise for Ryerson is remembered more than the dollar details by some Ryerson pioneers. They found it a surprise to have Ontario's Minister of Education praising the Institute in such lavish tones that he started comparing it to the mighty Massachusetts Institute of Technology. "Wow", the instructors said to each other. "Will we ever achieve that dream?"

The Telegram seized on Dunlop's remark two days later in an editorial. Only seven years after its stumbling beginnings, editorial writers were saying about Ryerson: "The only institute of its kind in the country, and a valuable one, it deserves a better house. It is now to get it. Where Ryerson now accommodates 1,600 day students and 4,000 at night, Dr. Dunlop foresees a registration of 10,000 in the day and at least 20,000 in the evening. This prediction indicates the enlarged role the Government expects the Institute to play in the future--a great institution annually producing a larger number of qualified technicians to man the expanding industry of the province."

"Ryerson students looked their gift horse in the mouth--and didn't like it," was the way one newspaper story put the Ryerson students' reaction to the building program. While a mini-survey dealing with a handful of 1,600 students hardly is a sufficient sampling to detect the majority view of the campus, there's little doubt that many were disappointed in the less glamorous solution to Ryerson's space problem. Not only would Ryerson's on-campus parking disappear, no sports facilities or dormitories were included in the building program. Even those, like Joyce Cawker, a retail merchandising student who liked the building program, had reservations about the site. She told the interviewer: "It's creepy to go home from here at night." The Wood estate offered lots of space, set in a pleasant suburb. Life wasn't

thrust on a person the way it was downtown, in the middle of the city's hustle, noise and crowds. But the decision had been made.

Despite everyone's concern that Ryerson was a "firetrap," an automatic system of fire sprinklers, first talked about in December, 1954, as a top priority item, still hadn't been installed in the fall of 1955. Officials in the Education and Public Works departments said spending \$17,000 on sprinklers would be cheaper than making recommended structural changes. But the authorities delayed a final decision on the sprinklers until there was a final decision on a Ryerson building program. The contract for the sprinklers was awarded in mid-October, 1955. Curious reporters, poking around at the delay on installing fire protection also found that architects hadn't been hired yet to design the new building. Construction would not begin until the following July, officials estimated.

However, the summer came and went without a power shovel biting the campus. When Ryerson's anniversary arrived in September, Public Works Minister Griesinger said in a progress report that blueprints, working drawings and specifications by S. B. Coon and Sons had been finished and tenders had been called with a closing date of October 17. Milne and Nichols Ltd. won. Actual construction began on Dec. 3, 1956, a century after the last "permanent" buildings had been constructed on St. James Square. By this time, the \$500,000 cost had grown to a \$650,000 by the estimate of MacRae, head of the Architectural school, and then to \$700,000 reflective of the escalation in building costs which would thwart Ryerson's dreams in the future.

The first unit was L-shaped, running along Gerrard for 174 feet and for 141 on Church. It was 80 feet wide. It was estimated 500 students could be accommodated in the three storeys of reinforced concrete finished

with brick and trimmed with Queenston limestone and granite base. The first floor was designed for Furniture and Interior Design with shops and specialized work rooms. Chemistry had lecture rooms and laboratories on the second floor while Architectural Technology took the third floor. Officials said the plan was to run similar structures around the outside of the block, leaving a courtyard inside and placing the main entrance at Gerrard and Gould Sts. There was also some talk of Ryerson Hall remaining.

And so the noise of construction came to the square, another voice to the din of the campus. Students are distracted easily at the best of times. And now a whole era of Ryerson students were going to have to battle construction noise in classes, tests and examinations as workers pounded their way around the campus rim.

Not only did the instructors resent this distraction and competition for the attention of their classes, many weren't enthusiastic about what was being built. Anonymous, forgettable architecture, they muttered. When the first building had its inevitable teething problems, when water gushed out of the water fountains on the second floor during the first heavy thunderstorms, when it was discovered a sawdust exhaust from a furniture lab led to a basement room which slowly filled and then rebelled since no one was clearing it, when instructors like Jim Peters found the washrooms appeared to be built along the dimensions of those in elementary schools, when all these things were discovered, they were talked about around the campus because the design was considered unexceptional.

Instructors were also disgruntled that Ryerson was not to get even one athletic field out of the new building program. There were rumours that the city was quietly buying up land so that a giant park could be built immediately north of Ryerson stretching up to Carlton Street. That would have been the solution to one Ryerson problem. It seemed too good to be true,

and that was certainly the case when it turned out the city was not buying any land in the area.

The decision to stay on the historic square became more popular over the years. The handicaps have been listed. But the location, listed as a handicap by some, was seen by others as one of Ryerson's biggest assets. Ryerson is right where most of the action takes place in Toronto. Within blocks of its campus are head offices of big business, the seats of provincial and municipal governments, major libraries and theatres--all the exciting and vital parts of the heartland of Canada's greatest metropolitan area. This might handicap extra-curricular activities by the students since, as one instructor said later, "there isn't an educational institute downtown in a major metropolitan area which can cope or compete with the stimuli these students can get outside the walls of the Institute." Ryerson was to lack the space and grass and trees and walks of the conventional North American university, although they were not typical of European institutions. But most of its graduates would be living and working in an urban environment, not in some peaceful alien surrounding that would be foreign to what they did for the rest of their lives. Ryerson's leaders were to say eventually that the decision not to move was the best thing that could have happened. To place Ryerson, a growing school, at the centre of a growing municipality, was to give it a valuable position within the community that it wouldn't have enjoyed if it had moved from its "firetraps" to the suburbs, there to be just another suburban college.

Ryerson came of age quickly, in one-quarter of the years required by man. But then while people might measure generations in 20-year bites of time, an institute like Ryerson does it in the length of its courses, from when the callow freshman enters until he leaves as the confident graduate. Ryerson reached its majority after five years of ever-changing existence. Its principal places the date at this point. No doubts remained about its life, he said. Department of Education mandarins, in an unguarded moment, would probably place it more than a year later, when they realized it was safe to commit millions in a building program without a chance the new school would suddenly collapse and make them look foolish, stuck with an echoing monument that showed the world their caution was flawed. For the new students it was measured by the fact they came to a campus already with a few traditions, no matter how mint-fresh those traditions really were. There was the electric chair at initiation, the chariot races, the dances in the big gym which were so successful even some ladies of the night were known to attend, the gag issue of the Ryersonian, Forsythe's floor and, the scarcity of Ryerson women.

Perhaps nothing illustrates that better than graduation on May 6, 1955, in the old drill hall, which had been called the Student Union for some years. At the head of the procession of staff, for the first time, was a bronze lamp to symbolize the lamp of learning. Some graduates and instructors giggled at that because they recognized the lamp. It had been purchased years before in a Rome antique shop by Doug McRae, the Architectural Technology director. McRae had donated it as a prize in the annual chariot race, perhaps partially because his Architectural students always did well in those races. Now the lamp had a new ceremonial use and its early use as a trophy would be forgotten as new generations of students arrived. A new tradition

had been created, almost overnight!

The lamp was used to dress-up the graduation ceremony. Kerr was always looking for ways to improve campus life, and the campus itself, both in appearance and style. What could be more natural than he would turn his attention to the students themselves. And so the most famous of Ryerson rules--an edict can never be called a tradition--came into being during this period.

D.C. Craighead recalls that he and Kerr were escorting some foreign visitors around the campus. "One chap turned to Howard Kerr, who had been extolling the virtues of Ryerson, and remarked: 'I gather you have no academic requirements for admission.' When Kerr questioned the basis for the remark, the chap said the general appearance of students suggests they haven't even been in a high school. That remark and others sparked the chain of events that led to the dress regulations."

On November 11, 1954, The Ryersonian headline reported Heat Is On Ties A Must. (That date is significant since just after rehab days, Remembrance Day had been a holiday.) What prompted The Ryersonian's attention was a notice posted on the bulletin board of the School of Industrial Chemistry by Grant Hines, the course director. The notice read: "I have been advised by the principal this morning that henceforth collars and ties are obligatory for all male students; accordingly, no one will be admitted to lectures unless so attired. Ties may be removed during lab periods only as they constitute a safety hazard."

In the fuss that followed, Kerr displayed all the rigidity of a high school principal in a strict school, and some ingenuity too. Kerr, it's to be remembered, was the centre of discipline, just as the principal is in an elementary or high school. So it was not unknown for course directors to send troublemakers off for a good scolding from the principal just as if they

were in Grade 9. Kerr warned in The Ryersonian that "students who refuse to dress in the manner directed by the Faculty Council will be recorded as non-conformists in their permanent school record." Kerr indicated that Hines had acted independently by posting the notice but said he had sent notes to all directors urging them to take measures to convince the students of the importance of wearing "proper attire." Kerr was not about to bar students for not dressing correctly. But he had developed a roundabout system which amounted to the same thing. Students who violated the dress code would likely be sent to talk to him by their directors. And on a desk in his waiting room there was a sign saying students seeking an interview with the principal must be dressed in the approved fashion. "Dress is still a voluntary matter," Kerr insisted, "but those who refuse to co-operate in dressing correctly will injure their own record. Those students who refuse to co-operate in the matter of dress are hurting two groups of people--themselves and the rest of the students. There are only a few who are not dressing in a suitable manner, about 95 per cent of the student body are conforming to the requirements." Kerr said that when prospective employers wrote him, they generally made enquiries in 12 broad categories. If a student dressed unsatisfactorily, he would get unfavorable comments from Kerr in half the categories.

Student reaction generally was critical. Classrooms and labs would quickly ruin good clothes, particularly the white shirts, they said. One student even said: "We came to Ryerson because we couldn't afford to go to university--we can't afford good clothes."

Although Kerr had referred to a dress code established by the Faculty Council, in fact the council did not agree to any code until some days later. The council passed the dress order on Nov. 20, nine days after Hines posted his memo. Instructors were ordered to "refuse entrance to

class to any male student not properly attired in collar and tie. Such student is to be sent by the instructor to Mr. Kerr for permission to return to class." Registrar M.C. Finley circulated a note to directors explaining that the dress code could be modified in shops and laboratories where the director of the course "considers such attire as dangerous." Finley was just one of many on the Ryerson staff who agreed with the dress restrictions. He said: "I came from a middle-class family without much money but I went from kindergarten to university wearing a shirt, collar and jacket." Some course directors had had their own dress code before Kerr laid down these new rules. As Kerr explains: "Even in the rehab days, Reg Soame had insisted on it in photography and Bert Parsons had said the retailing students had to do it. We went for better dress because we were in desperate need of developing some kind of better image. The public was pretty confused about what went on in the trades and technology divisions. In that kind of setup, practically anything went in the way of dress--overalls and anything else. When we were on our own, after the trades had left us, we needed to develop the kind of image which would be approved of by the parents of prospective students. It didn't make any difference to the students themselves. After all, when you send a child away to school, you want to feel that you're sending him to a school with certain prestige in the eyes of the public, a school that is respectable. At that time too, there was quite an argument going on in the secondary schools about dress and whether or not students should be allowed to come to classes in jeans and all the rest. So we then initiated this dress regulation. The students weren't too happy. But that did more to raise the prestige of Ryerson in the eyes of the public and the parents than anything else we had done up to that date."

Kerr said the public quickly noticed the change in dress since many students came to the campus on Toronto Transit Commission vehicles. "All of

a sudden, our students were coming down to Ryerson all nicely dressed. People were saying on the subway 'Who are those people. They're all students. But just look at them!' The recruiters that came in from industry used to say time and time again what a fine bunch of students you have here. We go everywhere and you have the best group of students in the whole Dominion of Canada." It did a tremendous service in developing the feeling in the adult population of this province that these students were not only going to get a good course but they were going to be taught something about deportment and the proper dress to wear on certain occasions. These students may have thought they were making a greater sacrifice than was needed in the interest of the Institute but nevertheless from a long-range point-of-view, it helped to establish, in the eyes of the public, that this was an up-and-coming institution and that it would be perfectly safe for their sons and daughters to go there.

D. H. Craighead says an analysis of the long-range impact of the imposition of dress regulations "suggests it did more to establish Ryerson as a superior educational institute than any other event in the first two decades." In talking with graduates of that period, they said unanimously that it was the best thing that could have happened at that time. Up to then, although the Ryerson graduates were being employed, they were not, in general, being offered positions comparable to their training and education until they were faring rather badly when compared with the university graduates.

~~"As one Ryerson graduate of the mid-'50s said in an interview re-~~
cently: "The rivalry between the Ryersonians and the universities' breed was growing, but we were proud of the fact that even though it was a disciplinary measure that we had to wear ties, it became a badge of honor. We went to classes wearing suits while the university crowd went in jeans and T-shirts."

Craighead instituted the same dress regulations when he left Ryerson in 1957 to become the principal of the Hamilton Institute of Technology. And once again he thought the results were well worth it. After several prospective employers went through HIT, one of them turned to Craighead and said: "We have just come from a university and after seeing your students appearing so mature, we've decided where we shall go in our recruiting programs in the future." He went on to say, Craighead relates, that he had to admit that they came to HIT on invitation as a courtesy with no interest in the graduates. Craighead said that was the turning point in HIT's graduate employment situation, just as it had been earlier at Ryerson. "The graduates were offered positions after that at the management and professional levels worthy of their education and in many cases in competition with university graduates. Needless to say, I used that quote many times when addressing student groups, History, I feel, will identify the dress regulations as a significant point in the public acceptance of Ryerson, and later the HIT in a manner similar to the adoption of MIT of their motto. At the turn of the century, after MIT had been floundering for two or more decades, a new president started in on the road to greatness with the motto "A place for men to work, not boys to play."

Ryerson employment or placement officers, such as Vern Stewart and Jim Peters, said recruitment officers were quite impressed with the students after they were ordered to dress up, saying they were the best dressed students on "any campus." Gone were the cowboy hats and cowboy boots, the dirty sweat shirts, and the rest of attire that used to make instructors wince. Peters said that in his early days at Ryerson, he came to work on the street-car. "I remember one guy with a very dirty sweat shirt, who needed a shave, and had Ryerson emblazoned on the back of his shirt. He was advertising our school. That image I have never forgotten."

The campus characters developed their own ruses to circumvent the tie. Some students wore turtleneck sweaters, saying they had a tie underneath. One student, a campus lawyer, wore his tie undone, tucking them into his trousers like braces, explaining the regulations didn't say "you had to tie the tie." Bert Parsons used to suspiciously eye a student named Ted Goddard who claimed he had a shirt and tie under his turtleneck. The students always used to grin when Parsons was near Goddard. One day Parsons demanded to see the tie, then chased him down the hall when Goddard ran off. Dennis Milton of Graphic Arts recalls the days when Printing Management students arrived in formal dress to protest the dress regulations.

The greatest infighting took place over the Ryerson jackets. The official blue windbreaker, complete with Institute name, course, year and crest, enjoyed an on-again off-again relationship with the Ryerson administration. Directors often made official threats against the windbreakers, but always stopped short of anything binding because the jackets were so much a part of Ryerson that they were sold mainly in the Ryerson book store run by Retailing students. The great push against Ryerson jackets took place two years after the dress regulations started. When students started the '57 academic year, seven out of the 12 schools of the Institute had forbidden students to wear the jackets to class. Charles Temple claimed the jacket-ban came at the students' request while Eric Palin said business suits looked neater and more uniform. Palin said he had advised first-year students to give up their jackets but had not ordered them. Student journalists pointed out that the Ryerson calendar listed the school jacket as suitable garb, that the book store sold nearly 100 of the jackets during one week of September and that the store still had 200, worth about \$4,000, in inventory.

The insistence on proper dress came and went like the tide. If

things weren't running smoothly, the Faculty Council, on prodding from Kerr, would decide another crackdown was needed and Kerr would tell The Ryersonian that students who dressed sloppily also thought sloppily. It was all for your own good, the principal would tell the student body, much like a mother ladling castor oil or Epsom salts into a youngster as a combination preventive-and-punishment dose. Indeed, some students looked on the introduction of dress rules not as something that would help them in employment, or the school in public relations, but as punishment for the incident that marred Ryerson's first happy step into major intercollegiate athletics.

In 1953, the Ryerson teams played exhibition games or were in a variety of leagues, such as the Central Ontario Intercollegiate Hockey League where the hockey Rams won the championship in sudden-death overtime. The dream was to be part of intercollegiate play in a regular league. Ryerson had sent in its application to the Southwestern Conference of the Intercollegiate Intermediate League for the second time in three years. But nothing much was expected, not for a few more years. But the league decided to accept Ryerson and notified a happy Ted Toogood, the athletic director. The other staff member involved with athletics, Dr. Grant Hines, said: "I never expected the intercollegiate officials would let us in, at least not this year. I think the whole school should be gratified at the implied recognition of Ryerson on an educational level as well as in sportsmanship." Kerr looked on it as a great compliment "that the intermediate authorities think our school is capable of competing against such strong opposition. I know how much this means to the students and staff. Our boys will put up that much more fight now that they have been recognized."

The Southwestern Conference included McMaster, Ontario Agricultural College, Laval, Carleton, MacDonald College, Ottawa College and Waterloo College, competing in football, hockey, basketball, track-and-field, tennis

golf and soccer. Ryerson had played most, if not all, these schools in exhibitions. But by joining the league, Ryerson gained a rung on its climb up the ladder to being equated with the more prestigious and older post-secondary institutions of the province. It meant Ryerson would be mentioned in the same breath as various colleges in news reports, in the same paragraph in sport stories. Toogood said: "This is a proud year for Ryerson. Our acceptance into this league proves that we have built up a reputation and are regarded by league officials as having teams that are good enough to compete in the league." But the Ryerson community generally looked on it the way Grant Hines did--it was a step inside the charmed circle of colleges.

On September 30, 1954, Ryerson Rams played their first formal game in the intermediate league in Guelph. Interest on the campus ran high. There was rivalry with the opposition, the OAC Aggies, stemming from the year before. Three Ryerson students had been kidnapped by OAC frosh and initials were shaved on their head. Then Ryerson students retaliated by doing the same to a Guelph student. These campus hi-jinks seemed more like the university life some students had heard about so there were 500, more than the several hundred students who had gone on the first away trips to London and Guelph, aboard the special train that day. A great deal of drinking was done. Then came the games, a 4-3 loss in soccer and a 37-0 trouncing in football. That would have been it that day, just hangovers and a few new romances, until trouble flared just after the final gun.

Defiant in defeat, about 150 Ryerson students rushed the goalposts. However, they were made of steel. The students shook them but the posts were just too strongly made. Then some students hoisted a Ryerson student, obvious in his leather school jacket. He grabbed the crossbar, swung up, moved to one post and proceeded to work the metal crossbar loose. Then to cheers, he drunkenly dropped it, uncaring as to its path. It landed with

all its force on the head of Al Warson, a second-year Journalism student, and split his head.

Warson recalls the incident well, with good reason. "I had been assigned by The Ryersonian to cover the events around the game, but not the game itself. So I decided to get a little closer to the scene of the rush on the posts. I was standing there right in the middle of the students who were milling around. I noticed the chap being hoisted to the crossbar, then I turned my back for several moments. I got this tremendous ringing sensation in my head. My head kept ringing and ringing and it was hard to hear. There was a greenish cast to everything when I looked around. I tried to stay upright because I thought I had had a brain hemorrhage. But I fell down anyway. When I came to, it was just like in the movies. People were looking down at me in a circle and the world was revolving. My head was ringing and blood was spurting down my face. They helped me stagger to a St. John's ambulance and a couple of friends came with me to Guelph General Hospital. I remember the doctor humming away as he sewed me up, putting in around 20 stitches. Ron Bull, a Journalism classmate, left after saying he would tell my parents what had happened."

Warson was moved to the hospital's top floor. "It took me some time to figure out where I was. The ward was filled with women with big stomachs. They had put me in the maternity ward because they had no other beds. The shock began to wear off. I felt like I had a thousand hangovers. The X-rays showed I had a very badly fractured skull. I guess I had come very close to being killed. If the post had struck me at a different angle--it had hit me on a thick part of the skull--that would have done it. I was moved next day--after a night when they kept checking me every hour to make sure I was all right--to a room which I shared with a player who had been hurt in the football game. My brother brought my parents to see me. Kerr

called my parents and said how sorry the school was that this had happened. I was there for a week, during the period when the great knife came down on student activities. You know, I never knew who the student was who threw down the bar on me. He never called me, or said he was sorry, or volunteered he was the guilty one. I returned to Toronto on the train and as I came out of Union Station, I had the curious sensation of seeing myself on page one of a newspaper, with a bandage around my head. It was the same day the edict banning activities made the Toronto newspapers and they really played it big. It must have been a slow news day. I didn't have any insurance and Ryerson only had partial insurance to cover what happened. I had to work those years to stay in school--my parents couldn't afford to cover my expenses--so I worked at the Brown Derby as a bouncer at the grand sum of a buck an hour. But I couldn't work for some weeks. Some students--I guess it started with the Journalism students--started a tag day for me. They sold tags saying 'I'm Al's Pal' and they raised \$180. That money really helped me out. I was deeply touched by the response."

It was the most serious incident in Ryerson's short history. A student had almost been killed by another student. And it all had happened at another college. By comparison, the squabble two years before about the students' building campaign was a mere ripple compared to a wave. That time, the insults against the education minister had drawn some unofficial response from his officials. This time, Kerr said, "there was no comment from our bosses because it was obviously accidental." Kerr reacted, however, severely. He thought the incident was a devastating blow to Ryerson's reputation, as perceived by the department, high school principals, Ontario parents, Ryerson's new playmates in the athletic league and media commentators.

So Kerr set about removing this blot. This was made easier by the

fact Warson and his parents weren't vindictive. Warson had been left with a ridge of scar tissue across his scalp, a second part in his hair which showed when he went swimming. But Warson's attitude was "it could have been worse. I might have had to drop out of school for a year. I wasn't bitter towards the guy who caused the injury. He was just drunk." His parents had been naturally quite upset and had told at least one reporter that they were going to do "all sorts of things," according to Kerr. He added: "We got in touch with the parents right away because we thought they might bring a suit against us. Ted Toogood went out to see them and had a good chat. And they were very good about it. They said there wouldn't be any trouble about it from them."

Kerr said the first thing the reporters always wanted to know in these circumstances was what disciplinary action was going to be taken against the students. Kerr immediately called the heads of the various departments together. He recalls: "We thought the easiest thing to do was to eliminate football weekends for that particular year." Reg Soame, Eric Palin, and Grant Hines became a special faculty committee to investigate what the freshman student had done and recommend punishment. They interviewed the student, his father and mother, three faculty members and eight witnesses to the accident. They recommended to the Faculty Council that the student be suspended from school for the rest of the year, his fees returned, and he be allowed to return the following September if he contributed to Warson's expenses and apologized to him and also wrote an apology to the students and administration at Ontario Agricultural College. The student's name never became public.

The three-man committee was to report back to the Faculty Council but 10 days before they did, Kerr announced an immediate suspension of all student social activities until the New Year. The ban on activities came

out over Finley's name but it was the principal who did the explaining and the laying down of the law to reporters, both from the campus and from downtown. Kerr said the ban was caused by "deliberate disobedience" by students. And the dispute was on with students complaining to anyone who would listen about over-reaction and intemperate remarks.

One target for the students' hot words was their own president. Hyc Walton, president of the Students' Administrative Council, had entered the affair early. The SAC sent a letter to Kerr saying: "In reviewing the actions of certain Ryerson students at the Guelph football game, the SAC has decided to recommend some disciplinary action be taken. The injury of Al Warson seems reason enough to warrant such action. If the faculty feels the same as we do in this matter, they would probably appreciate knowing any such action taken by them on the matter has the full support of the SAC." Walton personally urged that the offending student be expelled. Letters in The Ryersonian took Walton to task for his comments. And one sophomore asked: "Why should 1,800 students be penalized for the actions of 500?" The SAC had developed a code of discipline in 1953, basically anti-gambling, anti-littering, anti-drinking rules. But it was one thing for the SAC to set rules, and it was another for the student president to talk about the expulsion of one of the students.

The Toronto newspapers gave extensive coverage to the social ban and the students' reaction. On Oct. 6, The Telegram, under the headline Ban Parties At Ryerson After Fracas, included a number of students' comments in a story on the ban, including one by Natalie Ezoy, the new Miss Ryerson. She felt the Guelph students had "badly handled" the weekend by making few arrangements. This was also referred to by Don McClure, The Ryersonian editor, in a Page One editorial. He wrote: "Last Thursday night, we made our debut in intercollegiate activities. The disappointing outcome was not

the final score or the Ram team or the Guelph welcome. The big disappointment was the conduct of a number of Ryerson fans...We had a tough, seven-year pull gaining recognition in intercollegiate athletics. Seniors who wandered aimlessly around the Guelph campus three years ago feeling like high school kids at a caveman's convention will realize what the recognition meant. Yet Ryerson students cannot afford to act like other college students. Ryerson students must prove themselves to Canadian industry and the people of Ontario. As usual it was the case of a few discrediting the herd."

McClure's conclusion caught the disillusionment the entire campus must have been feeling about its first adventure as a bonafide member of the intercollegiate world. He wrote: "Last Thursday night we proved beyond doubt that we could act like college students. Now it's up to us to prove we can act better." It had been a rather bitter experience to journey to Guelph as full-fledged members of the league, only to find the OAC students really didn't care. Then the aftermath gave the school a black eye in the Toronto press, left the principal furious about drinking after all the lectures and warnings he had given and finally, the Ryerson dances, the only big regular social activity of the campus, had been cancelled. Sports were not affected nor the Ryerson Opera Workshop and student clubs--but student parties were off too. But nothing happened.

The affair left Ryerson students rather annoyed about OAC. There was considerable rejoicing when in the final game of the football season, the winless Ryerson Rams met the undefeated OAC Aggies. The Rams hadn't scored a touchdown all season. But the Rams scored a touchdown, then another, the first time the Aggies had had two touchdowns scored against them all season. Ryerson lost the game but felt they had really won a moral victory.

The ban on social activities was lifted just after Jan. 1, 1955.

But the principal ordered that anyone who wanted to hold a dance or party must obtain a permit, and get the signatures of at least two staff members on it, one week prior to the activity. Doug McRae from Architectural Technology drafted a set of regulations to ensure that nothing would go wrong. But what was more significant was that a pattern of reaction had been set in the Warson incident. Not only had it confirmed the fears of Kerr and other Ryerson leaders that student drinking had to be watched carefully, it had proved once again that the Toronto newspapers would be quick to report any campus trouble, and the staff must be vigilant and react quickly to spare embarrassment to Ryerson's reputation. Although Ryerson had grown to an early maturity, there could be no slackening in the monitoring of student activities. It was an attitude that the students would begin to chafe under in the years ahead, but the administration wanted to take no chances. A fractured skull had seen to that!

The continual rapid changes at Ryerson began to slow in the mid-'50s. No new courses were introduced in 1955. Home Economics was extended to three years. And Tool Design Technology was dropped. In 1956, nothing was started, extended or discontinued. Enrolments hovered just under the 2,000 mark while graduates were just over 300 a year. The number of full-time instructors had been 82 in 1953 and 1954, rose to 85 in 1955, then back to 82 in 1956. A separate category of part-time instructors had started in 1953, with 14, had been one more in 1954, dropped to 10 in 1955 and rose up to 18 in 1956. The administrative and support staff hovered around the 35 mark, meaning Ryerson had a total full-time complement just short of 120.

Ryerson continued to be fortunate in attracting instructors, each with a distinctive personality and a love of education, who would stay not just for a year or two but for a life-time. Some came with a rich background, such as Vilhelm Burkevics who started in 1953. He had taught for 23 years in Latvia where he had been a dean, vice-president and acting president of a university. He had written six books and spoke four languages. In the same year, F. A. R. Chapman started in the Business school, a line of work slightly different from his training as a lawyer. Indeed, the Ryerson community found it interesting sport to compare early jobs and training. Wally Ford, the students' buddy over in RTA, except when he told too many stories about travelling with the Roosevelts as a radio newsman, was an ordained Episcopalian minister and was always asked to give the prayer in the Remembrance Day ceremony.

Other long-time staffers starting in this period were G. S. Eligh and Jack Hersh in 1953, Evelina Thompson in 1954, Margaret Brown, Hugo Harms and Peter Popovich in 1955 and, in 1956, Don A. Barr, Connie J. Briant, F. Maurice Desourdy, Harry Grossberg, J. Kels Holmes, Caye Lund, Dennis C. Milton, Syd Perlmutter and D. G. Priestman.

As these dedicated men and women joined the Ryerson pioneers, there was much shuffling and changing of the curriculum within each school. It made it rather exciting--and sometimes confusing--for the students. Vince Devitt, a Journalism graduate of 1956, said it was different than at a university where the professor may have been teaching the same course for two generations. Devitt says: "I always maintained I was one of the best-educated Journalism students ever. They kept changing some courses every three months on me. You would get three months into a course and they would say that's not working out, why don't we study this instead?"

Hidden under the surface calm, and away from all students and most staff, was a battle with the political bureaucracy of Queen's Park which could have shaken Ryerson. There is no question that if Kerr had lost, the Institute would have suffered a setback from which it might never have recovered. The whole steady march upwards, the gradual evolution of each course, would have been stopped, even thrown backwards. To win, the principal needed all his ingenuity and all the credits he had built up with the mandarins of education over the years.

What had happened at the time when Ryerson was finishing the upgrading of all its courses to three years in length was that Premier Leslie Frost ordered the Department of Education to make sure all Ryerson's courses were just two years in length. It was final proof to Kerr that he had failed in his efforts to educate the senior politicians about the meaning and purpose of a technological institute.

Years later Kerr explains: "the premier may have consulted his brother, a professor at Queen's University. The Engineering faculties at some universities were suspicious that Ryerson's ultimate aim was to grant degrees and naturally, they didn't want another rival. But it is much more

likely that a civil servant in the premier's office unearthed Dean Young's memorandum to Deputy Minister F. S. Rutherford (see page 68). In that long letter, the Dean specified that the length of technical institute courses was two years. What the Dean didn't stress was that in the U.S.A., where technical institutes were developing, the admission requirement was completion of Grade XII (college entrance). This corresponds to Grade XIII in Ontario."

So Althouse called Kerr and explained the premier had ordered that all Ryerson courses be two years. Althouse suggested a delay in printing the calendar, Ryerson's main way of attracting students, until the problem could be solved. However, it took some time to produce the calendar since it was printed "in-house" and the press could only print eight pages at a time. There was also only one man to set type. Even the preparation of the material and photographs took months. Cliff Hawes recalls the department head, placed in charge of the calendar one year, although Kerr supervised every detail, took the material home every night to work on it. Kerr ordered all possible care be taken to ensure the best possible product on the No. 1 coated stock. He and the course directors realized the calendar would sit on the shelves of guidance offices throughout Canada. What the high school student saw as he leafed through its shiny pages often determined whether he would be interested enough to make further enquiries about the Institute. Requests came in from all over the world for the calendars, and 50 of them,

with expensive covers, were shipped to Queen's Park to satisfy that constituency. Trade commissioners working for the Federal Government received a total of 500 each year and they were on display in their offices throughout the world. That was one reason why, even in these early years as its reputation was just beginning, Ryerson had some students from as far away as India and Hawaii, enough to form an international students' club. Any delay in the printing and distribution of the calendar would be a serious problem for Ryerson. Hawes was allowed to go ahead with the printing of the book describing the three-year courses. In fact, he wasn't told about the problem but he was aware something was happening.

Normally, Hawes recalls, "I couldn't pass H.H. in the hall without him pestering me with questions about the progress of the calendar. But this year, nothing like that happened. I hadn't finished the printing of the calendar but no one was saying a word about it. It was the only time that ever happened."

Althouse needed this breathing space in order for his minister, Bill Dunlop, to find a suitable time and place to talk the premier out of his order. If Dunlop failed to do this, it would be more than the Ryerson calendar that would have to be changed. Every single thing about Ryerson would have to be altered and the most recent staff fired.

Kerr suggests the strategy of the successful argument was developed by Dunlop. But its genesis obviously was suggested by Althouse and Kerr. It was based on a very simple fact. At the time, the basic admission requirement to Ryerson was Ontario's Grade 12, or its equivalent. But it took Grade 13 to enter a university, even a three-year program. So it could be said that a graduate from Grade 12 and Ryerson was a year younger, and a level lower, than a graduate from Grade 13 and a three-year university program. This was the case that was going to be presented to the premier.

Ryerson's three-year courses did not produce a graduate matching the years of education of a university grad, so there was no reason for the universities to object or worry. Kerr said: "Bill Dunlop was criticized by our students in many ways but Bill was a great friend of Ryerson's. He said just leave this problem to me."

A month went by, a long month of waiting for Kerr at Ryerson. Finally he phoned Althouse and said: "Can't we release the calendars now?" In other words, what's the decision, the crucial decision, about our future. Althouse replied: "No, just wait awhile." More weeks dragged by. Then, about two months after the first news about the dread cutback, Althouse called and said: "Go ahead and let them out." Kerr speculates that the premier seized upon the face-saving device offered in Dunlop's arguments, not the fact that Ryerson already was at three-year courses but that the admission requirements were Grade 12, not Grade 13, and therefore the graduate was a year below the university grad. "The calendars were late getting out but the important thing was that decision saved us," is Kerr's calm summation. But others embroidered the story, perhaps, to a legend. Ted Schrader recalled it this way, that Dunlop delayed making his arguments to the premier until Frost's brother was away and could not be easily reached. Then minutes after Frost gave grudging approval, the Institute's staff started to work, and went through the night and the weekend, mailing out the calendars so that, in the event Frost countermanded his approval, after listening to second thoughts from his brother and other critics of Ryerson within the universities, Althouse and Kerr could argue it was too late, the calendars had been distributed already and it would be very embarrassing for everyone concerned if they had to be recalled.

Kerr and Althouse both knew that the argument presented to Premier Frost wasn't completely correct. In one course, Journalism, entrance require-

ments stipulated five Grade 13 credits, including, naturally, English. And in other courses where Kerr and the school director kept a close watch on enrolment, preference was given to students with Grade 13 or some university experience if there were more applicants competing than it was considered wise to enrol. Kerr said: "Dr. Althouse, who was a very shrewd individual, said to me: 'Now look, you're getting students. If you can't get jobs for them, the word will get back to the high schools and your enrolment will drop. Now I recognized that was the truth. In those days, you had to place your students. Every member of the staff really worked on this. They contacted the people in industry, we invited industry in to see what we were doing, our emphasis was always on placement. In recent years, it hasn't been. If you encourage a young man to take a course, and there's no job for him at the end, you have a certain responsibility to that young man. You have encouraged him to come, and he has given three years of his life, and the job isn't there. It's wrong to encourage anyone to enrol in a course when you know chances for employment at the end are very slim. The Institution has a responsibility to not admit more students than it knows it can place. Reg Soame in Photography didn't think he could place anymore than 15 or 18 students a year. Consequently the number of students we admitted in that particular course was about 25, knowing that some weren't going to make it to the end. Reg got his graduates placed all right, in a field where it was difficult. But if we had allowed more students into that course in these days, that wouldn't have happened because the field then was not a big one."

Ryerson used higher qualifications mainly to limit Journalism enrolments in the mid-'50s. It had begun gradually, first just a Grade 13 credit in English, then five credits, then later, the full Grade 13. Kerr recalls: "It was a popular course. Everybody wanted Journalism. In those days, members used to call me up and say they had a student in their con-

stituency who had applied to Ryerson and couldn't get in. The student would want to get into Journalism or one of the other popular courses. And the MPP would say the student's a good boy, his father's a good man, and the family has been struggling to give this lad an education. And Ryerson won't admit him. Our answer was that as soon as he got his Grade 13, in addition to his Grade 12, let him re-apply and we would see if we couldn't get him in. Calling for Grade 13 put a brake on tremendous numbers of applications."

Although Ryerson was not a target for criticism by the opposition parties in the Ontario Legislature, the principal was still very much aware of having to survive in a political atmosphere because funds for Ryerson had to be voted on by the Legislature each and every year. If anything, the opposition parties wanted to see more Ryersons around the province. But the feeling within the Progressive Conservative party was opposed to that. The party, with its deep roots in the small towns and rural townships of the province, sensed among the voters an opposition to the surge of experimentation in elementary and secondary schools that had happened after World War Two.

Kerr said "education experimentation had cost a great deal of money and the prospects were that they were going to cost a great deal more money. And some of these experiments were of doubtful value. When Les Frost became premier, I think he was quite alarmed at the high cost of education in Ontario. He had been the treasurer before that and he thought education had gotten off the rails and something ought to be done to get education back to fundamentals. Dunlop appeared to be the kind of guy who would do those things for him. I'm quite sure that when Dunlop and the premier talked these things over, the premier stressed these things. So Bill started right out with getting back to reading, 'riting and 'rithmetic. All the progressive elements in the educational field were horrified and his image

became that of a man with old-fashioned ideas, non-progressive in character. I think in every way he could he did his best for us. Yet his public image was that he was against such experimentation."

"It was fortunate that the government didn't act immediately on the success of Ryerson and the calls to have more schools like it around the province. Had the government acted, it really would have hurt us at the time because we were busy establishing the idea that people who took our courses got jobs. If you opened up a dozen similar places around the province, then the chances of graduates getting jobs would be greatly diminished. Consequently, we were free for a number of years to develop the thesis that training in the courses that we offered did provide job opportunities for students who came to Ryerson. If Ryerson had had to compete with community colleges then, Ryerson most certainly wouldn't have come to what it is today. Ryerson is fortunate that we were given these years to establish its reputation, a very high reputation."

The Ryerson project has been successfully launched. On course! The nerve-wracking constant adjustments needed to get it safely on its way no longer had to be made. Still, a close watch had to be kept at all times. Kerr was always watching. Ryerson was still vulnerable to major upsets, and Kerr avoided them whenever possible. Still, the staff could relax...a trifle. Crises had been dealt with in the past. Any realistic view of Ryerson education knew more lay ahead, because only the naive expect a life without problems. But from 1955 to 1960, was a time for consolidation at St. James Square. Changes went on, of course. But the instructors had a reasonable certainty they had a job tomorrow, and what they would be teaching. And students knew there was a good chance that the course from which they would be graduating would resemble the course they had entered.

Selling the campus to prospective employers, students and parents remained a major chore. But Ryerson received two major boosts from national media which gladdened the staff. In January 1955, the National Film Board had a crew focussed on the square. A movie primarily for TV, called Career Campus, was produced. The star of the short film was Lloyd Bochner, the Canadian actor. Since Bochner had been at the Stratford Shakespearian Festival the year before, his chiselled profile was familiar, and pictures of him "on location" were featured in the campus newspaper, yearbook and the Toronto press. Stories stressed the involvement of students in the film's production. Bill Burrows and Jack Sone of TRA appeared in the film, along with Marilyn Cooper of Graphic Arts and Jim Peacock of Photography. Two third-year Photography students, Ross Fleischman and Gerry Moir, took care of the production end.

But for a blockbuster in publicity, one doesn't have to look further than the article by Earle Beattie in Maclean's. There wasn't a university in Canada that wouldn't give its right arm to get the kind of exposure that Ryerson received in the Nov. 10, 1956 issue of Canada's national magazine. The title was "the Versatile College with the Concrete Campus." Smaller headlines said: "The Ryerson Institute of Technology is a flourishing puzzle; it acts like a university but it grants no degrees; it teaches everything from electronics to cooking, printing and dress-making--but it's not a trade school; it squats in a slum but its students dress like executives." It was a major article about Canada's only career college, written colourfully, enthusiastically and with great perception about the rose among the thorns.

There was a reason for the excellence of the article beyond Beattie's obvious skills as a writer. He had the knowledge of an insider. Ed Parker had taught a Journalism course to Printing students, but the Journalism department didn't start until 1950 when Parker and Kerr hired Beattie as Ryerson's Journalism instructor. It was Beattie and Parker who hired Ted Schrader in 1951, and Schrader worked under Parker and Beattie until they left in 1955 and Schrader took over the Graphic Arts school. Many have erroneously assumed that Schrader founded the school because he was so closely identified with it for so many years. Beattie an experienced magazine writer who taught a Journalism course for two years after he left full-time work at Ryerson, knew his subject very well. He described Ryerson "nestled behind a high, spiked fence and guarded twenty-four hours a day by uniformed commissionaires because of its location...in a crumbling slum and vice district."

Beattie continued to give the negative points--the weathered buildings, lack of serenity as construction noise swept the square, the yeasty smell of brew from O'Keefe and the two strips, Yonge on one side with its cocktail bars and the sin strip of Jarvis on the other.

At about this point, Kerr and others, devouring every word, must have wondered what their former colleague was doing to them. But then Beattie got into Ryerson's "enticing features and a bouncy way of life that draws an increasing number of students every year." He stressed the million dollar's worth of gear which had been the staple of every Ryerson feature story since 1948. He said "instructors supplant the traditional lecture system with a learn-it-yourself approach that includes lively class projects and excursions into the industrial and business world of Toronto and other cities. Students have their choice of a vocational career from the widest and oddest range of courses on any Canadian campus--as far apart as Childhood Management and Metallurgical Technology. Each graduate receives a technological diploma, issued by the Ontario government, testifying to his semi-professional standing. These diplomas have assured some thirteen hundred graduates jobs at starting salaries of from \$175 to \$350 a month. It is probably the fastest growing college in Canada--Today about 2,000 students strain its old joists. They arrive each fall from every province--for many of the courses can't be found elsewhere in Canada--from the U.S., the West Indies and South America."

Beattie stressed Ryerson's uniqueness in Canada but also its resemblance to 60 career or community colleges in the United States. He talked about the Ryerson graduate's niche in the "balanced engineering teams." Inevitably, he raised the confusion over Ryerson as a trade school.

But then he returned to an up-tempo tone.

"Ryersonians like to point out that they helped solve the serious lack of engineering technicians facing Canada after World War II. They supplied talent for the jet, atomic and chemical era that emerged from the war, the oil and uranium discoveries, the arrival of automation and the mushrooming of government activities from the St. Lawrence Seaway to television.

"Its up-to-the-minute quality is one of Ryerson's big assets. Courses and subjects have been added, eliminated or changed according to decisions made by its many advisory boards, drawn from business and industry. Twenty-two courses have survived the trial-and-error approach. The practical way in which they are taught has made the Ryerson campus so self-sufficient that anyone given the keys to the Institute could stay around indefinitely and have all his needs looked after. He could get breakfast, dinner and supper prepared by students of Hotel, Resort and Restaurant administration, selected from menus printed by students in Printing Management. He could sleep in the ten-room 'dream' house of the Home Economics and Childhood Management courses, and run his laundry through its automatic washer and dryer; write letters home on the electric typewriters of Business Administration enclosing photos of himself taken by Photographic Arts.

"He could play hundreds of records or watch student TV shows in the radio-television building and read the latest news on the Journalism department's teleprinters before newspaper readers see it. For recreation he might build an occasional chair in the Furniture Design department, sketch on the drafting boards in Architectural Technology, shop in Retail Merchandising's student store and exercise at fencing, archery or judo in the gym, one of Toronto's largest.

"But even then he would not have become acquainted with the 'top third' of Ryerson's courses--the eight engineering technician groups in which two-thirds of Ryerson students are registered...Graduates of these courses have an average of four jobs waiting for each of them.

"Not long ago Indonesian's minister of education spent two days touring the Ryerson campus, moving from classroom to lab in a state of excited curiosity. Other Asian visitors, studying under the Colombo Plan, have seen the Ryerson type of education as the quickest answer to Asia's lack of engineering know-how.

"A big attraction for both visitors and students lies in the way Ryerson applies American educator John Dewey's learning-by-doing philosophy of education. As part of that philosophy the student learns best, it is reasoned, when he does a job personally, handling tools, instruments, ideas and programs in co-operation with others. At the same time, the community--cultural and business--becomes an active co-educator and is no longer what some colleges call the 'outside world'. While traditionalists sniff at such an approach to learning as 'progressive' and 'too practical', it is everywhere evident on the Ryerson campus."

The tale of the marvelous maverick made for priceless publicity. Universities must have gnashed their collective teeth to read about the college filled with pragmatism, not theories, where no-nonsense, no-frills, highly-individualistic instruction were rainbows which led not to degrees but to jobs.

One thing Beattie did not really get into was the fact the campus was a real experience for the staff as well as students. There was still an esprit de corps among the staff which, as it grew larger, became esprit de corpse, as Jim Peters said. Peters also said the early days created a boiler room camaraderie. The English faculty wasn't 40 or 50 people. When Dr.

Don Priestman became an English instructor in 1956, he found a faculty small enough to have parties in the living room of the Peters' home. They could go to lunch together at a Yonge St. restaurant.

The buildings continued to bewitch, bother and bewilder, especially those on the staff rash enough to figure they had actually solved the larger labyrinths by their second September. Priestman recalls: "You came back and the building had changed. The shell was there but the walls had been completely rearranged. You were perpetually getting lost in the thing the first week."

The artificial skies and clouds painted on the walls around the Link trainer had amused and perplexed more students and staff than would-be pilots. The rooms had been designed for pilot instruction and had continued into a Ryerson legend. But the rooms and their funny acoustical qualities were not unique. Other classrooms in the Technology hangar were devilish environments for a teacher.

Priestman said he taught in one room which was basically pie-shaped. The small, fourth wall, was never built. "And immediately below us was a whole floor of metal lathes and when the boys got on those, I could never teach poetry or anything else. I couldn't make myself heard at all. I complained bitterly about this and in typical Ryerson fashion--rather than do anything about the room itself--they hung a microphone around my neck which was attached by a 20-foot cord to an amplifier on a trolley. It really worked well until about Christmas when I sneezed and blew three of the tubes."

Ryerson was a familiar environment to some instructors. J.J. Abel was a new Architecture Technology instructor who arrived in September, 1957. But Abel had received his high school diploma at St. James Square after the War. His matriculation subjects were crammed into him on the 3 p.m. to 10 p.m. shift. Then after he left the rehab school, he joined the engineering

overflow at the Ajax campus of the University of Toronto where a shell plant had been converted to classrooms and labs. He held a number of jobs in civil engineering and started to teach night school at Ryerson before coming on staff full-time. So his surroundings weren't a shock, although others who started in 1957 probably wouldn't agree with that. They included Marjorie Burt, G. E. Dawson, Marilyn Gallinger, J. E. C. Miller, Elsie Tait, E. R. Jones and David Sutherland, the author, much later, of a felicitous phrase about Ryerson, calling it a unicorn among horses.

Sutherland said another Ryerson instructor, Marg Brubacher, was the person who first interested him in the field. He said: "Marg said she would teach at Ryerson for nothing. She said it's an incredible place. It's changing rapidly. You never know from one day to the next what is happening. Nevertheless, the thing about it was a strange kind of feeling that you were breaking ground all the time."

Jim Peters said the staff thought they were pioneers, spaceman, "that you were really different. The big job at Ryerson was to tell the students what kind of an educational system he was in, to give him a picture, a sociological or environmental picture of where he was. Courses were a dynamic relationship between the students and the instructor."

The total full-time staff was 131 in 1957: 90 full-time instructors, 20 part-time and 41 on the administrative and support staffs. A new peak in staff members was reached the following year when the numbers of full-timers went to 98, the number of part-timers dropped by four to 16, the number of administration and support staff dropped one to 40, for a total of 138. That was the most people Ryerson had on staff since its beginning. The total was 137 for the next two years, then it was 134. It wasn't until 1962 that the peak was surpassed when there were 152 on staff.

New instructors in 1958 included Walter R. Blakeley, Audrey Bowes,

Harry Greenspan, William Joubert, George Nicholson, G. Murray Paulin, Frank G. Roughton, Jim W. Speight, E. H. Tucker, Adolf E. Urban, Tony Wilkinson, Lionel F. Willis and Eric Wright. Newcomers in 1959 were smaller in number, including W. K. Barth, T. A. Byram, D. J. Douglas, Hugh R. Innis, Hans Johanson, Matilda Meyer, Bahdan Ruszczyk and Patricia Sheppard. The numbers failed to increase in 1960 with only A. M. Anderson and a few others joining the staff, Anderson being the only one to stay for a number of years.

They found a staff less specialized than it would become, colleagues interested in everything. George Nicholson was to find that soon after his arrival. He was supervising the installation of equipment for Mechanical Technology in Ryerson's first new building. The first unit to be installed of a collection which eventually included an air compressor, gas turbine, steam testing plant and gasoline engine was a Ruston and Hornsby diesel engine. The engine was installed on top of a concrete plinth because of its weight and the fact the ordinary foundations of the building--especially with Taddle Creek still meandering mischievously under St. James Square--could not support the engine. Nicholson soon found that just about everyone was interested in what he was doing, including such senior members of the staff as Eric Palin who showed up one day and asked how the engine was going to be started.

Nicholson explained that if a person gave six turns with a starting handle, that was all that was needed because this engine was designed for starting by hand. It had a second cam unit which reduced the compression enough for manual revolution, yet the compression was still high enough to cause an explosion of the mixture within the cylinder. Nicholson recalls: "Palin immediately appeared to have considerable doubt about the success of this method. He asked to be informed of the date and time of the first run of the engine."

When the appointed time arrived, the Canadian manager of the diesel company and Nicholson completed the final details of installation, ran the engine briefly and went off to close the deal over lunch at Steele's. When they returned, quite a crowd gathered. Not only was Palin, the principal's assistant there, but so were the principal and Jack Hazelton, the vice-principal. Roy Horney came from Chemistry as the jungle telegraph spread the news, and instructors from other departments followed. Nicholson said: "It was akin to the launching of a battleship." He swung the hand crank six times, the engine sprang to life and Kerr said: "He started it!" in a words that Nicholson said seemed edged in surprise. Palin seemed satisfied with the performance of the first engine in the new laboratories but continued to maintain that a push button automatic starter was needed. It seemed his very nature rebelled at having to start anything at Ryerson by such an old-fashioned way as a hand crank. After all, Ryerson was instructing in the present and the future, not the past.

Nicholson reports with some glee that the search for a more modern starter went on for some time, with Herb Jackson, the Electronics director, Jacob Varaghese, and Electrical instructor, consultants and some staff at University of Toronto being asked for a push button solution. Nothing changed, however, Nicholson said, and if anyone asks laboratory technician Bob Pope how to get the diesel chugging merrily along, the reply still is "Just give it six of the best!"

Nicholson was one of the lucky ones. He at least had the new building to work with. The diesel of which he was so proud wouldn't have lasted anywhere else in Ryerson's unsightly hodge-podge of structures. It would have sunk to meet the Taddle, like McAllister's chair under the library. McAllister and his colleagues in that English office had been among the few inside workers in Toronto who had to wear rubbers at work, where Shakespeare

had to compete with mysterious rustlings which sounded like rodents. But at least the library over their heads was a handsome thing to look at. There were seats for 50 in the two reading rooms and by 1958, bolstered by a policy of buying 1,500 books a year, the total collection had risen to 8,000, not very impressive by present figures but excellent when compared to early figures which were so low, a Ryersonian cartoon had a student complaining he couldn't use the library because the one book was out.

The library generally was too crowded to make a logical place for students to meet their friends. There were the tuck shops for that, the cafeteria, whatever informal common rooms could be improvised out of nooks and crannies and, starting October, 1956, a common room on the south side of the Student Union, up in the rafters with the Students' Administrative Council office, Papa and Mama's tuck shop, some spectators' benches and several dorms filled with bunks for visiting teams. The common room was big news for the students since it was the first place at Ryerson designed for that purpose alone, for students to sit and read or chat, for students' clubs to have meetings. The furniture came from the sawdust and varnish world of Max Werner. His Furniture and Interior Design students designed and built it. By modern standards, the room with its 32 seats--one for every 62.4 students, The Ryersonian estimated--were skimpy facilities. But the material had been paid for by the SAC and the idea and execution had been by the students. No wonder the staff was proud of such accomplishments. Modest, perhaps, but an improvement produced by the students.

New staff was being hired in these years on two years' probation. They were called lecturers. After the probation was over, the title remained lecturer for most, although there were some demonstrators in the technologies. Students and lecturers often referred to teachers as instructors, however. Department heads were called directors.

Ryerson lacked the sophisticated pecking order of a university. A university had a hierarchy of distinct levels ranging from the lowly lecturer to the full professor. There was academic infighting--which winners and losers say makes the seamy side of politics look pallid by comparison--because a colleague climbing one rung up the ladder might hinder one's chances. But basically Ryerson was a few chiefs and everyone else was an Indian. There were some feuds, pettiness and bickering because, after all, St. James Square was not really that saintly. But the staff were swimming all together. They basically were content with each other. Everyone was either a Master I or a Master II, slots created by the civil service for other purposes, but also used at Ryerson because the department had no wish to develop any special categories. That would be too much work and would also put some noses out of joint. With the term master, history was just repeating itself. The teachers at the Normal school had been called masters a century before. Some newcomers, such as Priestman remarked: "Certainly the atmosphere around Ryerson in those days, and in deed today, was anything but an English public school."

The newcomers found that their courses were pretty much what they tailored them to be. As Priestman said: "In certain of the technologies, basic facts had to be covered. In English, certain books had to be done by everyone. But the approach you took, the actual teaching techniques that you chose to employ, were very much of your own. You were pretty much the individualist, more so than now, I think, because of necessity. The staff is so big now that we have a little bit more order."

Ryerson, because of its very nature and the unusual structure of its schools, had a number of teaching staff who didn't have a teaching degree. The Ontario College of Education had a great deal of difficulty designing a common course for Ryerson lecturers, considering, as Dean Lewis of OCE said,

their qualifications are as different as their names. However, OCE designed a course leading to a Technical Institute Assistant's certificate, good for teaching in any of the provincial technical institutes. The Ryerson staff had to attend three summer school sessions of five weeks each. Ryerson lecturers managed to restrain their enthusiasm about the value of such a course. But early grads included Earle Beattie, Geoffrey Bulloch, Vern Byers, Morley Finley, Wallace Ford, Anthony Forsey, John Hazelton, W. Grant Hines, Charles Jackson, Herb Jackson, Andrew Kuflik, Gord Lewis, Sarah Murdoch, Ed Parker, Tom Purdon, Ted Schrader, Reg Soame, Laverne Stewart, Bill Trimble, Eric Palin and Max Werner. The heart of the Ryerson pioneers!

By now, Ryerson regularly boasted of the fact it was the largest school of its kind in North America. That figure didn't mean much in Canada but it certainly did in the U.S. After all, the U.S. was ahead of Canada in its construction of polytechs. Ryerson's claim was based on a 1953 survey conducted by the Rochester Institute of Technology which rated Ryerson as the largest of 67 similar schools throughout North America. However, Ryerson's claim was based on the fact the Rochester survey included both regular and night-school classes students. Ryerson's combined student population was 4,965 while Rochester was second with 4,212 and New York State Institute of Applied Arts and Science was third.

Ryerson's extension classes, like Topsy, just grew. There were 559 taking night school classes at Ryerson in 1948, although Ryerson pioneers say they really didn't get around to worrying about night classes until 1949. Bert Parsons recalls H.H. calling the staff together to announce the Institute would have a formal roster of night classes. Parsons said the principal spoke briefly, only for about five minutes, and then everyone wandered away worrying somewhat about the extra demands on their time. "Then we found out we would get extra pay and that eased the problems," Parsons said.

There was one difficulty to be resolved before the night classes were legal. Civil service rules did not allow the regular instructors to be paid for work beyond their regular hours. So, on Oct. 21, 1948, the cabinet passed an Order-in-Council, numbered 1857, covering the institutes of mining and textiles, the Lakehead Technical Institute and Ryerson. Its preamble stated "And whereas it will be necessary from time to time to hold evening classes at the said institutes. And whereas in order to carry on such evening classes it will be necessary to employ certain members of the regular staffs of the said institutes after their hours of regular duty." Then came the recommendations of the Minister of Education, that evening classes be established at the institutes, that employees who teach or instruct be paid for their services at a rate not exceeding \$5 an hour of instruction, that employees other than teachers and instructors who performed duties in connection with such evening classes be paid at a rate based on their salaries and that none of these payments be subject to deduction for pension.

Kerr received \$800 annually for supervising night school. His assistant, Morley C. Finley, received \$600 and the various directors got \$500. The instructors, called special teachers on the schedule approved by the Department of Education, were paid \$4 an hour. These payments were to remain unchanged for many years. That was not true for the clerical staff, however. They received from 65 cents to \$1 an hour, with Handley getting \$1.25 and Syd Gadsby, \$1.75. But each year there would be a small upward adjustment, until for the year 1954-55, the amounts ranged from \$1.60 to \$1.85 with A. H. Britton getting the top of \$2.50. The only other change was in 1953, some guest lecturers were brought in for night school and paid \$20 a lecture.

The night school program of Ryerson gave birth to a similar program at the Provincial Institute of Trades. When its night classes began in 1951-52, Principal C.L. Emery received \$500 annually and 16 of his staff got the

\$4 an hour that was standard for all except a handful of new instructors.

Ryerson's extension program boomed because there just wasn't the range of night school courses available in the '50s as there would be one or two decades later. The high schools weren't heavily into the field yet with aggressive promotion. The community colleges didn't exist and the universities--that still meant just U of T in the Toronto area in those days--tolerated rather than encouraged extension students. Special colleges just for extension students at a university were still just a dream in a few educators' minds.

By 1952, there were 2,617 enrolled in Ryerson's night school. To no one's surprise, the big daytime course was also big at nights, too. For \$15 each for a once-a-week class stretching from the first of October to the end of March, 508 flocked to take subjects in Electrical and Radio Technology. Next was Mechanical and Industrial Technology with 434. Then Business with 282, Graphic Arts with 243, Fashion Design, 241, Photography, 168, Institution and Home Management, 160, Furniture Arts, 144, Mathematics, 111, English and Modern Languages, 77, Industrial Supervision, 70, Architectural Technology, 68, Jewellery Arts, 55, and Industrial Chemistry, 38.

For evening school in 1952-53, 4,675 enrolled. After 358 asked for refunds, there were 4,317. The students were distributed roughly the same way with the courses offered by Electronic and Electrical Technology attracting 833, Mechanical and Industrial Technology, 808, Business Administration, 376, Fashion, 346, and Graphic Arts, 332. The smallest enrollments continued to be in Industrial Chemistry with 80 and Architectural Technology with 75. New programs in Social Sciences attracted 152. Merchandising and Promotion had been split away from Business, and had 183 students, while Radio and Television Arts had been taken from the Electrical umbrella and had 189 students.

For Ryerson lecturers whose goal was to reach as many people as they

could with useful instruction, the night school classes were marvelous vehicles. Bert Parsons estimates that he has taught more than 1,000 students at night school in one subject alone, Accounting 1. Business courses proved to be a big attraction over the years because of Ryerson's location in the heart of the Metropolitan Toronto's business community. Office workers could stay downtown for a Ryerson course and then head home, content they were doing something to encourage advancement.

At the start, Ryerson got no special allowance from the Department of Education to run night classes. But because of the frugal operation, which reflected the rock-bound conservatism of Ryerson's leader, H. H., night school still made money for Ryerson. To begin with, in the '50s there was no special extension department. Each school on the campus operated with the director hiring outside instructors if necessary. So the money from the various extension operations, both the night school and the special courses given during the day, such as the workshop instruction for Physical and Occupational Therapy students from University of Toronto, cost little beyond the extras for instruction and bookkeeping.

Ryerson estimated in 1955-56 that it made \$15,558.18 on night school classes, although it can be seen by an analysis of the cost that some of the money would have had to be spent even if no night school student entered St. James Square.

What the Ryerson administration did was to take 3/10s of the total expenditure for janitors and power and heat and include that in night school costs. Expenses totalled \$29,393 for night school, the bookkeeping showed, with \$3,235 being spent on administration, \$9,558 on janitors, \$10,600 on power and heat and \$6,000 on supplies. To this was added the \$46,086 for salaries. Revenue from the 4,457 night school students was \$91,038, leaving the \$15,558 profit.

The Ryerson administration went further with this cost analysis by trying to determine which night school programs were making money and which weren't. The big money makers were Electrical Technology, with a profit of \$3,149 on 690 students, Mathematics, with \$3,039 from 303 students, and Mechanical and Industrial Technology with \$3,359 from 829 students. The figures showed deficits of \$94 from Institute and Home Management with 155 students, \$167 for Industrial Chemistry with 108 students and \$1,038 for the 142 students in Furniture and Interior Design.

That year, 155 different subjects were offered under 15 different classifications. Not only was the revenue from these courses helpful both to the Institute and its staff, the extension operation promoted Ryerson to Toronto resident. Net course registration--there was always several hundred dropping out after making the initial application--was to run around 4,000 for most of the '50s, then fall off to 3,500 in 1959 and 3,000 in 1960 as other schools increased their attempts to attract night school students.

Meanwhile, enrolment of full-time students gradually increased until, with appropriate fanfare, the next daytime plateau of 2,000 students was achieved in 1957. A record enrolment of 2,200 came in 1957-58 and then, as if taxed by the achievement, there was a slump for three years.

Most of the students continued to be from Ontario, although there always had been enough students from the rest of Canada and the world to justify features in The Ryersonian and mention in the principal's speeches. This had developed right from the start. In September, 1951, the Registrar reported there were six students from England, four each from the United States and Bermuda, five from West Germany, two from Czechoslovakia and one each from the Netherlands, Hungary and Sweden.

In September, 1953, when enrolment stood at 1,505, thanks to a

freshman class of 787, 20 students came from six other provinces, mainly the west and B.C. and 31 came from other countries, ranging from Brazil, China and Cuba to Poland, West Africa and India.

During that year, the records of Registrar M.C. Finley showed that 161 students failed while 134 dropped out. Dropouts were to plague the early Ryerson, something that could be expected at an institute that stressed employment for every graduate. Some students, offered well-paid permanent employment while still a year or more away from graduation, decided they might as well take the job now. This was particularly true of the courses where there would be tough competition for the better jobs among Ryerson graduates.

Dropouts in high school in these years were found among the poorer students. At the early Ryerson, a student dropping out could just as easily be one of the leaders in his class and on the campus. Vacancies on the SAC executive had to be plugged. The big decision during the summer between second and third year for many was whether they would stay at the job if their employer offered them full-time work. One problem was that the Institute had not had a tradition of three-year courses from the beginning. And a number of two-year courses, for example, in Childhood Management, Baking Administration, Business and Laboratory Technology, had continued as the other one and two-year courses grew to three years. So there was the feeling among some students that the guts of the course were taught in the first two years, and that while the polishing of the third year, the social life and the diploma would be nice, they weren't absolutely necessary.

This accounted partly for the considerable erosion of students during the three years. In September 1954, 1,733 students were enrolled. There were 823 freshmen, 607 sophomores and 303 seniors. The largest school, Electronics, had 211 in first year, 179 in second year and 136 in third year.

RTA had 90 in first year, 39 in second year and 14 in third year while MIT went from 80 in first year to 24 in third year. Approximately one third of the freshmen dropped out or failed in the mid-'50s. In second year, the failure and drop-out rate was approximately 15 per cent and in third year, five per cent.

D.H. Craighead, one of the original Ryersonians, gave this reason for some of the failures. He points out that the real purpose of Ryerson had been made clear at the inaugural ceremonies, to bridge the gap to employment for those students not considering university but who were not adequately prepared to earn a living in the technological age. Craighead said: "With this mandate, the Ryerson directors prepared programs predicated mainly on student background of secondary school academic studies and consequently, the students with vocational program backgrounds where there was a minimal stress on academic subjects, experienced difficulties at Ryerson.

"Then too, the vocational high school programs were mainly pre-apprenticeship which differed drastically with the objectives of technology courses, a point that many of those stepped in the traditional secondary school technical programs failed to appreciate.

"It seemed that Ryerson attracted some of the best and some of the weakest from the vocational sector of secondary school programs.

"There were other disturbing events in the first few years. One secondary school principal was quoted as saying: 'Thank God for Ryerson and other technical institutes. Now we have some place to send our failures and misfits.'

"It was reported too that the principal of a secondary school east of Toronto would grant a Grade 12 diploma to borderline students who stated in advance that they were going to Ryerson the next year. Unfortunately for him, several students who obtained diplomas on that basis decided to enter

Grade 13 rather than Ryerson much to the principal's chagrin. Needless to say such incidents didn't do much for the identity of Ryerson. And perhaps too, we were overly sensitive. These cases and others, fortunately for Ryerson, were the exception. The vast majority of secondary school principals and teachers understood the real purpose of Ryerson and supported it wholeheartedly."

Another reason for the decline of the student population through the years of the course was that most students, unlike those at university, had not had to survive the Grade 13 departmentals. Those examinations given in June on a province-wide basis, and graded by teachers not from the student's high school, were a gauntlet that few look back on with any pleasure. Perhaps the obstacle of Grade 13 was more psychological than real. But it was customary to hear people garlanded with several degrees rate the departmentals among the toughest exams they had to face. There were a considerable number of students at Ryerson precisely because they hadn't achieved the nine papers necessary, or done so with a high enough average, to enter university. So the use of Grade 13 as a protective screen--a year made unabashedly difficult so that only students suitable for the tougher courses of university would survive--was something that didn't apply to most Ryerson courses at the start.

In 1956, the administration decided to find out just what caused students to come to Ryerson in the first place. It was left to the English department to conduct this market survey because that was the only department involved with all freshmen students. The survey into motivation found that 305 students were there because of the high school guidance teacher. Another 109 were there because of some other secondary school teacher. One hundred and sixty came to Ryerson because friends were at the Institute, 69 because of a Ryerson graduate, 10 because of material on Ryerson presented at the high school's career day, two because of CJRT, six because of The Ryersonian,

nine because of the school calendar, nine because of friends not at the Institute, five because of fellow high school students who wanted to go to Ryerson, seven because of a CBC-TV program, eight because of their father and three each because of relatives, family friends, a Star Weekly article and daily newspaper stories.

The findings must have been a source of joy to Kerr, particularly that figure of the number of students who said the high school guidance teachers played a considerable role in their choice of Ryerson. Kerr had been rather dubious at the start of just how much value those guidance teachers would be. He also felt that it was up to the various course directors to ensure that applicants were suited to the courses, not to the guidance teachers.

The principal recalled: "I don't think you can rely on guidance teachers for that because they're very busy people and they just haven't got the time to give an individual the advice that he seeks. I remember one time back about 1952 when we were struggling to get people interested enough to apply. Our students got jobs but we couldn't get enough students to enroll. I was talking to a guidance counsellor in Chatham and he said: 'Do you know how often during the year I can talk about the courses at Ryerson?' What it amounted to was one period a year that he could devote to all the courses at Ryerson, about 30 or 40 minutes. You can see that's pretty inadequate. We also knew, from students who came here anyway, about the counsellors who were steering students away from Ryerson, in Journalism, for example, where guidance officers were saying that it was better to go to Western or Carleton.

"That's one of the things a new institution always faces, one of the road blocks before it gets its own prestige. A new institution always had to overcome the prejudice of the secondary school teachers who make their

judgments on their own experience. Their own experiences have been mainly in a strictly university type of institution. Consequently it took us a long, long time to convince them that a combination of theoretical and practical work, plus a liberal arts background, would be a good type of course for anybody to take. We didn't start to achieve results on that until later in the '50s."

The tools Kerr and Ryerson used was a calendar packed with pictures and sparkle, particularly when compared to what other post-secondary institutions were publishing, a friendliness to the media wanting to do a feature on the "different" college, and the rubber chicken circuit. Kerr found out there were all sorts of organizations looking for speakers, and the principal, complete with job statistics, was happy to oblige them. So about once a week, Kerr could be found holding forth on his favorite subject.

A key part of his speech on Ryerson would include a description of what to call the Ryerson grad. The first calendar talked about technicians-- "a person who, while having a working knowledge of the hand skills required, must also possess a sound background of the underlying principles involved in the industrial process at which he is employed."

By 1952, the new word "technologist" was sprinkled carefully through the calendar and anything else to do with the Institute. The 1951-52 calendar defined a technologist as a young graduate grounded in "much more than occupational technology. He must be versed in the rich heritage of our language, be able to speak and write clearly, concisely and effectively. He must be familiar with those economic principles that are so interwoven with the fabric of our society they help shape our destiny."

The well-rounded technician, exposed to English, Economics, Human Relations, Mathematics and Science, became a technologist, placed within the hierarchy of skills between the craftsman and the professional engineer and

scientist. And so everyone at Ryerson began talking about the Ryerson concept of education, that the technologists they graduated were half-way between the professional grads of a university and the technical graduates of a high school. Jim Peters said the key people at Ryerson were "disciples of H.H.", spreading the word about technologists and that the term was preferred to technician.

But Kerr also used the term "engineering technicians". In an article published as one of Copp Clark's "Study Pamphlets in Canadian Education" in the mid'50s, Kerr referred to the term engineering technician developed after a recent conference in Geneva involving European and U.S. engineers. A partial definition was: "An engineering technician is one who can apply in a responsible manner proven techniques which are commonly understood by those who are expert in a branch of engineering or in those techniques especially prescribed to professional engineers. The techniques employed demand acquired experience and knowledge of a particular branch of engineering combined with ability to work out details of a task in the light of well-established practice." Kerr explained in the pamphlet, as he did in his speeches, that these engineering technicians would relieve the professional person of a number of functions keyed to his work and consequently that professional personnel could be used more effectively. Then Kerr would point out that two-thirds of Ryerson's courses were for engineering technicians.

Kerr stressed that the market for these technicians or technologists was vast. In 1956, he said in the Copp Clark pamphlet, the Canadian universities graduated about 1,800 engineers. A reasonable ratio of technicians to engineers in Canada would be $1\frac{1}{2}$ or 2 to one, meaning Ryerson could have placed 2,700 to 3,600 technicians. Instead, Ryerson had less than 300 technicians graduate. And Ryerson grads were offered an average of four jobs each, something he said in the pamphlet, to the legislature's committee on education

when he spoke to it on February 29, 1956, and every time he spoke on the banquet circuit.

There was no threat to the universities or engineers in the Kerr message. He stressed that Ryerson's instruction was at the junior college level but the courses were terminal in nature. As for the professional engineers, always more hostile to Ryerson than most other groups, he said he didn't see that the ratio of graduate engineers could be greatly increased--because of the high academic ability required--but they had a manpower shortage anyway because more and more engineers were needed in industry. The import was plain. Don't worry about us, fellows, Kerr was saying. We're not operating in your areas. Your jobs are safe!

Al Sauro was a busy man on the campus but Kerr pressed him into giving speeches as well on behalf of Ryerson, to ensure that everyone, from guidance teacher and principal to employers and enrolment prospects, knew all about the wonders that were happening at St. James Square.

Sauro's explanation for Ryerson's role, and the technologists the Institute produced, went this way: "Many people misconceive Ryerson as a second-rate university. Ryerson differs from a university in many respects, significantly in her methods and goals. Primarily the difference exists with the students.

"The university student is oriented in abstracts. He's concerned with theory and strives to gain knowledge for his own sake. Universities try to cultivate a mind which can function efficiently with abstracts. Because he's rooted in theory, today more than at any other time, the engineer must lose contact with production and its accompanying problems.

"The Ryerson technologist is equipped to fill the gap between the engineer's dream and its practical application in industry. I think practical is the word which best describes the technologist. The technologist is

practical in the sense that he applies his theory directly to the job. Technologists achieve immediate satisfaction from visible results. The technologist represents the third hand which all engineers wish they had. The complexities of modern industry have dictated the need for a new breed, an individual to practise a new set of skills between the engineer and technician."

Sauro talked about Ryerson as the missing link and complained that many teachers tried to direct all their students to the universities. If the student failed to gain entrance, he was regarded as a failure and given the impression that if he went to Ryerson, his fate was to be a second-class citizen.

By the mid-'50s, Kerr could say that six of the nine technology courses, Electronic, Electrical, Chemical, Mechanical, Metallurgical and Instrument had been accredited for technical institute purposes by the Engineering Institute of Canada while the Association of Professional Engineers of Ontario granted certificates to five grades of engineering technicians.

The technologists were being placed on the map, slowly but surely, even if many people still stalled at the simpler word, technician.

Rennie Charles witnessed the fight to give some status to the technology grads. He says Eric Palin led the way.

Charles said: "Back at the beginning of the '50s, if you were an electronics technician, you had nothing with which to prove what you were. There was no status. You went and told somebody this is what you were and that person said well, I'll pay you so much money and if you wanted to accept that money, he'd take you on and then he'd see what you could do. It was Eric Palin who put the technicians on the map, professionally. I had a role to play in it too. I can remember it very well, the professional

engineers coming down here from the APEO and from the engineering institute to look over our setup. They looked at the papers that I had my students write, they looked at research papers and things like that, they checked out the labs. And it was the result of five, six or seven years of effort that the technicians or technologists were recognized professionally."

Kerr's speeches were aimed at improving the lot of all the technical institutes, not just Ryerson. When he went to the University of Western Ontario on Oct. 18, 1956, to speak to the American Society of Mechanical Engineers, he said: "If technical institutes are to develop and take their rightful place on the educational ladder, they must be given at least the same status as would be accorded a junior college." And he complained about the unbalanced ratio between engineers and engineering technicians, telling the engineers to their face that they could use hundreds more engineering technicians.

Obviously Kerr appreciated the efforts Sauro was making on the banquet circuit and campus because in the spring of 1958, when Doug McRae left to be principal of the new Western Ontario Institute of Technology, Kerr called Sauro in and said: "Al, how would you like to take on the job of registrar?"

It was an honor because in the young Ryerson, the position of registrar was quite important. Sauro said: "Kerr regarded the registrar as his right-hand man. I was rather taken aback by the offer and said I would have to think about it. But I realized that if I wanted to get anywhere in the administration, I would have to say yes. From then on, I was involved in what you would call high-level administration.

"One of the things that was specified was that I would have to teach 10 hours a week, supervise the correspondence dealing with enrolment, registration and the filing system dealing with such correspondence, compile

the timetable for the mid-year and final examinations and act as chief examiner, supervise the system for the recording of examination results, supervise the awarding of scholarships and bursaries listed in the calendar under the heading general scholarships and bursaries, compile the annual program for awards night, assist in the publicizing of the Ryerson courses, interview the students contemplating enrolment, act as secretary of the advisory committees when requested to do so and assume such other duties as may be assigned from time to time.

"I did that as registrar back in 1958, and so did my predecessors. I don't know how many people are doing that now. We had an office staff of four girls who did the clerical and secretarial work for the entire Institute. Chairmen didn't have secretaries or clerks or anything like that. Schrader and a few others may have got part-time secretaries but all the rest had to deal with a central pool."

Of course, Sauro continued to have regular speaking engagements. And he took visitors and dignitaries on tours around the Institute, and entertained them in his spare time. For the key Ryerson pioneers, the workload was brutal.

Retail Merchandising director Bert Parsons went to Toronto Western Hospital with a bleeding ulcer in November, 1956, caused by all the work he was doing. This was just before the Red Cross blood system started and recipients of blood had to arrange either for people to replace the blood or pay a considerable sum for it. Parsons needed 10 pints before the ulcer subsided. But 10 of his students showed up to replace the blood. Two of them, Bruce Elder and Ed Paszou, fibbed to the inquiry desk and said they had come from Winnipeg to give blood. So a special pass was written out for them to see the director and they popped in and visited. For Parsons, it was one of life's warm moments. "Well, we train them to be good salesmen,

and they did succeed in getting past the front desk. How do you like those characters?"

Margaret Brown, better known as Doddie Brown, can give eloquent testimony to all the work that had to be done by the few. She agreed to work for a couple of weeks as a temporary typist in 1955.

"My children were young and I really didn't want to work. I didn't even know where Ryerson was, but a friend who was working here called and said they were desperate for somebody with office experience to help out. After that, I just seemed to stay around.

"Everybody used to do everything--typing, sorting mail, looking after student fees and records. There weren't the departments that there are now and when one area was shorthanded you pitched in to help. I used to come down on Saturdays and Sundays to work on the payroll with Loretta Werner because we were civil service in those days and we had deadlines--but not overtime.

"It really was like one big family when Ryerson was much smaller. Everybody knew everybody."

It was no wonder with everyone doing a number of different chores in addition to their jobs that confusion occasionally crept in. Sauro recalls arriving a few minutes late at the start of the Blue and Gold, Ryerson's big dance, and Bill Trimble yelling at him to get into the receiving line along with Trimble, the Kerrs, the SAC president and his date and one or two others. This perplexed Sauro a trifle but into the line he went and proceeded to shake hands along with the rest of the receiving party. Sauro noticed Kerr turning and looking at him with a perplexed look occasionally. After a few minutes, Sauro realized, much to his embarrassment, that he hadn't received any notice to be in the receiving line. For once, he had escaped such a chore. So he made his exit, hoping no one would notice his leaving.

There was no doubt Ryerson had grown more complicated from its first days when Kerr composed a timetable by calling in the staff and saying what hours do you want for what. That was about the same time that Kerr introduced a new staff member to Syd Gadsby who said: "You'll regret coming to this."

The fact that no new courses were introduced in 1956, there were no title changes and no courses were discontinued, symbolized rather dramatically a consolidation period for the Institute. In 1957, new three-year courses started in Aeronautical and Gas Technologies and a two-year course in Medical Laboratory Technology. The Chemical Laboratory Technology course was discontinued.

But Ryerson just had to tinker with its names. Jim Peters, a man with a fascination for words, said "every change in name at Ryerson was a semantic climb. You know that in the science of semantics, you can broaden, you can narrow, you can go down, you can go up. It was always the idea that any change in the name of our courses would improve the image of the courses."

That's why the early course of Watchmaking had become Horology, and many puzzled students had to ask what Horology students did. In 1950, the Journalism and Publicity course had started. In 1951, it became Practical Journalism. Same course but new name! Then Kerr called Ted Schrader in one day and asked him what he thought of the name. Schrader said it sounded all right to him. Kerr said: "It sounds like a trade course." So in 1957, unnoticed by the students enrolled in it, the Practical dropped and it was Journalism. Childhood Management was renamed Pre-School Education, Retail Merchandising became Merchandising Administration and Chemical Research Technology became simply Chemical Technology.

Some Ryerson pioneers were to look back on this freedom with heart-felt nostalgia. As Charles Temple said years later: "Times have really changed. At one time we could go in and in five minutes change the name of

the course, or drop it or add another course. Now we have to give 12 months notice to the Academic Council before we can insert a comma."

No new courses started in 1958, Baking Administration was discontinued after a five-year trial and Pre-School Education and Fashion became options within the Home Economics course. Furniture Design and Interior Design were combined into a Furniture and Interior Design. The problem with the two courses, Kerr explained, was the difficulty in placing students after graduation. He said: "We found manufacturers of furniture did a lot of copying. They would go to these furniture shows and they would see a piece of furniture that they liked, or thought they could sell, and they would either sketch it or learn how it was made. It was a lot cheaper for them to do that than it was to hire designers to design original furniture. The demand for Furniture Designers was quite limited, so as a result, we branched into the combination course stressing interior design more than the actual building of furniture."

There were few changes in the next three years. A three-year course in Civil Technology started in 1959, and the Building Technology option within Architectural Technology dropped as a result. In 1960, the Nucleonics option was added to the third year of the Electronic Technology course. There were no changes in 1961.

One of the major changes of the '50s decade was not based in semantics--as Ryerson upgraded designations or argued for technologist rather than technician--but in the growth of a new giant among the Ryerson courses. The technological courses had dominated the early years, which was just about what you would expect from a polytechnical institute. Electrical and Electronics were the booming courses and their head, Eric Palin, was one of the campus' key figures. The Ryerson pioneers in this area feel that Ryerson would not have existed at all if it hadn't possessed, as a cornerstone, the demand for training in these technologies. But out of the humble beginnings

of a one-year course in Retail Merchandising, and another one-year course in Business Machines, had grown the booming Business courses.

The demands for the Business courses had come from outside the Ryerson community. Both private businessmen and the National Office Management Association wanted them. The advice of the advisory committees was followed closely. And Kerr started casting around for someone to head the general Business courses while Bert Parsons looked after expansion of Retail Merchandising. George Hillmer, a Department of Education inspector, became the intermediary between the principal and Charles Temple, and Kerr hired him, impressed by Temple's practical experience in the years he couldn't find suitable work as a teacher.

Kerr recalls: "Charles was full of enthusiasm and went to work. It really wasn't very long, a matter of three or four years, before the number of people enrolled in Business equalled the number of people enrolled in technology and thereafter, the Business students outstripped in number the students in every other department. The Business course has really flourished over the years so a lot of credit must go to Charlie and how he organized those original classes."

In 1954-55, the School of Business Administration, with its two courses of Business Administration and Secretarial Science, stressed accounting--there were three courses in it, as well as Psychology, Mathematics, Marketing, Personnel Administration and Business Law--as it directed grads, according to the calendar, towards positions "of junior responsibility but, with experience, application and study, he should, in the ordinary course of events, rise fairly quickly to such positions as: departmental supervisor, accountant cashier, credit manager, traffic manager, purchasing agent and personnel manager."

Another surprise of the '50s was the attractiveness of the Journalism

course. The world's first Journalism school had not started until 1908 at the University of Missouri; the history of university-level Journalism training in Canada was much shorter than that. Carleton began its course in October, 1945, while the University of Western Ontario got underway a couple of months later, with some non-credit courses, and in September, 1946, with a degree course. So the rudimentary hour or so a week given Printing students in 1949 at Ryerson by Ed Parker, and the starting of a three-year course by Parker and Earle Beattie, in 1950, had no great history to follow.

So the Journalism course set about creating its own traditions, helped along by the fact that anyone who truly wants to be a newspaperman tends to stub his toe daily on the status quo. Ted Schrader arrived at Ryerson on March 1, 1951, after an interesting career as columnist and feature writer on newspapers in Winnipeg and Vancouver, and a short stint as a junior editor on The Toronto Telegram. His first third-year class had two students, John Black and John Siganich, "and the way I taught my lessons in reporting was to put these two boys in my car and drive some place and en route, I would tell them the story that they were going to work on and how to cover it. I often took them up to the Wood estate. I would say now this is what you're going to concentrate on today. Then I would let them out in the snow and then I would sit and listen to the car radio for half-an-hour and then they would straggle back to the car. On the way back, they would tell me the problems that they had encountered and I would suggest how they could correct them. We would arrive back at the school at noon and that would be the day's lesson."

As Kerr puts it: "To have a Journalism course, you have to have a newspaper." We have already seen the role played by The Ryersonian in the early '50s, when the crusade was on for new buildings and/or a move. There were times during that, and there would be times as long as Kerr headed the

Institute, when he had cause to sigh and turn over in his mind the perils of training student journalists on a newspaper funded by the administration, not, as was customary in universities, funded by the students through their councils.

The Journalism class rapidly grew beyond the humble beginnings of just two students in the graduating class. But its early numbers would always be more modest than the big schools were graduating because there just wasn't the same demand for graduates. On newspapers in the '50s, there was a running quarrel about whether it was better to get cub reporters from a Journalism school or from a regular university Arts course. And there were many editors, graduates of the school of hard knocks, who figured that since they had worked their way up from copy boy--the newspaper version of office boy--there was no reason why that couldn't still be done. And it was the editors who did the hiring-and-firing. When third-year Electronics students toured Hamilton's Westinghouse plant in the mid-'50s, a company official tried to employ the entire class until Eric Palin pointed out that wouldn't be fair. "I have to ration them." It was the jobs that were rationed for Journalism grads, especially those on big newspapers and magazines.

Another factor which eliminated some prospective Journalism students was that it was a course within the Graphic Arts school, and Journalism students shared a common first-year with the Printing Management students. That included setting type by hand in a stick from a case, much as printers had done a century before, making a plate in Lithography, learning to run a small press--things dear to the heart of anyone planning to run his own weekly but not really required to work on The Star.

, The common first-year would end as part of Ryerson's unceasing cycle to upgrade and re-orient away from skills and techniques to a more theoretical base built on broader academic exposure. But Schrader was mighty grateful on one occasion that even his Journalism students knew about ink.

fountains and stones and all the paraphernalia of printing.

As Ryerson's greatest story teller put it: "I thought it would be a great idea to take the entire class up to Queen's Park in 1959 to interview the premier. So I lined this up. Premier Frost agreed to meet us in the cabinet room. And I got all these kids shined up--just like Reg Soame used to do--their faces sparkled, shirts were clean, their shoes were shined. Anyway, I got them up there, they sat around the board table, and Frost opened up by saying I want each of you to tell me something about yourself and why you're at Ryerson. So he got around the table to Burt Campbell, who later became a Social Credit member of the B.C. Legislature. And Burt said: 'I come from Castlegar, B.C., and I asked newspapermen what was the greatest Journalism school in Canada and they all said you must go to Ryerson and here I am.' I sat there and fairly glowed.

"Now the interview with Frost wasn't very good. He hardly talked. But my students really reflected a marvelous image of this marvelous Journalism school. Well, we hadn't even arrived back at the Ryerson campus when Frost was on the phone to Dr. Kerr to say: 'Why do we have a Journalism school at Ryerson when the government is subsidizing Western Ontario and Carleton?' And Dr. Kerr called me over and said we've got to do something quick or this course is going to get killed. So we concocted the story that Western and Carleton were training journalists for the big dailies.

"Our argument was based on the fact that on one was looking after the little weeklies like The Lindsay Post--Lindsay, of course, was the premier's home town and it was small-town Ontario that was the heart of the Tory majority in government. In God's truth, Kerr went up to Queen's Park and sold Premier Frost on the idea that we were making a valuable contribution to the grassroots journalism of Ontario."

It certainly didn't hurt that Ryerson's students were being exposed

to the inner workings of printing, something Kerr and Schrader could point out was definitely not being done at Western and Carleton.

But Schrader says it was a continuous battle. "We used to get cancelled out by someone at Queen's Park every spring. I remember preparing report after report about why we should be giving the Journalism course for just one more year. I said we would be getting on our feet in just one more year. The next year Dr. Kerr would call me over and say to dig out last year's report and bring it up to date and I'll go up to Queen's Park and sell it again."

The students didn't know this was going on. To them, Kerr was the number one source of news on the campus. A joke appeared in The Ryersonian which covered this neatly. The student editor asked the student reporter what the principal had had to say. "Nothing", was the reply. "Oh, in that case, you better keep it down to one column." That was the size of most major news stories in the paper. But to the students, Kerr was also a source who complained when facts were confused.

Student writers quickly became aware that the principal read every word to do with Ryerson. When they goofed, if Kerr didn't call them up himself, or summon them to the big office, Schrader passed along the message. There was a benign censorship, onerous to the staff and students, mainly staff-imposed, but something far gentler than would come later under different regimes. It was interesting that Kerr, with all his blunt and forceful ways, was not tougher on the student newspapers. His experience with them had not been that pleasant, right from the start when an underground newspaper, basically a mimeographed sheet, had appeared with trenchant complaints about the administration and Kerr pressed the campus character, John Vail, into a search for it. Honest John at that point was SAC president and Kerr thought that was part of his duties. Vail kept reporting back he was making progress

on finding out who was putting the little sheet out. But Vail never did find the culprit and report him to the principal. The main reason for that, of course, was that Vail himself had put out the little newspaper, using Ryerson's equipment.

The Ryersonian was pretty tame stuff most of the time, especially when compared to the more rebellious student newspapers that would follow it in the '60s, both on the Ryerson campus and university campuses throughout the world. Still, Kerr said: "It annoyed me once a week. A student newspaper, though, is something the head of the institution has to learn to live with. Lots of times we were uncomfortable because we were most vulnerable from a political point-of-view.

"A university newspaper has a board of governors in between the institution and the government and the board of governors has to take the brunt of it. But in my case I was the board of governors. Often the students, for very good reasons of their own, not knowing the whole picture, would burst forth in an editorial or news item on matters that were either confidential--or we thought were confidential--or on some other activity. It was at least once a week that The Ryersonian gave us a certain amount of worry. As the years went on, and we felt more secure in Ryerson's future, that student opinion as voiced in The Ryersonian didn't worry us as much as it did in the early days. The worry always was that something would cause the government to cut back on the appropriations.

"The students always wanted the newspaper to be completely independent and to say what they wanted to in it while at the same time, since it was financed by the public, there had to be certain restraints placed on it. While I was there the restraints were to stay off the subject of religion, because that was the sort of topic that develops controversy almost at once, and then they were to stay away from politics as much as possible,

again because we wanted the good will of all the political parties in the province, not one or two but all the political parties. I know that the students in many cases thought that was a bit of a hardship but at the time it was the only safe, sensible thing to do."

It is significant that while Kerr recalls worrying about what this campus voice said, he never mentions the campus' other voice, "education's own station, CJRT-FM." CJRT, of course, eventually would have a listenership far greater than the circulation of The Ryersonian. But this still was the early days of FM and there weren't many receivers around. Also, CJRT was manned by students wanting experience as disc jockeys, radio operators and in drama. Entertainment was more important than public affairs broadcasting. So it's little wonder that the student radio station didn't acquire any of the feisty reputation of the student newspaper where one of the four pages each day was devoted to editorials, cartoons and letters. With up to one-quarter of each newspaper filled with students taking critical looks around them, there were bound to be some topics that didn't sit well with the administration. Then too, any nasty editorials or comments were there, in black-and-white, to be scrutinized long after the day of publication. Radio was fleeting. You had to be listening to it. So observing what CJRT had to say was a more complicated job than monitoring The Ryersonian. No doubt some Radio and Television Arts students did have some caustic things to say, on air, but no one in the '50s remembers any reverberations as a result.

That there was a radio station capable of broadcasting each day was largely due to the skills and ingenuity of Andy Kufluk. Kufluk has had a variety of jobs around Ryerson since he started at St. James Square in the rehab days of April, 1946. He built CJRT, and he kept it going, a considerable feat when the staff are students, and some are not above a prank which would blow the station off the air.

If Kufluk wasn't kept busy enough with his station and students, soon television would bring him extra work. Agitation for Ryerson to get involved in training for all aspects of television started around 1951. The advisory committee and staff thought it was a good idea. And so did CBC general manager Alphonse Ouimet. He wondered and worried about where the CBC staff was going to come from as the national network grew. Eric Palin sold Kerr on a TV station for Ryerson, and Kerr sold the Department of Education, a Tinkers-to-Evers-to-Chance double play combination very familiar to Ryerson observers. With everyone in favor, Ryerson was able to move quickly. Charles Temple was to recall this speed nostalgically years later. He said: "It only seemed to take a day for the department to find out about a TV camera that could be bought cheaply, for \$50,000 or so, and Kerr got on the telephone to Dr. Althouse, and between them they managed to raise the money just like this and we bought the machine."

Kufluk built the first RTA TV studio in the round Link trainer room. It's amazing how many memories of Ryerson relate back to the flight simulator room. With the studio, TV was added to RTA as an option in the fall of 1953 and CJRT-TV went on the air, strictly in a closed circuit way, in November. The program was a revue called Interlude in Rhythm, produced and directed by Neil Andrews, RTA '54, with music provided by the Paul Baylis group--several RTA students including Bruce Rogers on trumpet.

The RTA students were the heart of the musical activities on campus. After the 1953 production of RIOT, Sauro turned the orchestra over to his brother, Elvino, then a RTA student, but one of those who returned to the campus later as an instructor-supervisor. Elvino Sauro and fellow RTA students also were in Ryerson's marching band.

Elvino Sauro recalls: "I used to be in charge of our band on our marching and parade assignments. One year we played a parade from the Fort

York Armouries to the University Armouries on a very cold day. It might have been a St. Patrick's Day Parade. The night before, I warned all clarinet players to wear gloves and cut finger-tip holes in them so they could finger their instruments. I also warned the brass players to wax their mouth-pieces so their lips wouldn't stick to them. When we played in the parade, I kept putting up one march after another with very little pause between. I felt that if we paused too long, the brass instruments would get too cold and the valves would freeze. It was an exhausting job all the way. When we arrived near the University Armouries, there was a pause in the progress of the parade. There wasn't much of a crowd lining the street so I did call a pause in playing. We just continued marking time with drums only. I looked at my trumpet and found icicles hanging from both spit-valves and from the bottom of all three playing valves. We kept blowing air through our instruments to try to keep them warm but to no avail. When we tried to play again, we found our valves frozen and had to end the parade with drums only. After it was over, I walked around to see how everyone had survived the ordeal. There were icicles hanging from every brass instrument. I was particularly curious to see how the tuba player made out because it would take a veritable dragon's breath to keep that air column warm. Poor Milan Cvostek, he had gotten one note out at the beginning of the parade and that's all. His valves had frozen up completely."

Obviously the band members were made of strong stuff. Since the band did not survive the '50s as a Ryerson tradition, one wonders about the reasons. Did students become less dedicated to music? Some instructors would say that some of those early students just had more gumption and more determination, and that some of this was lost when Ryerson became a more settled and safer place to come for an education.

Some of those same students who played until their instruments froze

were part of the group that marched into the RTA offices in 1954 and insisted that the students really run CJRT-FM.

Elvino Sauro, the grad-instructor-supervisor, said a group of RTA students insisted that "we run the station from top to bottom. I was its first student general manager. Don Stone was Traffic Chief. Bruce Rogers was Chief Announcer. I think John Stone was Program Director and the late Doug McGowan News Director. I can't remember who was chief operator but it might have been Mitzi Parasiuk who is now Mitzi Rogers, Bruce's wife. We put CJRT-FM on the air at 7 a.m. five days a week and broadcast until 9 a.m. when we signed off to attend classes. CJRT-FM had never been on in the mornings before."

For students in RTA like Elvino Sauro and Bruce Rogers, these years were good ones, with plenty of opportunity to learn radio and to participate in campus activities. They even recall zany episodes, like sitting in the tuck shop on the second floor of the gymnasium and having arrows from the spring archery classes fly across the tuck shop and imbed themselves in the walls, strays from the gym floor below which managed to get into the tuck shop only after previous showers of ill-aimed arrows had broken the panes of protective glass. On occasion when a class with little athletic ability was submitting to PT, say when their colleagues from RTA were out on the floor, it was wise to keep the head down while gulping coffee. It was natural for such high-spirited students to have their own newspaper, a mimeographed letter-sized product called, with all the reverence the students could manage, FLUSH.

A 1955 copy of FLUSH claimed that during January and February, a microphone had been planted under a large calendar in the "ladies powder room." One such "bugging" in RTA has already been mentioned. This incident was not the last. During the Christmas break of 1957, first-year RTA students strung

several hundred feet of wire from an equipment room to a cloakroom where first-year girls used to hang out and gossip. All a student had to do was flip a switch in the equipment room and over the concealed loudspeaker would come whatever the girls were saying. It worked for several months, the male freshmen were happy to report later. But one day, the inevitable happened. It was a girl's turn to work in the equipment room keeping track of equipment as it was issued. The previous student on duty had forgotten to turn off the switch so the girl heard what her friends were saying several hundred feet away. Needless to say the girls were furious and the boys thought it was funny. Oh yes, the equipment room was nicknamed the "sin bin," for obvious reasons.

Various copies of FLUSH portray a certain zest for school by the RTA students, once a reader waded through all the irreverent and probably libellous comments on students and teachers and alleged sexual exploits, alleged drinking exploits etc. But not all students flourished in the RTA course. For some, it was too unstructured. They wanted to be taught, and the concept of learning by experience was not something they readily accepted, not after the strict format and discipline still pervading the Ontario high schools.

John McFayden, now a CBC radio producer, came to Ryerson in 1953 and recalls: "One instructor just gave us memorabilia from start to finish and because of his drinking, there was at least one free period a day. Chris MacBeth had been a teacher and had graduated from the course, but had never worked in a radio station in her life, and she was teaching us radio production. Andy Kuflik taught us technical radio and he was great. He literally kept the equipment rolling with baling wire and shoe string. It was zilch as far as discipline was concerned. You practically taught yourself. It was what went on at the local theatres that was the big concern most afternoons. The

students would be assigned station duty for the night and we really winged it. RTA, perhaps even Ryerson, was drifting then. It had got going despite all those problems and now it was pretty lax. It got better after I left. I worked as a summer relief technician in 1954 for the CBC. Then I went back to Ryerson. I was always sticking up my hand in MacBeth's class and contradicting what she was telling us. She would say now the CBC does this. Now I had been working at the CBC and knew that they didn't do that. I must have been pretty annoying to her. In the summer of 1955, I got a job with the CBC again and in the fall, I noticed a job posted at the CBC and applied to take it. The CBC asked four or six RTA students every summer to come and work as summer relief. But there was a deal that the CBC wouldn't try to hire them away and they would be able to go back to school. So when I applied for this job and said I had no intention of coming back to school, a big hassle broke out involving Ottawa and the union too, and the officials in Toronto were ordered to go ahead and hire me."

While one does not judge the competence of a school by its failures and dropouts, it must be remembered that for some Ryerson students of the '50s, particularly in the earlier years when courses were still evolving rapidly, St. James Square was just a place where they killed some time for a couple of years. Some were living away from home for the first time and couldn't handle the freedom. For others, they figured they had picked up the rudimentary points and there wasn't much else to know, so it was merely a question of marking time until they could find a job. Then there were those who liked Ryerson, but found Yonge St. with its beverage rooms and three-features-a-day movie houses just too much of a daily, strident lure. Ryerson would always have such students, and all colleges would find the types familiar. But the contrasts between the happy working students, and those who thought the place was a bit of a ripoff, were very marked in those

early years. And many a Ryerson graduate would find to his surprise later, when he met a man or woman at the company who had also "gone" to Ryerson to discover that the person really had no happy memories at all, that Ryerson had just been a place to go to a lot of shows, do a lot of drinking and sit around old quonset huts in dilapidated classrooms listening to overworked teachers. Furthermore, these old Ryerson hands figured they had got their jobs because of their own abilities, and whatever they had learned at Ryerson didn't have much to do with it. With such people, particularly if they were in supervisory roles, the new Ryerson grad could have a great deal of trouble since his Ryerson training would be pooh-poohed and discounted by the boss who had been there in the old days.

As Ryerson's administration strengthened each course, discarding what hadn't worked and adding new subjects and staff, the gap would grow even greater between those who had gone to the various Ryerson schools during their first halting steps and those who had graduated from them after a steady succession of improvements. Talk to students who took a course a decade apart, or even later, two decades apart, and much of the year's work was different. Indeed, the Journalism student of '75 would find it rather strange that the Practical Journalism student of '55 had to learn to set type in a hand-held stick from a printer's case. Not all Ryerson grads took kindly to the suggestion that more recent grads had come from an improved school since accepting that meant there had been something inferior in their own Ryerson education.

In the '50s, the Ryerson grads were often hired into industries which were still getting used to developments brought by post-war technology. The Ryerson grads, fresh from courses which taught them all the intricacies of the latest in technology, could be rather hard to take by the older employees as they strutted their stuff hoping for early promotion and big

money. Andy Kufluk recalls that with Radio and Television Arts students, there was that problem, an unfortunate backlash against the know-it-all Ryerson students.

He said that with the training he was giving RTA students, grads could get in the back door of a radio station because, he said, "they could be operators or technicians as well. They had a wide range of skills to offer, as well as the advantage of knowing how to manipulate the equipment and knowing how to get the most out of it. There was a bit of a problem with Ryerson grads thinking they were a lot more than they really were. They were beginners, but with something to offer, not everything to offer. I think the industry was feeling its way through. The grads noticed that and they started to assume much greater ideas of themselves than they really should have. This, of course, put some of the grades in a bad atmosphere, a bad appearance, with some of the industry people. That has, I think, pretty well disappeared right now. We don't hear of such an attitude nowadays from our people."

Perhaps it was the RTA students who led the way but students from all schools used to participate regularly in a Ryerson tradition, the Happy Gang Show. Every weekday noon, for 22 years and an estimated 4,890 broadcasts, the Happy Gang broadcast live, generally from a studio just a couple of blocks from St. James Square. The Ryerson students were a familiar sight in the radio theatre as they crowded in each day, and it was part of the spiel of the warmup man for the Happy Gang show to ask that the students not rattle their lunch bags too loudly during the show. The Happy Gang, as one of the CBC's most successful radio programs, didn't make it to the top by ignoring willing audiences. So the Ryerson students were regularly mentioned on the show and one of the pleasant memories of Ryerson was when the Happy Gang sang Ryerson's school song on air. Each show

started the same way, and many a Ryerson grad can repeat the formula as accurately as the most fervent fan of the show in the country. Eddie Allen would give an empty wooden cigar box four sharp knocks. The Cliff McKay would give a long, round "Whoooo's theeere?" Then all of them, Allen, Bobby Gimby, Lloyd Edwards, Bert and Joe Niosi, Jimmy Namaro and Bert Pearl would bellow: "It's the Happy Gang." "Well," McKay would reply. "Camooooo-ooooonnnnnnnnnnnnniiiiinnn!" Pearl, "that slap-happy chappie, the Happy Gang's own pappy," left the show in the mid-'50s to try Hollywood but the show boomed on, with Ryerson's students sprinkled through the audience. The songs were often corny, of the I'm A Lonely Little Petunia in An Onion Patch variety. The theme song said: "If you're happy and healthy, the heck with being wealthy." No one really mourned at Ryerson when the Happy Gang ended in 1959, replaced not by the growing giant of TV but by a newcomer named Tommy Hunter. One suspects part of the charm of the radio show lay with the fact that it was something the Ryerson students did that was fun AND different from the noon-hour activities of the other schools in town.

Another Ryerson tradition of the '50s was the cartoons of Jim Dorward, Business '57, on The Ryersonian's editorial page. Indeed, the cartoons were to be repeated in the newspapers and year books of Ryerson--even as place mats at student dinners--long after Dorward had departed the scene.

Dorward grew up in Toronto and came to St. James Square with an irreverent view of the world, particularly the campus's special rites. At Ryerson, he played football and was one of the six "colony" members who applied for a Delta Sigma Phi fraternity branch. But his reputation rests on Murph, a big-nosed instantly-recognizeable Ryerson male student usually wearing a weather-beaten hat. Murph couldn't stroll across the campus without tripping over at least one rule. And everyone that's everyone, laughed when

he did it. College cartoons are often juvenile and suffer from terminal starvation of gag lines and good drawing. Dorward's cartoons were among the best college cartoons in North America. His first cartoon appeared on Nov. 23, 1954, showing Murph, although Murph wasn't to get his name for some time, sitting on the knee of a rather perplexed Santa Claus and saying: "...I was a good boy, an' I wore my tie all year!" He really got rolling in '55. In between satirizing the regulations and conducting a running war with Bruce Forsythe over the pristine purity of his gymnasium floor, Dorward kept a nice sense of what was topical. When the National Film Board came to make a movie, Dorward had a Mechanical Technology student stand in front of the drill press, complete with ascot and tailcoat, with a frustrated director yelling at the student "Act natural, dammit. Act natural."

There was the feeling in the late '50s that about the only person talking back over Ryerson's rules and regs was the cartoon character of Murph. As for the rest of the campus population, whether it be student or instructor, it was considered wise, the accepted thing, to mind your words when you complained about the Ryerson administration.

The Ryerson administration really meant H. H. Kerr. There was a faculty council, composed of the heads of the various departments, which met once-a-month on a Saturday morning in the board room just to the right of the main door of Ryerson Hall. Kerr said: "If a crisis arose, we would call them together at 4 p.m. to deal with it. But regular matters were left until the Saturday morning meeting. We held it then because it seemed to be the only clear time. We wouldn't be interrupted by other people. There were often some very lively discussion, some frank differences. They weren't a bit inhibited by me in any way, shape or form." Despite what the principal recalls, other participants remember that Kerr could run

the meetings with iron control, that what he wanted, he generally got. George Nicholson recalls that at a Ryerson function once, the principal volunteered the remark, although the subject really wasn't under discussion, that "I used to ask their advice but nothing much got done. Now I make the decision and tell them a week later." There's little doubt that in the determined fashion of Kerr's, that strategy was something he followed often.

To the early students, Kerr had been the charming leader who went out of his way to remember their names and to participate in their activities. Naturally Kerr could no longer keep track of everyone's name as the student population grew. He continued to go to all the athletic events that he could. But there was a gulf now between Kerr and his students, an inevitable one, perhaps, since Kerr naturally symbolized all of the rules and discipline. To student leaders, arguing a case beyond the limits Kerr had mentally set on the issue, Kerr could be austere and dictatorial. His politeness and smile would be strained by these people who didn't seem to realize that what they wanted was "not in the interests of Ryerson", the words Kerr would use to curtly end many an interview.

It would be unfair to portray the leader as a man of great rigidity at all times. Kerr could go to unusual lengths to help a student. He never forgot that was the aim of what he was doing, to educate young men and women in the best possible way. One clever student skipped all his Physical Training classes as a freshman. As Kerr recalls: "So we gave this lad a sup into the second year. But by that time, it had become a matter of principle with him. So he didn't make it up. So we gave him a supplemental into the third year as well. And it came time for graduation. As far as everything else was concerned, he was a bright student and he obviously was doing to do well in life. We wanted desperately to give him his diploma and still live within the regulations. So I got together with Ted Toogood and said: 'What can

we do?' I suggested we require him to run around the block half-a-dozen times and that would make up his credits in PT. He refused to do that. So we reduced it to three times around the block. He wouldn't do that either. Finally, I said: 'Now look it, principles are principles. But we have regulations that we have got to live up to. Will you run around once?' And he said nope. And he never did get his diploma as far as I know, although he had completed all other requirements."

Now contrast the Kerr who went so far out of his way to help this student--one he obviously held in some regard--with the authoritarian who presided over the PT crisis of 1958. It had been a cliché to call the big Student Union building the heart of the Ryerson campus. But the reasons that had become a cliché was because it was so true everyone said it. Everyone realized the Union was going to be demolished to make room for the first building in the Ryerson program. But it still was a crushing blow for the campus. All athletic competition involved with the gyms, whether inter-collegiate or intramural, stopped. So did the big Friday night dances run by the Students' Administrative Council, the only main regular recreational activity of the campus. SAC lost its offices. Mama and Papa Wycik's tuck shop lost a familiar home. And last, gone were the gyms for students to complete their PT credits. Ryerson did provide an old room used by Furniture and Interior Design, which had served generations before as a gymnasium for the Normal school, but the room had no charm and lots of splinters.

Kerr recalled that "PT was always a bone of contention and he sympathized with those students who said the makeshift facilities were inadequate."

Still, the order stood that no matter to what the facilities had been reduced, students were still expected to complete their PT credits in order to graduate or pass. There were rumblings all February about this. Letters poured into the student newspaper in complaint. Then one student,

acting as spokesman for his fellow Business students, took it upon himself to go a bit further with his protests than was normally done in these years at Ryerson. He went to see the principal. Kerr doesn't appear to have been in a receptive mood for complaining students. Both agree to that fact. But then the arguments start about what was said and just what happened. Angry words were exchanged. And afterwards the student told everyone that Kerr said he was expelled from Ryerson. The matter might have stopped there but this student had a clean record and was the top student in his class. And his fellow Business students weren't prepared to have him become a sacrifice. They poured into a general meeting of the Students' Administrative Council and demanded the SAC help the student. It was an angry meeting, filled with insults against Kerr, the "dictator", who could so casually throw a student out of school. The SAC appointed a committee to pursue the matter of PT credits and the SAC executive promised to intervene with the principal. The next day SAC president John Downing met with Kerr and the student. There was argument over what had happened at the first meeting and the student was called a liar. Nothing was resolved. Then several days later, Downing and the SAC executive returned to the principal's office and said they must insist on defending the student's right to complain to his principal. Kerr was angry but diplomatic. He said that all that was going to happen to the student was he would be placed on probation for the rest of the year. Basically this meant little. Probation was a black mark in the student's file which meant, in effect, if new trouble happened, the student wouldn't get a second chance. The SAC executive had talked over strategy in advance, being mad enough to threaten Kerr with their joint resignations from Ryerson unless he reinstated the student. The mass resignations would have stimulated stories in the Toronto media, the very thing Kerr would not want. But the executive realized that Kerr felt he had to discipline the student in

some way and accepted the probation for him as a reasonable compromise.

The administration eventually softened the position on PT credits and people may have wondered later what all the fuss was about. But the issue can not be regarded in isolation. It has to be considered in light of the other administration-student clashes during these years. To start with, Kerr had some very arbitrary thoughts about how Ryerson should be run. If Kerr was to notice that classes weren't beginning and ending on time, this was the way his notice read to the directors: "Will you please remind the members of your staff that the so-called 'break periods' must not exceed a time limit of ten minutes. Such periods are foreign to the university or secondary school organization and it may become necessary to abolish them at Ryerson if they are allowed to drift beyond the 10-minute 'limit'." You remembered that kind of memo.

Ryerson, in 1957, was still sticking to the old device against lateness that some directors, such as Sarah Murdock in Fashion, had been following since 1948. Most doors were locked at 9 a.m. Bert Parsons might relent a trifle in bad weather, and Eric Palin when he knew there had been major traffic problems. Ted Toogood gave his students 10-minutes of leniency at the gym. But generally, when you were late, the student missed the first period because the doors would be barred to him.

At Ryerson, where doors were locked against the tardy, and an honors student got into trouble for talking back to the principal, was certainly a far cry from the modern days of institutions where students sit on boards of governors and faculty councils. Indeed the Ryerson of the late '50s, compared to what was to come a decade or more later, was a pretty timid place. No one was prepared to bell the cat, or even to say that the cat might be wrong. And the tragedy underlying most incidents was that the principal adopted the position he did, not because he liked it or thought it fair, but

because it would be in the best interests of the Institute.

November, 1957, was a complete, 30-day disaster in the relationship between the administration and the students at Ryerson. Three incidents happened that month which, in greatly exaggerated form, joined the lore of Ryerson. Ryerson's "away" weekend at Waterloo College was a "Waterloo". The play Bus Stop, now a rather tame production when compared to what appears even on the TV screen, was rated "too risqué" for the Ryerson campus by Kerr. And some second and third year students, primarily Journalism students who were members of the campus press club, took a rather uneventful field trip to view the media of New York. How the three incidents were handled cast severe doubts in the minds of many about students' "rights" on the campus. When Ryerson's name was involved, the "rights" seemed to vanish.

The infamous Waterloo weekend ranks among the greatest strains between Ryerson and another institute in its history. Ironically, the Ryerson students were innocent of most of the accusations by Waterloo officials, and, indeed, there was a realization by everyone that Waterloo's charges would not stand up under even a cursory examination. While it may surprise those Ryerson pioneers who have talked for years about the "troubles" of the Waterloo trip, most of the damage blamed on Ryerson had been done before Ryerson students even reached the twin cities of Kitchener-Waterloo.

Ryerson students were looking forward to the weekend. The last Rams game had been a tough one against the Baby Blues of University of Toronto. The Blues had won 33-20 but the Rams had played very well. But on Nov. 1, Kerr received a phone call from Waterloo College telling him the dance that night had been cancelled because of brawling between the faculties of Arts and Engineering. It was suggested to Kerr that Ryerson not come the next day. He telephoned SAC president John Downing at the Friday night SAC-dance who pointed out that it would be difficult at that hour to notify all students

that the weekend trip was off and cancel the rented train. It was a normal, rambunctious Ryerson expedition that set forth, patrolled by the SAC reps. There was some drinking, but it was reasonably tame. Waterloo showed its hostility right at the start, summoning SAC members before the college president before the morning was finished to say the students were too troublesome. A list of damage was reeled off to Downing who said it was amazing that much had been done when the students had just arrived. Before the day was over, Waterloo police, undoubtedly a little skittish by what had been happening on the Waterloo campus--some referred to the brawling the night before as a "riot"--had picked up a number of Ryerson students and finally arrested four for various minor charges involving drunkenness. On Nov. 3, the police chief assured Downing that the charges were minor, but that he intended to proceed with them.

On November 4, Kerr met with Downing for a long, long talk about the weekend. Kerr said the Ryerson SAC would have to pay whatever damage bill was submitted by Waterloo. Downing argued that while it was unfortunate a few students had spent the night in jail, most of the physical damage had been done before Ryerson arrived and he thought that could be easily proven. Kerr said no investigation would take place. Kerr recalled much later: "That incident was badly handled by Waterloo but there was nothing we could do about it but to accept it. We had to make the best of it and keep the publicity down to a minimum. The more publicity that was given to such an incident, the tougher it would be for Ryerson to become accepted by these other institutions. In effect, Ryerson got pushed around. I say we did. But this is something that is very difficult to explain to students. It is better not to explain anything."

Kerr didn't want to do anything to jeopardize Waterloo College's current fund drive. He felt that if Waterloo had trouble raising money be-

cause of the Ryerson affair, the universities' "club" would find a way of retaliating. To ensure there was no public brawl over the costs of repairing the damaged property at Waterloo, he left no doubt that if the SAC rebelled at paying, the administration would take the money from SAC and pay the bills. By Nov. 5, only the Tuesday after the Saturday, Kerr was uncomfortable with what The Ryersonian was doing and ordered all stories killed about Waterloo. Two days later, Kerr summoned the SAC executive to his office and said the SAC was going to have to punish the students who got into trouble at Waterloo.

Some of the tension was put aside for the RIOT of Nov. 8 when, for the first time in a few years, each school put together a skit in competition for a golden Egg, actually a gilt egg. Photo Arts won for a fake healing machine, something the campus could have used. But before the loose ends from Waterloo could be settled, with some rather irate students concerned the treatment of the Waterloo four would be unduly rough, the Bus Stop affair broke when the student production was killed by Kerr. No doubt some of the things said against the administration over Bus Stop were things the students wanted to say over Waterloo but didn't dare.

A drama council had been formed at Ryerson in November, 1954, under the direction of Sarah Murdoch. One of the things the drama council did was to ensure that plays would be acceptable vehicles to be seen on campus BEFORE the students went into rehearsal. The council was composed largely of administration and instructors but there were generally a couple of student members as well. Murdoch said Bus Stop had been acceptable to the drama council because the Ryerson Drama Workshop had "edited" it. Students explained that the editing consisting of de-sexing, playing down the sex angles and playing up the undertones of loneliness in the play about an encounter at a snow-bound highway restaurant between a cowboy looking for

a wife and a showgirl looking for a job in a burlesque house. However, it was the play's reputation that did it in. It seemed that Kerr had made up his mind to kill it--or rather he said the drama council had killed it--without viewing the de-sexed version. Indeed, Kerr refused to be drawn in to what specifically he didn't like.

Kerr met with Bus Stop's cast and said the student version was too risqué for campus production. He said that the school's reputation had suffered from vandalism at Waterloo College and he did not wish to see it damaged further. He said he had seen a CBC TV production of Bus Stop which he considered quite good. He told the students: "That was an adult production for adult consumption. This wasn't." He said the drama council had rejected the play and he had concurred. However, Sarah Murdoch, the Fashion head, was quoted in the Toronto media as saying that the play had been cancelled after "word got around to Mr. Kerr about the nature of the play."

The campus reacted, of course. The Ryersonian devoted a blockbuster of an editorial to the situation, using the entire editorial page to attack the decision. Students were bitter, pointed to Kerr's use of the word "adult" and that it didn't apply to them. Some students tried logic, but in the face of censorship, logic often takes a whipping. If people would be offended by the play, they didn't have to go to it, one student said. Karen Hazard, one of the actresses, said she couldn't understand why Kerr would axe Bus Stop when *Lysistrata* by Aristophanes--"one of the filthiest bits of literature I have ever read"--was on her course of study. But Kerr stood firm, although he displayed some irritation at what The Ryersonian wrote, saying no Ryerson student was going to catch Bus Stop on campus. And two months of rehearsals were wasted.

Attention then switched back to the Waterloo affair, with the campus in a surly mood. One of the Ryerson students arrested at Waterloo had met

with the SAC executive and told a rather pitiful tale about how he had got involved accidentally with police.

Executive members sympathized but decided to do nothing until all cases had been dealt with by the courts. On Nov. 20, Jack Hazleton and SAC president John Downing went to magistrate's court in Waterloo to observe. The magistrate quite plainly in one case felt the student had been charged with an offence much greater than the evidence warranted and spoke to the court that it wouldn't have been fair to blot a young man's reputation for the rest of his life for what was, in essence, just a bit of a prank. All the students got minimum fines, the magistrate at no time indicating he felt the cases were unusual.

Now it was up to the SAC. Kerr had indicated that he felt the students should lead in deciding a punishment since the trouble had occurred on a SAC-sponsored trip. Not all SAC members agreed with sitting as a court on their piers, nor did everyone want to send a cheque to Waterloo College for the damage. On Nov. 26, the SAC executive decided to hear the students and assess punishment. The next evening, the main council agreed, without the expected debate, to follow the recommendation of the executive and to send a cheque to Waterloo. The bill was \$50 for a fire siren ripped from a wall, \$110 for painted stadium bleachers, \$107 for damage caused by overturned fire extinguishers in a Waterloo Arts building and \$116 for damage to some buses rented from the municipality. On Nov. 28, the four Ryerson male students appeared before the SAC and told their stories. There were no elaborate excuses or denials and the executive decided that it would be unduly harsh to recommend to Kerr anything beyond a black mark on their record.

The word most often used was "probation", although it was never precisely defined. There was some question as to just how far the Students'

Administrative Council could go in recommending punishment but Kerr had indicated that some form of probation would be acceptable to him. It was understood that nothing would happen to the students unless they got into trouble again. During the discussions with SAC, it had been suggested by various members that the four be barred from campus social activities. That was considered almost impossible to enforce and probably too severe. While the SAC seemed satisfied at the solution, the inevitable student polls that instantly appeared in the Toronto newspapers and The Ryersonian seemed to link the four erroneously to the bill for damages submitted by Waterloo College and students said there were obviously more than four people involved in the damage. Several students said the four were being made scapegoats for what happened over the entire weekend. And there was a great deal of truth to that. But since the four students didn't lose anything because of their new probationary status--and something would only happen if they were in trouble again--criticism died away even from those who felt upset over the proceedings.

The next incident happened the same night as the four students were punished. About 25 students, mainly second and third-year Journalism students, with a couple from other courses who tagged along, left on an all-night bus to New York City. The students sat at the back, singing some songs, exchanging some jokes which were more rude than lewd, not being quiet but not being noisy either. At one point, the students were told to pipe down but there was no feeling of "us and them" antagonism on the bus. And no students were drinking, almost a rarity on a campus expedition.

In New York, the students met instructor Ian Montagnes and his wife, who had chosen to fly rather than take the bus, and did the sights. They visited the New York Times, Greenwich Village and the United Nations, three long days of enjoying the city. When they returned, they left no one in jail or even with a hangover, no irate management at the McAlpine demanding payment

for damage to rooms, no unseemly incidents of any kind. The exhausted students slept almost every minute of the return trip.

The group then plunged back into the activities of Ryerson and the Christmas exams. But by Friday, the word was out. Kerr was mad, because there had been a complaint about student behaviour on the bus trip to New York. And he found there had been no chaperone on the bus. By the next Monday, Dec. 9, there was no doubt about it. Kerr marched every student on the bus trip into the little auditorium, sat them down in the first two rows of uncomfortable seats, then proceeded to blast everyone for the way they had acted on the bus. After his tongue-lashing, he announced that every student there was on probation, then strode angrily out of the hall. Something might have popped right then and there with the students but most were too busy studying for examinations to notice that the list of Ryerson students on probation had just skyrocketed rather dramatically. And that it had been done without any attempt to learn the students' side. It was assumed the students were wrong. And that was that!

It took some time for the source of Kerr's anger over the New York trip to become public. And all the facts may never be known. But this is the version accepted by most of the participants. It seemed that on the same bus travelling to New York that night was Roy Greenaway, the Toronto Star reporter who was noted for his long years of service in the Queen's Park Press Gallery and for his paintings. An older relative turned to the venerable dean of legislative reporters as the Ryerson students sang or gossiped in the background and said, in effect: "You're always telling me how much power you have with the premier and the big shots at Queen's Park. Well, what are you going to do about these Ryerson students?" When Greenaway returned from New York, he telephoned the premier, Leslie Frost, who then passed the word along that some Ryerson students had been noisy on a bus.

Kerr felt he had no choice, considering the route the complaint had followed, but to take some action against the students. Any explanations from the students, any rationalizations, weren't going to count because Kerr really wasn't about to enter into any dialogue over the complaint, not when the premier of the province was involved.

There were a couple of unfortunate results, however. People who knew nothing of the true facts of the New York weekend, assumed, because of what had resulted, that there had been some strident misbehaviour. Then too, while being placed on probation was a "wait 'till next time" sort of thing, any leading students in line for one of Ryerson's awards had just acquired an insurmountable handicap. Ryerson wasn't about to give its top awards to students who had been on probation.

Years later, looking back, Kerr would take a quiet, almost benign view of the three incidents. As for Bus Stop, he said: "That play today would be considered very pale, wouldn't it? Somebody, I think from the English department, came in and said this play wasn't fit for students to put on. I think the faculty council discussed the matter and they considered it unwise, at that particular time when Ryerson was struggling to build a reputation, to put on that kind of play. And I guess I was delegated to request that it be stopped." His memories of Waterloo were more fiery. He recalled: "I don't think Waterloo handled it very well. They weren't prepared for this group. And our students, unfortunately, consumed too much beer on the way up. They were a little the worse for wear. Waterloo called in the police. This was a very unheard of thing to do. I got a nasty letter from the Waterloo people complaining about the conduct and they sort of thought that we weren't in that league, that we were too crude to be with these people. They told us we weren't welcome again. I threw the letter out. It made me angry. Students after all have to celebrate. They were on the train. If

Waterloo had only made some preparation for this thing ahead of time, nothing would have happened." As for the Journalism weekend, Kerr said it was just students going to New York on a regularly-scheduled bus where other passengers complained of being kept awake all night by rowdy students and complaints reached the cabinet. A minor thing, really.

Kerr admitted later he was often severe in these incidents because, "Regrettably there were times during my 18 years tenure of office when it became necessary for me to take an unpopular stand on some issue. The local community, however, was not always aware of the behind-the-scenes influences which shaped these decisions. Until the Board of Governors was appointed in 1963, I was a civil servant and as such, it was incumbent on me to heed the instructions and advice of my superiors. In the 1950's too, the public was still insisting that the Principal of a publicly supported school was to act as guardian of his institution's reputation as well as the morals and conduct of its students. Ryerson, moreover, seemed to operate on a political and confidential milieu and hence it was not always possible to acquaint my colleagues with all the facts. Had I been my own boss, however, the decisions might have been different." Kerr also argued that the students didn't realize how much the Ryerson administration was walking on eggshells to get the Institute accepted by universities. Kerr said: We were very anxious that Ryerson should develop to the point where it was accepted by the institutions of higher learning so that our students, if they wanted to go on, would be admitted and given credit for their Ryerson studies. I always was very proud of our students and believed they were a superior group of young people. But they always had to prove themselves, as far as the universities were concerned."

This philosophy, of course, was lost on those Ryerson students in '57-'58 who were convinced that Kerr had acted in a dictatorial fashion in the three incidents. And there were issues still churning left over from previous years. Students had come to this post-secondary Institute of higher learning and found discipline that often would have been considered onerous and dictatorial in a high school.

One irony was that the student body really wasn't a collection of hellions. Kerr and some Ryerson pioneers could say that they might have been a result of the taut way Ryerson was handled. For whatever reason, an inebriated student was about the worse thing that happened on the Ryerson campus, and the instructor-watchdogs at Ryerson dances made sure that was kept to a minimum. On-campus pubs were something so foreign to the way Ryerson was run in the '50s that it was never even suggested as a joke in talk sessions or the annual gag issue of The Ryersonian. For an example of big Ryerson crime, one has to look no further than the third-year student in Electrical or Electronics--that was about as close as the investigation ever got--who sold bootleg parking tickets in late 1956 at prices ranging from \$5 to \$8. Commissioner Art Evely stumbled on the little fraud when he found a poorly-parked car in the north-east parking lot just north of the Student Union and tried to reach the owner. Then he found the parking sticker didn't match as to name and number. Ryerson issued free parking permits to this lot on a need basis. The further a student had to drive, the better his chances. The competition was fierce for the stickers and one student decided to take advantage of this by printing his own version.

There were student hi-jinks, of course, such as RTA students planting more "bugs" than the RCMP. But they were generally like the trick played on Bill Simmonds, an instructor in Graphic Arts, a wiry, small elderly gentleman. He went through his quarters one day turning on lights around his big

lithography camera. Each light exploded with a brilliant light and then flamed out. The reason: his students had screwed large photographic flash bulbs into each socket. On another occasion, Simmonds was deep in a heavy lecture to his students. The printing classes were small and a close kinship developed between students and instructors. So the little band of students couldn't understand why their friend was coming on "so strong." They ended his tirade by picking him up and stuffing him in a big drum used for waste. The only way to get out was to rock the basket over and crawl out. Similar punishment was pulled as a prank on a Journalism student named Joan McCormick who later came back as a secretary to the Journalism head. Her fellow students stuffed her in a big wastepaper drum. McCormick, who also modelled, had a choice of tugging up her tight dress sheath or tilting the barrel over as Simmonds had done to escape. She improvised. She called Ted Schrader to the rescue and the gallant course head lifted her out. Schrader recalled: "She kissed me on top of my bald head. I looked in the mirror later and I saw these two big lipstick marks there. So I went into the washroom and scrubbed and scrubbed and it wouldn't come off. Joan was using indelible lipstick. So I went around all day, me a bachelor, with this great big kiss mark right in the middle of my bald spot." Generally that was what happened, pranks where no one got hurt. Walk through the middle building, the term used for the building immediately north of Ryerson Hall, and there was often eye-stinging proof that Chemistry students had just fashioned a great stinkbomb. The chariot races each fall generally featured a driver from Electrical with a whip connected to a concealed battery. All the driver had to do was touch his whip to one of the other human teams and push a button and the whip delivered a shock that was bound to throw anyone off stride. Funny, ingenious little stunts, that was generally the order of the day at Ryerson. This made the reaction of the administration when an

incident did happen to appear to be an overreaction, a case of overkill.

Then there was the question of student power, which, as one was remarked, in the early days of Ryerson referred only to the students' habit of grabbing rookie instructors and placing them in the electric chair at initiation time the same as freshmen students. The main student body at Ryerson was the Students' Administrative Council, consisting of a president, two vice-presidents, secretary and treasurer--who ran each spring in a campus wide election--and a main council consisting of one senior SAC rep for each school, elected by the school, and a junior rep for each year in a school. The junior reps didn't have all the powers and voting rights of the senior reps.

In the 1950s, the Ryerson SAC, in powers and campus responsibility, was caught somewhere between the typical high school student council and the SAC of the universities. A faculty "adviser" sat at every meeting of the SAC executive or the full council. During the '50s that was often F.A. Chapman of Business or Ted Schrader of Journalism. The main part of SAC funds was given by the administration from the student activity fee collected by the administration as part of the tuition. The amount of money was determined by the administration without discussion with SAC. SAC handed out some of this money for various campus clubs and used the rest for student activities.

The amounts seem low compared to the dollars that eventually flowed into the hands of students at Ryerson. In the fall of 1957, for example, SAC received \$3,000 from the administration, placed \$970 in a reserve fund and allocated the rest in this way: \$300 for the SAC office, mainly for telephones, \$300 each for the program, student services and special events committees, \$230 for the Nontario club--a fellowship club for students from outside the province, \$100 for the Student Union committee, \$200 each for the publicity and music committee and \$50 for the Christian Fellowship Club.

In the previous year, SAC actually spent \$1,221 on these categories. Any money left over at the end of the year, or raised from dances, went into a slowly growing student union building fund. So it can be seen that the SAC spent its time on dances and such special student services as a housing and job registry and preparation of a student directory. No student or rep from SAC sat on any of the faculty or administration committees. Indeed, no one even dared suggest each a thing.

When Kerr asked the SAC to play a role in punishing the Waterloo four, it could be said that he was trying to give more power to the SAC, although some SAC leaders argued they were just being used. But there was a feeling it was something the SAC had to do if it was to have any credibility at all on the campus.

SAC had come a long way since its beginnings. Kerr recalls that "the first treasurer was a lad who kept his accounts in his back pocket. We never did get the SAC accounts straightened out. Bills kept coming in for a couple of years afterwards. The money had just disappeared. He never knew where he was. At the end of the year, he had no money left so he just left for the summer and left us with the bills."

The first campaigns for SAC officers revolved around stunts more than promises of what would be done for the students. In 1951, John Runnalls parachuted out of the rafters to make his entrance at the election rally. Julian Smith was carried by supporters into the gym while seated in a MG. In 1949, a Graphic Arts student hired a plane to drop campaign leaflets on St. James Square but wind and rain carried most of them off to the puzzlement of the rest of downtown.

The SAC presidents always recalled by the Ryerson pioneers were, naturally enough, the first. Tom Gilchrist, the first president, started in Photography but finished in RTA. He was noted more for what he did later

because he was a conspicuous success as Gil Christie as television started in Toronto. It did wonders for Ryerson morale to be able to point him out to friends each day as a "Ryerson graduate." When Bud Evans, an Electronics student quit in the middle of his term, John Vail, the campus character, was elevated by the Council and that created a fuss. But Vail, generally referred to as Honest John, put on a blistering campaign when an election was called, complete with top hat and morning coat and a speech that featured such lines as: "I realize that I have little merit and am unworthy of even running for office (cries from audience of "No No! Genius! Ryerson's only hope!"). If I am elected, I promise to do you every service within my power. I am very simple (deliberate pause) and have no gifts (pause) of eloquence as has my worthy opponent. I merely bring an honest face..." After Honest John Vail came Jim Deacon of MIT, John Anderson of Retail Merchandising, Gord Carr and Bill McGill of Electronics, Hyrc Walton of MIT who left in mid-term to marry Nancy MacLeod from Home Ec., Ron Chambers from Industrial Chemistry, Gerry Farkas and Don Cangiano, better known as Blue Serge Cangiano for his regular choice of attire.

After the tumultuous fall of '57, it was decided the SAC really had to define its responsibilities on the campus further or the next time an incident flared, the flying-by-the-seat-of-the-pants approach might cost SAC dearly. In January, 1958, SAC president John Downing and the SAC executive produced a code of conduct which was accepted by the council in February. The main part of the code stated: "Students must not consume alcoholic beverages while attending SAC-sponsored functions or while travelling to and from such functions on SAC-sponsored transportation." The code called for "a suitable body of personnel on every SAC-sponsored trip or excursion to ensure conduct not detrimental to Ryerson. If members of any student group got into trouble, SAC could withdraw its recognition of the group until

it takes action against students. The important part of the code, however, came with the listing of SAC powers in time of trouble. SAC action against student offenders could range from reprimands, through suspension of attendance at student activities, to recommending expulsion to the Faculty Council. Obviously SAC intended to be something more than the stager of specialty dances.

Then the PT controversy arrived, one that didn't fit within the confines of the new code. In its simplest terms, it was a verbal rebellion of students against the administration for demanding completion of the necessary number of PT credits when proper facilities for earning those credits no longer existed. When the Business student tangled with Kerr in the principal's office, when the SAC intervened on his behalf, they were into ground not covered by any code.

To the casual observer, such as the Ryerson student who wasn't very interested in what happened on the campus outside his classes, the fuss over PT credits died and all campus agitation ceased as most students settled to the books they had planned to read all year and never got around to until the pressure of the approaching examinations. Then, too, the new SAC executive was elected by acclamation, hardly indicative of any campus ferment. But there was a meeting that spring between SAC president John Downing and a handful of senior Ryerson instructors, including course directors. The meeting wasn't planned. It was a gathering that happened over coffee in the cafeteria late one afternoon, or so it appeared. The Ryerson people told Downing that they thought events indicated that after 10 years of tight control over the school he loved and created, Kerr was not about to cease his practice of dictating how every single thing was to be done. They felt his philosophy as to the operation of Ryerson, and the powers of the administration staff under him, and the students, was now detrimental to the growth of Ryerson,

and if nothing happened to cause Kerr to change his ways, Ryerson's reputation would suffer. Their solution: that SAC stage a one-day student strike in protest. The feeling was that the provincial department of education would investigate the reasons for the student strike, since questions would certainly be asked about it at Queen's Park by the Toronto media. And during that investigation, there would be an opportunity for the point to be made that the principal was governing his school a bit too closely, that his grasp was choking healthy growth.

The student strike was an idea that was toyed with for about a day. Then it was abandoned. Downing suspected that it would be impossible to get a majority of Ryerson students to cut school for a day, or to demonstrate, and unless a majority did so, Kerr could point to the numbers and say it was obvious a majority thought everything was fine. To start with, it was felt that the giant Electrical and Electronics schools would, in the Engineering-Arts philosophy clash found on other campuses, would ignore the strike saying it was the brainstorm of Journalism, RTA and Business. Downing talked to a number of third-year Ryerson students and SAC members and most agreed there was a good chance a sizeable number of students, concerned more about passing the final exams than staging any reproof against the Ryerson administration, would just not participate.

If it had been the '60s, no one would have had to suggest the demonstration to the students. They would have been out there demonstrating. After all, their peers were doing it all over North America. But it was the '50s, and jobs and conformity were important. And so the class of '58 left Ryerson without firing the first big gun for campus reform, leaving a few instructors annoyed at their docility.

Not all disciplinary problems of the '50s were dealt with by the principal. However, under the benevolent paternalism that was Kerr's basic

approach to his job, he participated in every decision at Ryerson of any import. But wrist-slapping could be left to a discipline committee of the Faculty Council, usually chaired by Reg Soame, the formal and correct head of Photographic Arts whose bearing betrayed his military background. Charles Temple recalls: "If a student was to be disciplined, he was paraded before the whole Faculty Council and the council members would have on their black gowns. It must have been quite a traumatic experience for someone to be ushered in and meet these stern-looking members of the Faculty Council. I remember one lad. I had put him on charge because he had borrowed \$100 from the loan fund and then gone off to New York. Then another chap, who really annoyed me. We had loaned him \$100 or \$150 and the first thing he did was buy an engagement ring for his girl friend who was then in Home Economics. I can still recall that student protesting his innocence. 'But look, it wasn't the loan fund that bought the ring. I got the money from another student.'"

The discipline committee was pressed into service when the Ryerson drama club went off to Montreal and the students got into trouble when bottles went flying from the hotel windows. A colleague recalls that when the students were paraded before the committee, "Soame was sitting at the head of the table in the old boardroom, all spiffy and starchy, and said: 'If you must drink, at least drink like gentlemen.'"

Temple's irritation at the students that came before the discipline committee charged with misuse of loan funds probably stemmed from the fact he had been charged with getting Ryerson's loan program rolling when he came. Temple recalls: "The only trouble was we had no money to loan. We came in to \$300 or \$400 in an interesting way. A truck entering our east gate on Gould St. banged into one of the pillars and practically knocked it down. We assessed what the damage was and then arranged for the bricklaying apprentices

to rebuild this pillar. We sent a bill to the insurance company and the insurance company paid this claim. So I used this money to get our loan fund started."

Probably the most hilarious case to come before this discipline committee, although the administration probably would not view it in that light, was the saga of the two Journalism students who used bursary money to go to New York City in the early '50s. It proves, once again, that truth really is stranger than fiction. One student received \$300 in a bursary and the second student received \$150. They were talking with a third student about how the bursaries were nice but they really did need more money than that in order to live for the rest of the school year.

The two travellers have since had long and successful careers. This experience is really not the most flattering to them so they prefer anonymity. Let's call them John and Bert. John recalls: "Bert says that he had been listening to quiz shows and he figured that the two of us had enough general knowledge to beat any show. New York is the king city of quiz shows so let's go there. We went by bus, stayed in a dormitory at the YMCA for \$1 or \$1.50 a night and ate from vending machines. We didn't want to waste any money. We went to our first radio quiz show and when they came to us and asked where we came from, Bert said South Africa, figuring the more exotic the place, the better our chances for getting on the air. But they just passed us by. We went from quiz show to quiz show and we never managed to get on any of them. But each quiz show had door prizes and we kept winning stuff we didn't want, like nylons and blouses, silly things like that. We had all this stuff so we stood out on the street and started asking people if they wanted it. A policeman saw us giving it away and said we had stolen it. He took us off to the station where we explained we had got this from quiz shows. The police took us to a couple of the radio theatres and they explained we really had

got the things there. The minute we got back on the street, we started giving the stuff away again and the cop just shook his head and went away. We went to CBS, figuring we might do a story on television for The Ryersonian. They gave us the VIP treatment. They showed us around and gave us tickets to their programs and even some tickets to Broadway shows. We had decided to stay for only two nights and three days so we couldn't use all these tickets. So, once again, we stood out on the street and started to give them away. This time, the police spotted us and thought we were scalpers selling the tickets. When he accused Bert of that, Bert said no and offered him a couple. He took us back to the same police station where we had been before. We told our story to the police sergeant again and they let us go again, after Bert offered the sergeant a couple of tickets. Our final night in New York, we were so despondent at not getting on any quiz shows at all, we went for a long walk around 1 a.m. Apparently we were close to the Bowery. A police car came along and picked us up again and took us to another station. They gave us a lecture on how we shouldn't have been walking in that area at night. After the lecture, they told us to go, but Bert said they had taken us out of our way. So they kindly drove us back to the Y. When we returned to Ryerson, we were told by the other students 'they're after you.' We had told other students what we were going to do in New York and the word got around. That was a mistake. One director was really mad at what we had done with the bursary money and he was instrumental in instituting proceedings to have us kicked out of school. We went around and lobbied the other directors. We told them how little money we had spent in New York. We went to Ted Toogood because he was a good head and explained everything that we had done. I had good marks, honors, and stood second in the class. Finally the directors voted to suspend Bert for two weeks and me for one week. I don't know why the difference except he had got double the money that I had from the bursaries."

Despite humble beginnings and the occasional unorthodox use, the loan fund grew, helped by a grant from the Students' Administrative Council and some gifts from grateful students. It quickly reached a revolving status. Course directors also were diligent in lobbying both with their advisory committees and with the outside world for scholarships and bursaries. By 1954, 140 students shared nearly \$20,000 in scholarships and bursaries. In bursaries alone, there was \$12,291. Graphic Arts was blessed with an aggressive staff and a receptive field since it always was the leader in getting money for its students. Electrical and Electronics were second. In 1954, for example, Graphic Arts offered \$4,992 in bursaries and Electrical and Electronics had \$2,525, together more than half the total. When the fortunate Ryerson students gathered on Oct. 30, 1957, for Awards night--Ryerson's administration had decided that it was in everyone's interest to have a special night to honor the recipients and display the donors and advisory committee chairmen--there were \$27,673 to give as scholarships and bursaries. Graphic Arts led the schools with \$6,325. Electronics and Electrical was second with \$4,100. Industrial Chemistry was third with \$2,866. Then came Mechanical and Industrial Technology with \$2,766 (plus \$2,000 in a special loan fund), Hotel, Resort and Restaurant Administration at \$2,050, Radio and Television Arts, \$1,750, Architectural Technology, \$1,011, Fashion, \$1,095, Business Administration and Secretarial Science, \$975, Furniture and Interior Design, \$625, Baking Administration, \$600, Merchandising Administration, \$500, Photographic Arts, \$450 and Pre-School Education, \$110.

In addition, there were awards that would have been familiar to any academic, such as the \$800 exchange scholarship in advanced Electronics to a student from West Germany, four general scholarships of \$100 each for three years open to all students, gold medals, directors' trophies and gold watches. There were prizes, though, that were symbolic of Ryerson's special status--

four awards of enough material to make a coat, for Fashion students, and a portable typewriter for a Journalism student.

The Institute's top award was the gold medal awarded at the graduating banquet. Grant Hines and Charles Temple selected the design and established the guidelines. The winners were campus leaders in scholarship, student activities and athletics. There were also two silver medallists chosen each year. At the athletic banquet held each spring, the Institute's top athletic trophies were awarded. The oldest trophy was The Ryerson trophy, awarded first in 1949, to the Institute's outstanding male athlete. In 1953, H.H. Kerr donated a trophy for the women athlete of the year. Then in 1955, two more trophies were offered: the G.L. Dobson trophy for the woman who made the greatest contribution to athletics, and the Don H. Craighead trophy for the man who made the greatest contribution to campus athletics.

Ryerson, of course, ended the '50s with no athletic facilities at all. The trophies had to be earned on rented playing fields and in borrowed pools and gymnasiums. There wasn't even a parking lot that could be cleared for a field day, any more. It had vanished under the first new building, the cornerstone of which was laid on May 12, 1959. Dr. C.F. Cannon, the Chief Director of Education for Ontario, made a graceful speech then which, as he pointed out, was much shorter than the two-hour speech Dr. Egerton Ryerson had delivered 108 years before when the cornerstone for the Normal school had been laid. Cannon linked old and new, saying: "For more than one hundred years this square has been dedicated to the youth of Canada. Befitting its historical setting, the new Institute has not lost contact with the old traditions, for the Institute's balanced curriculum of the sciences, the arts and the technologies is rooted in the high academic principles of Dr. Egerton Ryerson."

Ryerson also acquired another new building as the decade ended, but

this one was older even than Ryerson Hall. It was the Working Boys' Home at 63 Gould St., known in its early decades as Oakham House, the great Gothic house Dr. Ryerson must have admired as he walked St. James Square and contemplated its purchase. Not only did its age (built in 1848), famous creator and design set it apart, it had also served as the home of the D'Arcy McGee family, McGee being the Father of Confederation who was assassinated.

The story of how Ryerson was to acquire the building for a Student Union highlights some of the frustrations Kerr faced in running the Institute. When Ryerson's expansion plans made it obvious the old big Student Union was doomed, Ted Schrader suggested to the Journalism students that they scout around to try to find a suitable building for a new Union, then crusade to persuade the administration to purchase it. Schrader said that would be good experience for the work they would be doing later on newspapers. The Working Boys' Home seemed an obvious choice. Its title was searched and it appeared to be worth about \$35,000. A Student Union Building Fund had been growing over the years. Kerr, the chairman of the alumni-student-faculty committee which supervised the investment of the fund, said there was about \$35,000 in the fund. Not only that, officials of the Working Boys' Home--which provided lodging for orphans and out-of-town youths--were looking for a new site where they could construct larger building on a big lot.

Kerr was aware of all these facts but was playing his cards close to his vest. He felt that any great display of interest by Ryerson Institute in the property would merely drive the price higher. So he was being cautious. It didn't help, however, when The Ryersonian kept telling him in print that the building would be a marvelous acquisition. He worried that the same newspapers could also be read by the officials of the home.

A typical example happened on Sept. 26, 1956, when Terry O'Connor, who would return to Ryerson later to be an information officer, wrote about

the house. He included the information that Kerr thought replacement value for it was around \$100,000, meaning Kerr thought it would be a good buy if officials wanted \$35,000 for it. This story appeared under the headline "Rye Recreation Centre Now Tantalizes SAC President As Gould Site Soon For Sale." Ryersonian editorial writers diligently followed up with editorials about what a good idea buying the home would be. Finally Kerr could take it no more. He called some Journalism students into the office. He didn't tell them outright to stop writing about it but gave his reasons why he didn't want to have too much attention paid to the Working Boys' Home by Ryerson. The students agreed it would be in Ryerson's interest if their crusade stopped.

Kerr recalled later how the deal finally worked. He said: "The officials from the home had come to Dr. Dunlop, the education minister, to discuss its future. Some wanted to enlarge the place, others wished to have it relocated in the suburbs. Dr. Dunlop remembered my plea to him to help us acquire a building which could be converted into a students' union. With this in mind, he bargained with the Home officials - if they would deed their present building to the government, the latter would assist them financially with new facilities on another location. The officials agreed and the Minister was able to persuade the cabinet to give its approval. That is how Ryerson obtained its student union building. Ryerson is the fourth owner. The house's creator, William Thomas, sold it to John McGee, cousin of D'Arcy, on June 6, 1860, for \$2,000. It was at the turn of the century that the Working Boys' Home started.

It was a proud day for H.H. and Ryerson when Premier John Robarts

opened the new student union building in November, 1960. Roberts said: "It is fitting that your principal's name be perpetuated in connection with Ryerson." Then he unveiled a bronze plaque which said Kerr Hall. It was Ryerson's first building which could truly be called solely a student centre since the first Student Union had also served as a gymnasium. About the only thing that marred the day for Kerr was the fact the sculptured animals were gone from the Church St. steps. Although it was common to hear them called lions around Ryerson, they were actually two red dogs, described by Eric Arthur, the famous architect, in his book Toronto No Mean City as "two mongrel red dogs." Kerr suspects the Working Boys' officials took the sculptures with them, although they were supposed to leave them.

The student union was to carry the name Kerr Hall until Jim Peters, as a member of the Board of Governors, successfully moved that the unnamed quadrangle building be called Howard Kerr Hall in 1969. In the same motion, Kerr Hall became Eric Palin Hall, in tribute to Ryerson's cheery second parent.

One of the unofficial student centres was Steele's Tavern just around the corner of Gould on Yonge St. Instructors claimed the student business at Steele's was directly related to the time of the year. As the school year wore on, and the bank accounts became leaner, students tended to shift their business south to the Edison. Now both Steele's and the Edison are gone, but their memories are evergreen with many Ryerson pioneers and alumni, just as the King Cole Room is remembered by Varsity grads.

Jim Peters wrote a "reminiscence" of Steele's years later which captured some of the ambience. He said: "In the middle fifties when air conditioning was accomplished by opening a window and the Ryerson campus was still cooled by the dappled shade of linden trees, an extra-mural society organized itself which exemplified the esprit de corps, the bonne vie which characterized the early days when everybody--faculty, students, and secretaries--knew every-

body else on the campus.

"The society grew and prospered amid the beer fumes of Steele's Tavern, a block away on Yonge Street, and although not all the founding members are remembered now, chief among them were the late Ted Schrader, Tom Paton and Bob Leitch of Radio and Television Arts, and I of the English Department.

"I had the honor of naming the organization, whose main purpose was to guzzle draft beer, not wine, and to retell tall tales about the administration. The Bacchus Room Boys flourished in the halcyon days when Steele's had no television or live entertainers, the decor was plain second-floor Yonge Street and a glass of draft was as big as today's jug.

"Half of the membership were students and, of course there was always a few females, either faculty or students, to keep our language from curdling the beer.

"Guest members were always dropping in and touched elbows without ado. The membership fee of a round of beer was often waived as the Sergeant-at-Arms was trying to make a point amid the din and smoke.

"You had to check in early to get a seat close to the Establishment, led by those bon vivants, Schrader and Paton. The duties of the President and the Secretary were vaguely defined, and various competent elbow benders executed them at different and ill-defined times, without benefit of elections.

"The Dean of the B.R.B. was unquestionably Schrader, who visited the headquarters every day after school to check up on loose ends and practicing members. Paton, whose wit and brachial dexterity were legendary, was a constant threat to Ted's suzerainty.

"However, Ted became the permanent President and Chairman, without fear of a palace coup, after he wrote us a constitution which he safeguarded on his person. The constitution was read by Chairman Schrader at every meeting,

especially when someone of the Lower Orders was being fined a round of beer for unseemingly conduct.

"Tom Paton and Bob Leitch eventually moved over to Jarvis Street and quaffed their beer at the Celebrity Club, and despite the charisma of Ted Schrader, the Bacchus Room Boys suffered that inevitable decline that comes to all societies and empires..."

Some would also say that the last years of the '50s saw a decline in the community spirit of the Ryerson staff. That was inevitable as the Institute grew, as Ryerson pioneers were dislodged by newcomers with better "paper" qualifications, and as familiar faces left because of illness or new appointments.

Those new jobs naturally were often with new institutes of technology. Ryerson's overcrowding meant more students had to be trained elsewhere. At Hamilton's Provincial Institute of Textiles, the Hamilton Chamber of Commerce and the Hamilton Board of Education were calling for a full technological institute. Courses in Electrical, Electronic and Mechanical technology were added to the Textile Technology courses in 1956 and the program was expanded again in the next years. New institutes of technology were opened in Ottawa in 1957, Windsor in 1958 and Kirkland Lake in 1962. In 1958, a common first year was started for Engineering Technology courses in all the provincial institutes, meaning successful students could transfer easily to Ryerson for the second year. However, Ryerson had the widest range of courses and its enrolment would continue to be more than all the other institutes combined.

Don H. Craighead, the Director of Studies, left to become the new principal of Hamilton Institute of Technology in 1957. He did not know at the time he had been recommended for a vice principalship to the Department of Education and said if he had known that, he would have been even more reluctant to leave Ryerson. He recalls: "At the time I went to Hamilton, it

appeared that I had no choice. The Superintendent of Secondary Education, in effect, gave me an ultimatum. When I indicated reluctance, he intimated that I either accepted the principalship or sat at Ryerson for the rest of my career."

Then Doug McRae left the following year to become the principal of the new Western Ontario Institute of Technology at Windsor. His final act as registrar was the first convocation to be held off campus, at the church on the north side of Gerrard. McRae never realized he was the butt of a standing Kerr joke. Kerr recalls: "He was sort of the aristocrat of our staff. Doug had been teaching before the war at Western Tech and then he was in the air force. He was another one of those who came around and asked if he could be of any use. And we were delighted to get him. He was a very good teacher and a very good administrator. His father had been head of the Toronto Street Railway Co. and had sent Douglas to Upper Canada College. I think Douglas always looked back on UCC as the highlight of his entire career. Later on, he would always mention the college, and I would say: 'My, what college do you mean, Doug?' I don't think he ever realized I was pulling his leg over this college business."

A campus legend, George Hitchman, left in 1959, although tales would remain of how he would vanish into the catacomb of rooms and halls under the main buildings whenever anyone needed him in a hurry. H.T. Ness, Tom Purdon and G.V. Van Tausk were gone from the campus, three men who had been there at the very beginning.

Mrs. L. Gladys Dobson, Ryerson's indispensable First Lady, died on April 17, 1960. She had come to St. James Square on March 1, 1945 from supervising the cafeterias at giant A.V. Roe during the hurly-burly of a defense plant in World War Two. Not only did Mrs. Dobson supervise Ryerson's cafeteria, she also was in charge of a number of courses, beginning with those for chefs

and bakers she developed in rehab days to the courses in the '50s in Hotel, Resort and Restaurant Administration, Baking Administration, Home Economics and Pre-School Education. She still had the time after all that to cater to the special functions put on by staff and students. An obituary in a Ryerson publication noted she "was a pillar of strength to Ryerson Institute of Technology for fifteen years and an outstanding member of her own profession for a much longer period than that." It pointed out that she often received one of the ultimate accolades for a teacher, that students said they always felt free to come to her with their problems and despite her busy schedule, she always had time to provide kindly and good advice. "She was just like a mother to me," many students said. And many colleagues felt sad that the campus had lost a great teacher, administrator and friend.

Ted Toogood, the former Toronto Argonaut captain, left for the high schools of Etobicoke in 1960. He was one of the campus' safety valves, a popular athletics director. Everyone seemed to have a smile for him. Kerr did too, although Toogood's losing battles with the records and bills of his department were not the sort of thing the stern principal usually looked on with any amusement. The pioneers can recall the Kerr memos on how the class records had to be kept in neater fashion. Toogood was noted for occasional fits of absent-mindedness, such as sending a Ryerson team to play Ontario Agricultural College in Guelph only to find a few hours later, when the OAC team phoned from the Toronto field, amazed that no one from Ryerson had appeared, that it was supposed to be a home game for Ryerson.

When the oldtimers gathered over coffee in 1960, or something a little stronger, they would talk about the troop movements, not the instructors who came for one or two years and then left again, but about the people who had been there at the start and now were gone, men and women who had run departments, been active in extra-curricular activities and who had helped create

the traditions of the young Institute. The list of those who had left included Morley C. Finley, Elizabeth Webber, Harry Burk, Vern Byers, Ed Henson, Sarah Murdoch, Doug L. Sheahan, Walter Turner, John W. Barners, Art H. Britton, Grant Hines, Margaret Simpson, Les H. Holmes, J. Wes Peacock and Dough C. McNeil.

There's no question that for the staff who came to Ryerson during the first dozen years, this part of the Institute's growth would always be something special in their memories. That was especially true for those who were teaching for the first time. For many teachers, their first colleagues and their first students stood out in their memories, often in sharper details than those they had more recently. And then there are the funny experiences. Tony Wilkinson in his early days looked so youthful that when he used the staff washroom, other instructors used to think he was an interloper. So he used to ask Jim Peters to go with him, Peters who was so awed by his first teaching days at Ryerson that he was almost afraid to talk to the mandarins of education who were his colleagues. Jack Hazelton remembers his first days when he came as a Chemistry teacher to replace Grant Hines who had gone to Stelco. He said: "I remember that I had been here five weeks, a new teacher out of industry and all that, and I was teaching Chemistry to one of Mrs. Dobson's classes. I was having a bad time this day. The class was quite unruly. So I said: 'Listen, if you don't want to pay attention, just don't come. Stay away!'" Next day, nobody showed up. I said to myself that I just blew my teaching career. But she had taken them all on a field trip."

One of the big song hits of the '50s was Moments To Remember by the Four Lads. No doubt many Ryerson grads think back when they hear that staple of the college dances being played today, even though it was rather an idealized version of campus life. Ryerson didn't have much in the way of quiet walks, mentioned in the song, but the scar on Al Warson's head is testimony to the fact they tore the goalposts down. "As summer turns to winter, and the present

disappears," the grads that have gone their separate ways could think back to the '50s. Sweet-and-sour snapshots could flash in their minds. Romances and dances. Instructors who could inspire or tire. Friends. Football and hockey championships in 1958. Brigadoon and Pinafore, Red Mill and Finian's Rainbow, and the RIOTs. The Ryerson band winning the Kiwanis in '57. Rumors of the skeleton found under Ryerson Hall, and the empty sealed room which really was there. The stray alleycat that became the Graphic Arts pet. Cheating on dress regulations by pretending there WAS a tie under the sweater. Jokes about the shortage of girls and what was a girl to do with the three and a half men each Ryerson female got, and still have time to study? Worry about school spirit. The elation when the first formal Blue and Gold in '55 was a success. The fees which crept from \$96 in '54 to \$134 in '56 to \$187 in '58, and no matter how inexpensive compared to other schools, still were an effort to raise. Campus ditties like "You are best, cause you charge less, Hail to thee O Ryerson." Mama and Papa Wycik and their kind faces. And H.H., of course, who could look back on this period later and say Ryerson would never ever experience such a period again in growth and change.

Principal H. H. Kerr's wish to take Ryerson out from under the Department of Education, and have it run by its own board of governors, was not just a sudden brainstorm in the early '60s. As early as April 7, 1952, when Kerr was giving his state-of-the-institute message to the advisory committees, he said he hoped the department would soon be in a position to help Ryerson in this way.

Kerr's idea of a board didn't go away because as the years went by he felt the need for it more and more. Under Dr. J. G. Althouse as Chief Director of Education, Kerr said Ryerson had a free hand to experiment and develop curricula without having to conform more than nominally to the restrictive rules and regulations of the civil service. However, Kerr said, after Althouse was gone, it was assumed more and more that Ryerson had been given its chance to mature and it was drawn more into the orbit of the rules and regulations of the civil service. As a result, Ryerson's great period of experimentation and consolidation between 1948 and 1958 was no longer possible, even if Ryerson's administration wanted to make drastic changes.

In February, 1961, in an interview, and in an essay written by Evelina Thompson of the Business school for her course at Ontario College of Education, Kerr explained that Ryerson at that point was operating as a "school for technical training" under an act passed in 1934 which allowed the minister to run such schools "In one or more branches of industry." Kerr said: "This places us in exactly the same category as the Provincial Institute of Trades, but it does reflect accurately the thinking in 1934 of the government and the Legislature regarding the place and the aims of technical institute education. I doubt that even now the Legislature is sufficiently informed to countenance a change in the wording of the act. I sometimes feel it will take a generation to educate the public to realize fully that the true

objectives of Ryerson are to meet the educational needs of that large group of young people who for one reason or another do not wish to embark on a career which requires a much longer period of preparatory training than do the careers for which Ryerson prepares its students. These latter occupations are not only rewarding in themselves but they are equally important to the nation's economy. In serving this group, the Institute is making an effective contribution to the needs of business, of industry, and of government in Ontario and beyond its borders. This was and always has been the official aim of the founders of the Institute, but as I explained above, it has not yet been adopted by the Legislature. The Ontario Department of Education has been accused recently of not providing leadership, but here is an example of where official thinking is a generation ahead of the public image. According to the legal interpretation of the act, we are illegally operating many courses at Ryerson. Our excuse is that courses were offered and expanded as the need arose."

Kerr said that in 1961, Ryerson fitted into the education ladder on the rung between universities and secondary schools. He said: "When the subject matter in some of our courses has been strengthened, we will be able to say in all honesty that we are operating on the junior college level. But he pointed out that the act did not verify such a status since a school for technical training could be below a secondary school and technical training implied skills rather than theoretical knowledge. That's why the Secondary Education branch of the Department of Education supervised Ryerson.

Kerr made it plain in 1961 where his priorities were. He wanted a new act for Ryerson, and a Board of Governors. He argued that when the building program underway was finished, the Government would be loath to spend any more money on capital expenditures for Ryerson. Kerr said that assistance would only come from commerce and industry and that could only be accomplished if Ryerson was run by a properly-constituted board. Besides teaching facilities,

Ryerson needed residence for students, an adequate library, parking and athletic facilities.

Kerr had a number of fears about the "buildings", which is the way the senior people of Ryerson referred to the complex of provincial buildings around the Legislature. Some day, the Civil Service might get tough, notice the teachers got a longer holiday than civil servants, and demand that the teachers report to the "buildings" for work if Kerr didn't have enough work to keep his staff busy in July and August. Then too, Kerr didn't like the new attitude around the "buildings" about Ryerson. Kerr recalls: "All of a sudden, this orphan that no one thought would last more than half a dozen years at most had blossomed to the point where people were talking about it and complimenting the Government and the Department for having the foresight to establish such an institution as this. It had become a jewel, and the department, the senior officials, were very loath to have it leave their jurisdiction."

However, a glance through Hansard of the debate during the approval of the estimates of the Department of Education in February, 1961, shows no deep worry by the opposition parties about what was happening at Ryerson, other than concern about universities not giving adequate credit for Ryerson courses to Ryerson graduates wanting to enter university. Bascom St. John, the education columnist for The Globe and Mail, had criticized this point on Feb. 13, 1961, writing: "Because of the sterile academic rigidity of the universities, graduates of the technical institutes are not permitted to go on to university courses simply because they have not walked through the narrow Grade 13 gate. That they have studied for three years beyond Grade 12 matters nothing. No approaches have been made to find a point at which the institute engineering technician courses could, for instance, be integrated with engineering, or electrical technology with the electrical

engineering course, to mention only two." Donald MacDonald, leader of the CCF, raised that point on Feb. 20. He said he was delighted that John Robarts, the Minister of Education, was going to make use of Federal grants to extend the technical institutes' facilities because he thought the institutes had proven themselves beyond any shadow of doubt. But he wondered why it hadn't been possible to co-ordinate courses so that after two years at Ryerson, if a student had an interest that he wanted to satisfy with a full degree, he would not receive some credits.

Robarts replied to this issue which would bedevil Ryerson for many years: "I am informed that the engineering association gives credit for technical institute work towards engineering credit, but each university has its own entrance requirements. Secondly, the Association of Professional Engineers grants certification on five different levels of work taken by pupils in engineering technician courses. Now, this is not necessarily a university credit, but it is a degree of professional recognition. I would point out one other thing. These technical institutes are not set up as junior universities, and I think we would make a very great error if we allowed that concept to creep in. They are set up to do exactly what they are entitled to, as technical institutes, and they are doing a tremendous job. Ryerson has been in operation since 1948, and now has had an opportunity to build the prestige that my honorable friend speaks about. We are attempting to produce an equivalent level of prestige for the graduates from these other institutes. But let me also point out to the honorable member that you only build prestige in an institute of this type through the quality of the graduates, and until you have a constant flow of graduates going into various places of business and industry and establishing reputations, you have difficulty establishing prestige. I would say without a doubt that Ryerson has a very high record of achievement in its graduates, and we believe that

our other institutions will achieve in due course a similar level..."

The debate ranged over trades training as well as technical training. And the MPPs showed by questions that they confused the two, just as the outside world often did. For example, did Ryerson and/or Provincial Institute of Trades students get paid or subsidized to attend school? That had been a source of the friction on St. James Square more than a decade before as Ryerson students paid tuition but rubbed shoulders with apprentices who received a Department of Labor allowance.

Robarts was also asked if there was any correlation between employment needs and the courses offered at Ryerson. Robarts replied that most Ryerson graduates got jobs, but did not emphasize that under Kerr's stewardship, the course head and advisory committee kept watchful eyes on the industry concerned and occasionally adjustments were made to the entry of freshmen students.

But as rigorous examinations of estimates go, this was pretty tame stuff. Ryerson and the other institutes passed off the agenda of discussion for the legislative term with a final tribute from Robarts, saying that the extension program for Ryerson--which was costing \$6.5 million and would bring enrolment up to 4,000--would make it, Robarts said, "one of the finest institutions of this type any place."

Robarts began his decade as premier on Nov. 8, 1961, and on Oct. 25, 1962, an MPP from Brampton elected only in 1959 took over the major portfolio of education. William Davis knew something about Ryerson. He recalls: "There were students in my riding who were trying to decide what they should be doing. I guess they go to all members but I certainly had my share. And, as a result, before becoming minister, I did a little research into the courses at Ryerson. So I was well aware of Ryerson, had some understanding of the courses and didn't have any reservations." It was the start of a special relationship between an Institute and the minister responsible because Ryerson's adminis-

tration thought Davis was on their side and as for Davis, he says he never had any real trouble with the opposition parties over Ryerson.

Ryerson had already launched its bid for a new act and a Board of Governors when Davis took over the ministry. There had been discussions between Kerr and Dr. F. S. Rivers, Chief Director of Education. In a letter dated Jan. 31, 1962, Kerr wrote: "Within the next few years, the Ryerson Institute of Technology will have an enrolment of at least 4,000 day school students, (the present registration is 2,657) a teaching staff of 200 teachers, a night school of approximately the same size as the day school, and property valued at \$15,000,000. This is a heavy responsibility for a principal and I believe, therefore, the time has come for the appointment of a Board of Governors for the Institute." Kerr said that he had followed Rivers' suggestion and included a draft bill to establish such a board and regulate the Institute's affairs. Kerr said the draft was "more or less" a copy of Bill 49 which authorized the establishment of a Board of Regents at the Federated Colleges of Agriculture in Guelph. He said the staff organizations at Guelph and Ryerson were similar, except for differences in names. Ryerson's head was a principal. At Guelph it was president. Guelph had deans while Ryerson had vice-presidents. Kerr said: "The present building programme will be completed in March, 1963. From my point of view that would be a good date for the appointment of a Board of Governors. Because of the fact that our Business Division now comprises 40% of the total enrolment, many members of the teaching staff suggest that consideration be given to changing the name of the institute from 'Ryerson Institute of Technology' to 'Ryerson Polytechnical College.' This is the name applied to schools in England which offer similar courses on the same instructional level."

However, in the draft legislation sent to the top official of the education ministry, Ryerson continued to be called an Institute of Technology,

Kerr presumably reasoning it was easy to write in a name change but not wanting a dispute over a name change to hurt passage of an act. The proposed board was composed of 12 members: the principal, the Chief Director of Education (or a person appointed in his stead by the cabinet), the Deputy Treasurer of Ontario (or another appointment by cabinet), and nine members appointed by the Lieutenant Governor in Council--the legislative term for cabinet--on recommendation of the Minister of Education. The proposed act had the principal responsible to the Board but appointed by the cabinet. There would be a Faculty Council consisting of the Principal, Vice-Principal, the Heads of Departments, which the bill noted were Master 3 under Civil Service classification, assistant heads, which were Master 2, acting heads or acting assistant heads, the Registrar, the Comptroller and Librarian.

Robarts and his officials chose a committee to investigate the matter: R. M. Gooderham, Director, Canadian Welding Bureau; Dr. F. R. Joubin, Franc R. Joubin and Associates; J. S. MacKay, President, All-Canada Radio and Television Limited; Dr. R. R. McLaughlin, Dean, Faculty of Applied Sciences and Engineering, University of Toronto, and D. S. Simmon, Director, Imperial Oil Limited. Kerr had submitted names and a draft of a letter to be sent to members selected by Robarts. He did this in July. Nothing happened, because of holidays and the absence of Robarts, until the third week of September, 1962, when the committee was named. An organization meeting was held at Ryerson chaired by Dr. C. W. Booth, a deputy minister. Dr. S. D. Rendall, Superintendent of Secondary Education, was also present. The committee appointed Kerr chairman and Sauro, the registrar, as secretary.

The committee met almost every week in October and November, studying acts passed by the Legislature incorporating University of Toronto, York, Lakehead, Ontario Agricultural College, Ontario College of Art, Assumption and Waterloo. A report was prepared which was discussed with Dr. Rivers and

Dr. Booth who, Kerr wrote in notes he prepared on events leading to the introduction of the bill, "suggested that the reference to salaries in the report should be made much more emphatic."

Only a few changes apart from the salary section were made in a draft report of Nov. 14. When the report from the committee dated Nov. 28 is examined, a few cosmetic corrections can be seen, such as a "must" is changed to a "should" and, interestingly enough, the adjective "generous" was deleted from a reference to education grants flowing from the provincial treasury. The committee said it unanimously agreed Ryerson should be operated by a Board of Governors and that an act should be passed at the current session of the Legislature to authorize the board's appointment, determine its duties, responsibilities and the staff organization. The committee pointed out the Institute's enrolment was larger than many universities in the province. It said the Institute had a wide range of courses but it must expand the short courses it gave for people already employed by industry and add longer summer courses for interested people. It said that while earlier circumstances had dictated the Department of Education acting as Ryerson's sponsor, traditionally department policy had been to stimulate local interest by encouraging public educational institutions at all levels to be operated by local Boards of Education or Boards of Governors. The committee argued that the exception to the general rule represented by the teachers' colleges was justified by the department's special responsibility for what they taught. The committee said the existing system, by which the principal reported to the Superintendent of Secondary Education who in turn was responsible to the Deputy Minister, threw an additional workload on the principal, despite the kindness and helpfulness of the senior officials and their staff. The situation was further complicated, the report said, by the fact three governmental divisions were involved in the school's administration: Education which fixed and regulated policy;

Public Works, which built and owned the buildings, and Civil Service Commission which hired staff, set the salary schedules and terms of employment. "Administratively, each of these bodies is completely independent of the others. It is understandable, therefore, that such a three-way division of responsibility creates from time to time grave problems in the operation of a school of the size of Ryerson Institute of Technology," the report said. It added that once an educational institution of this type had a large enrolment and had established itself with both the educational system and the public, it should be free within the limits of its financial resources to develop activities with a great deal of autonomy. Ryerson was at a critical stage in its development and would be aided by the creation of a board of governors "consisting of men who are interested in the Institute and its future."

Then came the material that the two officials from the "buildings" said should be added to the final report. The committee said the Board should be permitted to retain all fees paid by students and the Government should make a large enough grant to the school so that it could be operated in a fit and proper manner. This money would be used for a revised salary schedule for the teaching staff. The report said: "The present salary structure which, for example, is lower than that paid to secondary school teachers, is inadequate to retain teachers or to attract competent replacements. We are convinced that unless some action is taken within the next six months, the Institute will not only be compelled to take the necessary steps to reduce its enrolment but will not be able to maintain its standards of instruction. Seventeen teachers resigned last year, sixteen to accept other positions at higher salaries and one who was married decided to return to her household duties. Twelve replacements were obtained, the remaining positions being filled temporarily. Some of the replacements were hired because there were

no other applications. Under these circumstances, the quality of the teaching at Ryerson is bound to deteriorate." Then the report went into details as to pension and sick leave credits, saying because of pension rights or other considerations, some members of both the teaching and non-teaching staffs may wish to remain in the Civil Service. The recommendation was that they be allowed to transfer to comparable positions in the Civil Service. The committee said the number of such transfers would be small since there were only three teachers in the 60-65 age group, and no non-teaching employees in the same group were eligible for a pension.

The committee's final recommendation said: "When the school was first organized, the curricula consisted of courses in Technology and the name chosen, 'Ryerson Institute of Technology', appeared to be suitable. Since then Business and Home Economics courses have been added and now almost fifty per cent of the total enrolment is in these areas. We recommend, therefore, that as this would appear to be an opportune time to make a change, the name of this school be altered to 'Ryerson Polytechnical Institute.'"

The committee also forwarded a revised draft of "An Act respecting the Ryerson Polytechnical Institute." Premier William Davis recalls that while the refining of the bill wasn't a major problem, it wasn't routine either. He says: "There was a reluctance internally because there was a division of opinion about the future role of Ryerson." Davis says he wasn't sure just how deeply this split ran at Ryerson but that he was convinced by Howard Kerr and one or two others that what was being proposed to him made sense.

Davis recalls: "Actually we took it one or two steps further than it was originally proposed. I can't tell you that I knew the community colleges were coming but I knew there was going to be something in the post-secondary level. And I knew that Ryerson was going to be the flagship, or whatever term you want to use, of whatever might emerge, and that its stature should

be enhanced. You know, you had the traditionalists who looked at Ryerson as still being something like a trade school, and that it had to be kept some distance from any consideration as a major post-secondary institution. From my own limited thinking, I wasn't looking for another MIT or Caltech, or things on that scale, but I was looking--and this is why the name became polytechnical as well--for something that would come closer to approaching that kind of concept than what was felt in the ministry. I'm not being critical of the people in the ministry but I don't think it would have been done if it had been left to them. It's all human nature, too. Not only was it a change in status or stature for the Institution, but it was also a far greater degree of independence from the Ministry. You can always debate these things both ways but I'm prepared to argue today in 1976 that it was the right decision. There's no doubt in my mind. I think we encouraged that move further than even Ryerson had suggested."

When Davis received the report and draft bill from the committee early in December, 1962, his deputy, Dr. Rivers, told Ryerson there was no hope of getting a bill passed at the 1962-'63 session of the Legislature. But Davis said he would consult with Premier John Robarts. If the premier favored it, the draft bill would be sent to W. C. Alcombrack of the Municipal Legislative Council, for study. Robarts approved.

Alcombrack returned the draft bill in January, 1963, saying that the reference to staff organizations, such as Faculty Council, Director's Committee and Disciplinary Committee, and to staff positions, such as Librarian and Registrar, be omitted as such matters could be handled better through by-laws of the board. The committee met again and revised the draft bill. Kerr wrote in the notes he kept about the sequence of events leading to Ryerson's change of status that reference to salaries in the covering report was deleted by the committee since civil servants had just got a small raise.

Back went the material to Davis, along with a four-year plan for expansion of technological education in the Metropolitan Toronto area. Back went the material to Alcombrack. Kerr writes: "Saw the Minister at the opening of the Research Centre in Toronto Township and he said he thought the bill would be ready for presentation the latter part of February." But nothing happened in February. A worried Kerr contacted Rivers who called Alcombrack to find that Alcombrack, through an error, really hadn't been sent the last material.

The following is Kerr's account of the events of March. It's a side of government the public doesn't see very often, and government should be thankful for that.

"Monday, March 4--Mr. Alcombrack had draft bill ready and Dr. Booth and I went over it with him.

"Tuesday, March 5--Was asked to prepare a press release to be read in the Legislature at the time the bill would be introduced.

"Wednesday, March 6--Meeting in Minister's office who said he would have the bill presented to cabinet on Thursday, to caucus on Friday, and to the Legislature on Monday or Tuesday.

"Friday, March 8--Learned from Dr. Rivers that the bill had passed the cabinet.

"Monday, March 11--Nothing happened.

"Tuesday, March 12--Phoned Miss Anderson (Davis' famous private secretary who has been with him for many years) to ascertain if the bill would be introduced that day as I feared something had gone wrong. It had. Miss Anderson telephoned later to say that for some reason the bill had not been presented to caucus on Friday but the Minister would pilot it through caucus that day and present it to the Legislature on Wednesday, March 13. Learned later that this plan almost did not materialize as the copy of the

draft bill had been mislaid and it took one-half hour of searching to find it. Miss Anderson telephoned again to say that the bill had gone through caucus and would be introduced at 3:30 p.m. that day. Suspect the introduction was moved ahead by one day because the Toronto Daily Star published an editorial on Tuesday asking the Government what it was going to do about technological education. Mr. Sauro and I attended the session of the Legislature on Tuesday, March 12, 1963, and heard Mr. Davis introduce the bill and read the news release. The bill was given first reading and approved in principle by both opposition parties." Second reading was given routinely on March 19 and third reading was April 26.

During the course of refining and tightening the bill, sections had been dropped at the suggestion of the legislative lawyer. But there were other changes in wording which were significant and interesting. The draft bill had suggested the chairman and vice-chairman of the Board be selected by the cabinet. The final bill changed that to the board choosing its own chairman and vice-chairman. The draft bill had suggested a borrowing limit of \$1,000,000. The figure was removed from the final bill.

The heart of the act, of course, were objectives of the newly-named Ryerson Polytechnical Institute. They were: "(a) to provide courses of study in any branch of technology; (b) to provide courses of study in any branch of business or commerce; (c) to provide courses of study to be sponsored jointly with any department of the Provincial Government, with industry or commerce, or with other educational institutions."

The Board of Governors was composed of the Minister or his representatives, a representative of the University of Toronto appointed by its Board of Governors, a representative of the Association of Professional Engineers of the Province of Ontario appointed by its council, the Ryerson principal and nine residents of Ontario appointed by the cabinet. The com-

position of this board differed from those of a number of university boards by allowing the Minister to participate directly if he so wished. No minister was to do so, and that's fortunate because, inevitably, he would dominate proceedings. This was a device for Davis to get his most appropriate official on the board, a choice that eventually proved to be more controversial within his own department than it did at Ryerson.

The fact that both University of Toronto and the Association of Professional Engineers were given a governor was something that would be a bone in the students' throat, particularly later as the campus grew more radical and the students more conscious of their rights. These appointments, particularly the university one, were perceived as being watchdogs to ensure Ryerson stayed in its proper place.

Davis said the purpose behind that stipulation in the act, one he agreed with, was one of public relations. The University was given a seat for no other reason than the hope that its representative would take back with him to the Varsity campus news about how advanced Ryerson courses really were. Davis recalls: "It was an attempt on our part to have a greater awareness by the University of Toronto, particularly in Engineering, of the stature of the courses at Ryerson because we were looking for a vehicle of pretty easy transfer of students, and they had been very difficult. This was an attempt to bring that relationship closer together. I wanted them to be educated. The same thing applied to the Association of Professional Engineers. They hadn't been totally sold on Ryerson."

Bill #81 had a smooth passage in the Legislature. Kerr asked Al Sauro and Jim Peters to prepare a speech for Davis to give to the house. And that short speech really was most of what was said on the subject there. The Davis speech said: "The demand for technology and business education has increased greatly in the past few years and it is anticipated that in

the next decade the expansion in these fields will parallel to a very considerable extent the remarkable growth of enrolment facing the universities of this province. This will be especially true, I believe, in large urban areas such as Metropolitan Toronto. Last September, the enrolment at Ryerson Institute of Technology was 2,700 day students and 4,200 in the evening school. With the completion of the present building programme, however, and with the proposed implementation of a plan to inaugurate a three-semester system and to organize branch schools in the area in and about Metropolitan Toronto, enrolment could increase to between 6,000 and 7,000 students by 1967. This expansion will involve much careful planning and a solution to a number of complex problems...Because of the very wide variety of its courses, the Institute is to be renamed the Ryerson Polytechnical Institute, a designation which more accurately describes its programme...When the Ryerson Institute of Technology was founded in 1948, its objective was to develop a completely new type of educational opportunity as far as this province was concerned. Since 1948, I believe Ryerson has very amply demonstrated that there is a great need in Ontario for properly trained and qualified engineering technologists and for business personnel who have acquired a similar level of education. The Institute has, therefore, become a permanent part of Ontario's educational system and, recognizing this, the government has spent substantial sums of money on the erection of new buildings for its use. This part of the building programme is now drawing to a successful close. There remained, however, the problem of establishing a permanent system of government for the Institute, taking into consideration the interests of the Institute itself, the Department of Education, the public at large and the students who enrol in the various courses..."

After Davis explained that a special committee had recommended un-animously that a bill be passed authorizing the appointment of a board composed

of men--women's lib had not yet struck--who would be able to devote considerable time to Ryerson's development, Donald MacDonald, the CCF leader, said: "Mr. Speaker, I will say nothing more at this point other than to warmly commend the government for this move. But I wonder if I might ask two questions. One, is the government contemplating the establishment on an independent basis such other institutes as the Eastern Ontario Institute of Technology and similar institutions across the province? Second, does this mean that the staff members in the Ryerson Polytechnical Institute will cease to be civil servants, that the independent status will carry to that stage?"

Davis said the Ryerson staff would cease to be civil servants and that the other institutes would be placed on an independent basis when they matured. Bob Nixon, later to be the Liberal leader, asked about the three-semester study, which he had always thought would be an excellent thing, and said he hoped the universities of the province would pay careful attention to the results of the study. Davis agreed with that. And the debate, or rather discussion, was over. Meanwhile, however, the Department of Education continued to study the post-secondary field outside of universities. When J. Keiller Mackay, the Lieutenant Governor, read the Throne speech on Nov. 27, 1962, the Government indicated it was studying the future demand for the kind of training offered in institutes of technology and whether the future for this education could be satisfied by additional institutes or expansion of existing ones. That study would eventually result in a challenge to Ryerson to compete for students in a way that it had never done before.

One thing that had to be settled before the act passed through three readings in the Legislature, and through the Educational Committee, was whether there would be any technical difficulty in establishing an acceptable pension plan under the bill. A meeting was held on March 22 in the office of A. E.

Stacey, Civil Service Commissioner, which included A.L. Watson, secretary to the Civil Service commission, Booth, Kerr, H.E. Elborn, a deputy minister of Education and J.R. Causley, Executive Secretary of the Ontario Secondary School Teachers' Federation. At the meeting, it was agreed there were no legal or technical difficulties in the way of establishing an acceptable pension scheme and that in any pension scheme established, consideration must be given to the fact that persons on the Ryerson staff at that time must not receive less in the way of pension benefits than they would receive if they remained civil servants. They also would not be required to pay more than six per cent of their salaries for these benefits. Ryerson then established a Pensions Committee, consisting of Kerr, Herb Jackson, Al Sauro, Jim Handley and Evelina Thompson. It met several times to interview a number of consulting firms. It finally recommended to the Department that the firm of The Wyatt Company be engaged and J.E. Davidson from that company began working on a Ryerson pension plan on April 11, 1963. By that time, the bill had been passed by the Educational Committee back to the Legislature for final reading. Several questions had been raised briefly at the committee, such as who would be the bargaining agent for Institute employees. Davis said the Board would be happy to deal with any "recognized" staff organization.

Kerr said that when the switchover took place, the staff was given the option of either joining OMERS, the Ontario Municipal Employees Pension Fund, or the teachers' pension plan. Both were "pretty good," he says.

"The Civil Service fund was a little bit better in that when the pension was calculated, it was done on the basis of the last three years of salary. OMERS and the teachers' scheme was the last seven years. Now that could make quite a difference. And it made quite a difference in my own pension scheme. But I had never any thought except going along with Ryerson. That was to me, my life's work. I did lose out on my pension because of it. When

the Board of Governors did take over, in order to compensate some staff for loss of pension rights, they did raise the salaries. I began to get some more money. But unfortunately I was reaching 65 so it didn't last long enough for me to really enjoy it all. But I don't know. Money isn't that important. Satisfaction in your job and what you're doing is really more important than what you get." Kerr's maximum salary at Ryerson, the pay he received in his final year, was \$18,000 for running the Institute and another \$500 for the administration of the night classes.

The split between the department and Ryerson, despite the smoothness in the Legislature, was delayed. There was some sniping from department officials about Ryerson. Kerr remembers that when the Civil Service got a raise, he was called by one or two officials in the department who said, if you had only waited a few months, maybe you would have been just as well off staying within the department as you'll be by going off on your own. Kerr knew, however, that the split had to take place. It was very frustrating to him that it took some time for the act to be proclaimed, the action that would make it law. Kerr said: "We just couldn't understand why this act hadn't been proclaimed. The temporary Board of Governors had to carry on for upwards to a year in their temporary capacity before that was done." Actually, the legal problems over the change-over were to continue for years. It was only in 1966 that the Board legally had control over all the assets of the former institute of technology. In 1965, the students discovered that the Students' Administrative Council did not have the power to discipline students, as it had previously, under the wording of Bill 81.

But these delays were not seen in 1963 in the euphoria of the change. Kerr told the campus through The Ryersonian on March 12: "This is a great move for Ryerson. We're recognized across the country and this is the time

for us to spread our wings. The move has been planned since Ryerson changed from its trade school status. But only in the last two years have we done anything definite." J. Bascom St. John, education critic in the Globe and Mail, wrote the next day that the developments at Ryerson were "highly gratifying. Nothing could more positively demonstrate its abundant success, or prove its permanence in the educational system of the province." St. John had been monitoring the Ryerson experiment from before its opening. He called it at the start "a somewhat shaky outgrowth of a postwar rehabilitation school." He said: "It is difficult to believe the doubts and uncertainties which were felt by the provincial authorities over whether such a school would be a success. Those were, in fact, one of the main reasons why Ryerson was established under direct control and sponsorship of the Department of Education. Its original years were a little shaky, until the public caught on to its purpose, and as the number and variety of courses were increased, a much wider appeal was created." St. John noted that no restrictions appear to have been placed on what Ryerson might teach, although, he added there was no provision for conferring degrees. "Ryerson is not becoming a university," he said. Then he wrote a graceful ending: "The changes forecast by the new bill, and the greatly enlarged field of action now before the Ryerson Polytechnical Institute, are a monument to the educational genius of one man, Principal Howard Kerr. This quiet, modest man has a capacity for leadership, a breadth of vision and a creative determination without which none of the achievements of his great school could have occurred. He ought to be recognized as one of the great educators this province has produced, and like some who have gone before, he has built what did not previously exist, and showed a way that no one had tried to walk."

Davis, the Education Minister, came on May 17, 1963 to the last graduation held off campus and said that graduates must prepare to meet the

demands of an automated future. An important occasion to the graduates but just another one for the minister and principal. The event they were waiting for came in the fall, when on Wednesday, Sept. 11, 1963, Davis opened the new Ryerson buildings and inaugurated what he called "a new century of education."

"The New Ryerson," the Star said in headlines that day, "Automated City Of Tomorrow." Over another feature, "Ryerson Had To Prove itself And Did in 15 Short Years." It was a publicity bonanza. Arnold Bruner wrote: "A gleaming antiseptic automation-age city of tomorrow has been created in the centre of Old Toronto. "Thomas J. Allen wrote: "Ryerson Institute of Technology is the most remarkable educational institution in Canada--and that's not merely because there are seven boys on the campus for every girl." The Institute's history was cited. The mixture of old and new was described. The \$15 million complex was described as a school facing inward like a fortress facing a huge square hidden from the street. Jim Peters, assistant registrar, was quoted as saying Ryerson is designed to be the missing block in Ontario's educational pyramid. Bright and spacious laboratories filled with jet-age instruments and technological gear were described. And the Allen story in the Star concluded that Egerton Ryerson's statue was facing south because a clause in the deed when it was given to the Normal School stipulated it had to face Lake Ontario. A nice story, but a myth since a search of those records doesn't indicate any such stipulation.

~~Kerr used the opening of the quadrangle building which later would~~
bear his name to thank the Department of Education officials that he had worked with since 1948. He talked nostalgically of 1948, when Ryerson had two assets, a dream and what went under the name of buildings. He said:
"We had three 100-year-old Normal School buildings and a group of RCAF huts

with leaky roofs. The problem was keeping the parents away. Every time a parent came down to register his son he'd take one look at the buildings and head for the hills. They thought nothing good could ever come from that pile of junk." Kerr could be that candid about the old buildings because the new ones now arose around him: the huge gym that could divide into three by partitions; a yawning canyon of a cafeteria that could feed 2,000; an ultra-modern pool instead of the borrowed ones at OCE or Willard Hall; a radio station larger than many private ones; modern nursery school with one-way glass, one private nursery that schools would love to have; long gleaming stretches of classrooms and labs and a theatre of 1,500 seats which would be, when it opened its doors the following January, the third largest in the city.

To symbolize that Sept. 11, 1963 was the start of the new Ryerson, Bill Davis released the names of the Board of Governors. Five had served on the committee appointed by John Robarts to study the changes for Ryerson: Gooderham, Joubin, MacKay, McLaughlin and Simmons. Kerr also was a member by virtue of his position. The newcomer was William Kelly, vice-president of Consumers' Gas. This board, with Simmons as chairman, and Kelly as vice-chairman, served as the interim Board of Governors from Sept. 25, 1963 to Nov. 3, 1964. Al Sauro, The Registrar, was secretary to it. Then, with all the technicalities and problems of the change-over completed, the Board became officially in charge. Dwight Simmons served as the chairman from Nov. 4, 1964 to June 6, 1967.

Two other events happened on Sept. 11 which bear noting. Davis predicted a three-semester system would be adopted so more students would get an education at Ryerson. He also predicted that satellites of Ryerson would be established in Toronto to provide additional accommodation and to ensure that standards were not jeopardized by overcrowded buildings.

The idea of Ryerson having suburban campuses had been raised shortly

before "our divorce from the Department of Education," in the words of Charles Temple. He remembers because he had been selected to be the director of the first branch school. He said: "I recall the instructors, particularly those who lived in the suburbs, getting quite excited about it. They came to me and said now don't forget, I would love to teach in the suburbs. However, that never came to pass."

It was the sheer pressure of students that caused the minister and Ryerson to think about other campuses and three semesters. In 1962, Al Sauro, the registrar, had said that enrolment for 1962-'63 had to remain at the level of 2,670 students which was reached in the 1961-'62 academic year. It was just not possible to admit more students than that until the new buildings were finished in September of 1963. Then 4,000 could be accommodated. Students turned away could attend other technical institutes, whose total enrolment was far below that of Ryerson's, or take first year in Business Administration and Engineering Technology at several Toronto high schools. Ryerson had asked the Toronto Board of Education to teach the first year courses at their technical and business high schools. Both students in certain provincial zones were not allowed to come to Ryerson if they lived within the zone allotted to another institute of technology.

There was also every indication that the supply of students was not going to dry up. If anything, predictions were that it would increase. More and more people were leaving high school and looking for more education. The '60s were affluent times. There wasn't the same pressure on teen-agers to get out and work and help to support the family. Educators like Dr. Murray Ross, President of York University, were saying: "At least 75 per cent of our young people should have a post-secondary education. The universities will only take about 15 per cent, and many, many of those left should be in institutions like Ryerson." Under the streaming system proposed by John Robarts,

it seemed evident that Ryerson would draw from all three streams, because of the diversity of courses it offered, but it would also benefit from those who were directed away from the arts and science stream, where university was the logical goal, to the streams of business and commerce, or technology and trades, where Ryerson was a logical goal. So the future looked bright for Ryerson!

It was also a bright time for Howard Hillen Kerr because he became Dr. Kerr. He had received honors before, such as The Professional Institute of the Public Service of Canada Gold Medal for 1959 in the field outside pure and applied science. But on Nov. 22, 1963, he went back to his alma mater for an honor he would treasure above all others. His University of Toronto awarded him the degree of Doctor of Laws. His Ryerson friends and colleagues were there, such as the Peters, Sauros and Temples. And afterwards, Dr. and Mrs. Kerr and their friends went to a party at the home of Dr. Claude Bissell, the head of the university.

At this point, Ryerson's administration had not yet blossomed to the point that its size would be a contentious issue on the campus. Sauro explains that Ryerson was being run at this point by Kerr, the Registrar and three vice-principals: Jack Hazelton, Bert Parsons and Roy Lowe. One was in charge of the technology courses, one looked after the service courses and the third was in charge of business and the rest of the courses. Under the new act, Kerr reappointed Sauro to Registrar, "with a much bigger salary than I was getting in the Civil Service," Sauro notes, and Bill Trimble left to train teachers at the Ontario College of Education, Charles Temple, who was at this point chairman of the Commerce Department, became Director of Faculty Affairs in April, 1965. He also continued as Commerce chairman, and supervised the summer program until the end of July when Al Sauro took

over. So, in essence Kerr, Sauro and Temple were the top level of the administration.

Another significant thing about Ryerson's emergence in its new form was the death of the advisory committees. Kerr said: "These advisory committees had helped in public relations work at the start. They had told industry what we were trying to do, and they spoke on our behalf. We found them very valuable. At first, we used to meet three times a year. I recall at one time we had nearly 20 advisory committees so that meant nearly 60 meetings a year. After a while, that grew rather excessive and time consuming. So they were cut down to two meetings a year and then we finally had about one meeting a year. Then when the big changeover took place, at a time when Ryerson became an institution under a Board, the old advisory committees were disbanded to give the Board of Governors an opportunity to study the situation and devise another method of receiving advice from the public and from industry. The board's final decision was that advisory committees would continue but they would meet once a year all at the same time. In the morning the advisory committees would listen to reports on the progress of the Institute. In the afternoon, they would divide and meet with the individual departments. I was always interested to see that the members of the advisory committees were very anxious to serve on these committees. I remember Tony Adamson, a well-known architect who was on the architecture advisory committee. The brochure that he sent out about his firm mentioned the fact that he was on the advisory committee. They were quite proud of the fact that they had taken part in the courses. They would make their recommendations to the department head. After we got the courses well-organized, the numbers of changes that were made were not very extensive. Perhaps one or two times a year they would come up with something that they thought should be incorporated in the course of study. So

every effort would be made to incorporate that idea and to perhaps drop something that had become a little obsolete. I can't recall an advisory committee ever appealing to me because they had recommended something that the department head didn't want to do."

Al Sauro, from his vantage point of registrar, assessed the decline and rebirth of the advisory committees this way. "The role of the advisory committees was very important in Kerr's years but then their roles academically grew less and less important. They really didn't have too much to offer at one point, at one state, in our development. They were allowed to die as a matter of fact in the last two or three years of Dr. Kerr's principalship. It wasn't until after his retirement that the Board decided it would be a good thing to have advisory committees again. And so they were reconstituted on an institute-wide basis, which was a mistake. A large advisory council with representation from each of the programs. They were to meet once a year in a plenary session to hear reports. I think they met twice. But now we are back to where we were at the beginning."

For most of the readjustment period, Ryerson functioned without a full complement on its Board of Governors. When the Board officially took over on Nov. 4, 1964, in addition to the original six of Simmons, Kelly, Gooderham, Joubin, MacKay and McLaughlin, Davis, appointed Mrs. E.L. Frankel, a warm lady active in community affairs who would be the link through various boards because of her long record of service, Hugh Macaulay, at that point President of York Mills Pontiac, and J. Bascom St. John, who had left the Globe and was now chairman of the Policy And Development Council, Department of Education. But it wasn't until Dec. 10, 1965, that Davis was to make his final three appointments: Clare Wescott, his executive assistant, R.D. Armstrong, president of the Canadian Foundation Company and T.N. Carter, vice-president and general manager of The Carter Construction Co.

The appointment of Wescott, Macaulay and Kelly were ones that would raise eyebrows later. Wescott was a trusted political aide for the premier and some people within the Department of Education, according to Davis, were miffed that he got the appointment when they thought it should have gone to someone else like themselves. Kelly was to play an ever-increasing role within the Progressive Conservative party, as adviser to the chief fund raiser. And Macaulay, brother of the Conservative cabinet minister, Robert, would become an adviser to the premier and one of the key cogs of what was called by the newspapers as the Big Blue Machine. But Davis says people would misread the appointments if they assumed it was just a minister on the way up putting some pals into positions of power. Westcott, he says, was an obvious choice, a talented person who had gone to Ryerson's night school in the early '50s and enjoyed the experience. As for the others, Davis says: "It's funny, but at the time they were appointed, I knew them but I didn't know them nearly as well as I do now, of course. But I knew them as men who would do a good job. This was really before any party political involvement of either of them. I don't think at that stage Kelly had any interest in party politics at all. Hughie did because of Bob and so on, but not as much as what would follow."

With those appointments, Ryerson finally had its full Board, one that would have to guide it in the years ahead on vital questions of leadership and expansion.

music. Dormitories? Ryerson asked the officials with the biggest bankroll in Canada to back housing, Central Mortgage and Housing Corp. CMHC said it wasn't lending money to post-secondary institutions which didn't grant degrees. Libraries? One that had to be improved. For in-depth research, everyone went to the big reference library at St. George and College, on the fringe of University of Toronto.

Ryerson just didn't measure, in physical or mental terms, either to the Leacock quotation, reeking of the approach of a pipe-smoking don, or by comparison, to nearby campuses. There were Toronto high schools with better grounds. But then, if it had been proposed in the hectic days of the Institute's birth that it be given the land and buildings of a U of T or Western, Ryerson never would have opened its doors in 1948. By now, some anonymous government department would sprawl its formless bureaucratic shape over St. James Square.

Ryerson students at this point knew they were attending a hybrid institution caught somewhere between high school and college. But some longed for the trappings of university life. They had seen too many movies of great university stadia, frat rushes, glee clubs singing Gaudeamus Igatur or songs about Louie dwelling somewhere not to notice the lack of playing fields and great lawns at their Alma Mater, the old school songs and ivy-covered traditions.

Kerr and his staff worked hard at creating instant tradition. Just add a little H.H. and stir. Student organizations were everywhere but the backbone was often staff. Symbols were born and refined, usually because the administration nurtured them during the gestation period. Often, some liberties were taken with historical accuracy. Grads would see Jack McAllister, David Crombie, Lynn McVey and Murray Paulin get up and sing the "annual toast" at the graduation banquet and be told this was an old Ryerson tradition. Sure, it was, it became an "old Rye tradition" the minute someone first thought of doing it. But one thing would bedevil the creation and sustaining of that

elusive thing known as school spirit. As Al Sauro puts it, reflecting over days that stretched from leading the band to becoming the senior dean: "The problem with extra-curricular activity has always been that kids want to get home ahead of the rush hour and as a result they don't and didn't hang around in great numbers." As the Institute grew, many homes in the area were disappearing under the pressure cooker of development in which all of downtown Toronto simmered. There were more Ryerson students competing with more University of Toronto students for fewer rooming houses.

Any account of Ryerson's second decade must include the birth--and death--of some of Ryerson's traditions and symbols. Death is included because there was a tendency for some things to perish once they were left completely to the tender hands of students and their council.

Ted Schrader wrote a memorandum on Dec. 16, 1966, to Ryerson's new president, Fred Jorgenson, which captured the frustrations of any of Ryerson's staff who had spent much time working with the students on so-called student functions. Jorgenson, only the day before, had asked Ryerson's chairmen about their teaching load. Schrader, a former columnist and newspaper feature writer, was used to composing his thoughts in quick and colorful fashion so Jorgenson probably received this reply far ahead of any others.

Most of the memo is given, not just the last part on working with students, because it also gives some idea of what a Ryerson chairman was supposed to be doing in 1966. At that point, Schrader was in charge of the schools of Journalism, Photographic Arts, Printing Management and Radio and Television Arts. He still spent 12 formal hours in the classroom--which actually worked out to only "10 hours." "It seems to me," Schrader wrote, "that the chairman's first responsibility is to serve the students, and he operates the machinery to achieve this purpose. Thus all else is vital, but secondary.

"The chairman sets the philosophy of his courses, and interprets Institute policy 'in his own image', as it were. Ideally, the chairman should teach (in my case) students in all four courses, in an effort to impart his philosophy. To be practical, I believe in meeting first-year Journalism-RTA, to get them launched, and to enable them to learn to know me as a person; and to meet third year as a reinforcement of this philosophy before they graduate. To serve ALL students, I set up the Student Senate."

"The machinery: The chairman is an extension of the principal, business administrator, bursar, registrar, director of works, planning director, student affairs--the entire higher hierarchy. To list everything I do would be to repeat everything they do. I delegate as much as possible to course supervisors, but I am responsible. With 'human machines' like Cliff Hawes, the works gets done quickly and efficiently. With dreamers...I usually take the work back and do it myself. Regardless of who does it, I have to check and be responsible.

"Liaison: We keep a constant stream of 'promotion' material moving to employers, and I keep alive our interest in graduates. After Christmas, I expect to visit each Adviser once a month, making two visits a week. Then there is the weekly Chairman's meeting.

"I am the perennial chairman of Publications Committee, which usually is a committee of one. We publish:

The Student Handbook

The Main and Two Supplementary Telephone Directories

The Fifth Page (Literary Magazine)

Ryersonia (the graduates' year book)

The Rambler.

"During the past 11 years, I have assured publication by filling in where students fail. Thus I have actually hunted down students delinquent in submitting their telephone numbers; I have read galley proofs; edited copy;

hunted up missing pictures at press time. A year ago, I said to hell with it, and everything went to hell. The year book, due in August, will come out after Christmas. The Handbook was a botch. There are more names missing from the Telephone Directory than there are in it. A year ago, I was spending between 2 and 4 hours EACH DAY concerning myself with Publications Committee problems.

"The solution that I have advanced to Student Affairs in innumerable memos since last spring, is simply this: Pay the student editors to serve also as managers. Assuming that the editor of Ryersonia was paid \$500, he would get \$100 a month for January, February and March; and the balance on delivery of the book ON Schedule. Other honoraria would be pro-rated.

"Whenever I attempt to get an answer to the question, I get a history of Student Affairs which amounts to ectoplasm.

"I note your memo of December 15 asks for a brief assessment. Briefly, the chairman's load is impossible. The solution: To delegate duties to responsible assistants, paid to be responsible assistants.

"P.S. I can write another 40-50 pages of 'main administrative duties' but will refrain."

The eyes of the Big Man on Campus of the '50s--or BWOCs for that matter--would have popped at that last part of the memo, just as the modern Ryerson director, or even dean, might have flinched at the workload that was outlined. During the '50s, whether you were a Students' Administrative Council president or Ryersonian editor, you did it for free. Honorariums and paid assistants for SURPI presidents, and pay for the head Ryersonian editor, was what happened at a much larger institute.

For example, the SAC budget in 1961 was still just \$7,600, with \$2,100 earmarked for RIOT, the student variety show, \$1,600 for Ryerson Opera Worship Workshop and \$800 for Drama Workshop. ROW and RIOT fared better

than most student activities in continuity because of the spark and drive of Jack McAllister and the fact students with the necessary talents often enrolled in RTA and, much later, Ryerson's Theatre program. H.H. wanted someone to keep such activities alive and that was one of the reasons he hired McAllister from York Memorial Collegiate in a Toronto suburb. Still, even RIOT and ROW faltered occasionally. For example, there just weren't enough people interested in staging RIOT in '63-'64.

The school year of 1961-'62 was a watershed for Ryerson's music. The students' council in the fall of '61 was contemplating a contest for a school song. Bill Robertson, chairman of the Publications Committee, produced a tape of the Sauro-Charles school song as played by the Ryerson band. The SAC reps played the tape and sang the song four times, then voted un-animously to keep the one produced by Sauro and Charles.

Then, several months later, the council decided to have a contest for a "fight" song to cheer on Ram teams to victory. Nothing happened since there were only five entries.

This was the school term when the glee club and Ryerson band died. In April, 1962, Donald Priestman, the faculty head of SAC's music committee, advised that the band be discontinued because there just wasn't enough interest to justify any money being spent on it. In the final year, practices were held with as few as six members present, Priestman said. However, in the fall of '63, Ron Taber revived the band and about 40 showed for the first practices. But soon the band died again. One of the reasons, the pioneers of Ryerson said, was Ryerson dropped out of intercollegiate football. Bands, school songs and cheerleaders are key parts of the autumn pageant on Saturday afternoon when the varsity team had the big "homecoming" game with traditional rivals. When football died at Ryerson, some other traditions with a very short lifespan went as well. The school song had also been part of convocations

but it fell into disuse when H.H. retired and his successor didn't appear to know there was such a song. Kerr considers as well that such things as bands, glee clubs and yearbooks require much student participation and if, as happened in the mid and late '60s, student leaders become interested in actually trying to have a major voice in running the Institution, they don't have time for bands and such. The Ryersonia died, for example, when SURPI took complete control of it. There were two, very late editions, and then it disappeared.

Although football died, by fits and starts, in the '64-'65 school year, other intercollegiate athletic participation flourished. In the '66-'67 year, Ryerson competed in the Ontario Intercollegiate Athletic Association in volleyball, badminton, table tennis, fencing, swimming, soccer, tennis, skiing, wrestling, judo, basketball and hockey. No championship regatta was held that year because of poor weather but Ryerson held the national team trophy from the year before. Two skiers had qualified for a national championship in Banff. Ryerson oarsmen won the senior varsity championship again in competition against Canadian and American universities. Intramural athletics had expanded and there were 24 teams playing ice hockey, 26 teams in floor hockey, 27 teams in basketball, 29 players in co-ed badminton, 34 players in male badminton, 22 teams in volleyball and six teams in water polo. The increasing participation in the intramural program, and Ryerson's involvement with a dozen different intercollegiate competitions, put a strain on Ryerson's facilities and staff. So one wonders why the cancellation of football was such a big deal. After all, an examination of the number of injuries, the cost and the few students involved, invariably brings the charge football is an elite sport which detracts from other school sports. Perhaps! But any examination of Ryerson's early newspapers and records invariably turns up a picture of H.H. huddled in a blanket, a Ryerson frosh tam pulled down for warmth, as he cheered the Rams at a chilly game at East York Stadium.

Around him, you just knew, were students huddled together for warmth, or love, stealing surreptitious nips from a bottle, letting the cartwheeling cheerleaders coax them into a "Come on Blue, Come on Gold, Are you ready, Knock 'em cold. Sic-a-boo, Sic-a-boo-ba. Ryerson! Ryerson! Rah! Rah'. Rah!" If the team was going really well, perhaps trailing by only a touchdown, the fans would even allow the blue-and-gold band to lead them in the Ryerson song.

It would be unfair to suggest the football Rams always lost. But only the Zebras won regularly in intercollegiate play. Although often given little attention by the Ryerson community, the soccer team regularly won the league championships. The hockey Rams generally fared better than the football team. The best year for everyone, really, was the 1958-59 year when the football Rams defeated University of Toronto's Baby Blue 8-7--before 1,500 fans, no less--for a championship to cap a season of five wins and only one loss. The hockey Rams were undefeated, winning finally over Ontario Agricultural College before a Rye crowd of 500. (By the spring of '63, they would have won the championship six times.) The Zebras won their second title in three years, the badminton team won the championship while the tennis team was second. And the basketball Rams lost a playoff berth to the Waterloo College Mules by a 65-59 score.

The 1964-'65 athletic season was unusual only because it was the last year for a football team. The Zebras won the championship with only one defeat. There was no intercollegiate competition in tennis, golf or rowing that year but generally Ryerson competed in those areas only when students with those particular athletic skills enrolled. For example, Ryerson often didn't have a sailing team but when Mike Dale and Doug Aitken attended Ryerson, they won the Canadian Intercollegiate Athletic Union sailing championship in 1965. Other schools weren't always thrilled to have this occasional competition

from Ryerson. In 1966, when Ryerson won the heavyweight rowing championship, coach John Johnson had to send a cab to McMaster University to retrieve the trophy after the rival teams at first didn't want to give the trophy to Ryerson because it wasn't a degree granting institution. Generally what happened with sports like squash or sailing was that those interested in the sport got together in the fall and, if they were good enough they ended up representing Ryerson. Football was something different. Because of the size of the team and the equipment needed, it was virtually impossible to train and travel unless the Institute itself was willing to co-ordinate and coach. Lack of a playing field hasn't been cited because the hockey Rams, for example, kept competing and winning the occasional championship when it was generally the only team in the league without a home rink.

The football season in 1964-'65 hadn't started well. The Rams didn't have a league to play in because it folded when the University of Toronto Baby Blues withdrew because of lack of funds. So the football Rams decided to play exhibition games against other teams in the OIAA. On Sept. 19, Rams played Waterloo Warriors and lost 14-0. But more significant than the score was the fact only 23 Ram players showed for the game. Waterloo had 43. The most players the Rams had ever had at their practise, which had been held at Riverdale Park since the first Ram teams, was 31 players. Three Rams were injured during the game. One of them, Tim Bendig, a centre who had been pressed into service to run back kicks, received an injured neck. Two days later, coach Matt Robillard recommended to the Athletic Directorate the team be scrapped. The Directorate agreed. The Ryersonian headlined: "Rye Rams Dead." The Campus reacted. Ron Haskett, Business '65 and a SAC rep, stood on a table in the Great Hall waving a copy of The Ryersonian and asking the students to support a football team. The SAC organized a pep rally and signs appeared. Bill Genova, a former SAC president and football player, jumped on a table,

again in the Great Hall, to say he was ashamed of Ryerson's student body. SAC president Jerry McGroarty and 100 Ryerson men said they would play football if the team was started again. A crowd of 400 gathered in the quadrangle and sent messengers to Kerr. Kerr came to the rally and said such support was encouraging. "It looks like the Rams will be reinstated," he said. That drew applause and the president walked back to his office waving a "Love Those Rams" signs. The Rams finished their last year with three wins and two defeats. Their final loss came March 31, 1965 when the 10-member Athletic Directorate voted 8-0--there were two abstentions--to end football.

The budget that year for football had been \$4,900, 30.8 per cent of the total directorate budget. A committee of two staff and two students under Brian Milligan had sent out a questionnaire asking whether that money was spent wisely and also had conducted interviews. Out of the 500 replies to the questionnaire, 425 were in favor of football while hockey led the preferences for other sport. The committee's report listed lack of interest, no facilities and financial problems as the main reasons football shouldn't continue. The committee voted 3-2 for football but the directorate disagreed.

The same school year was also a rough one for Eggy II, Ryerson's ram mascot. Eggy was kidnapped--since it wasn't a goat, perhaps ramnapped is more appropriate--and showed up in December, painted completely blue, at Varsity Arena for a University of Toronto-Montreal Carabins hockey game. The care of live Ryerson symbols proved to more problems than the Ryerson community bargained for when Eggy I was first acquired. Eggy I was also kidnapped and after being missing for a week, was discovered by H.H. when he went into his garage.

The question of a live symbol for Ryerson, a mascot just like those at storied old universities, had been raised on the Ryersonian editorial page and at SAC meetings during the '50s. For example, on Nov. 9, 1956, a letter

to The Ryersonian proposed a ram mascot. At one of the early football games, a lamb was produced as a mascot but that wasn't exactly the image Ryerson teams were trying to present.

The first Eggy was saved from death by being purchased from the slaughter house in the 1960-'61 school year. Eggy cost \$12.50, or a quarter a pound. It was raised by selling shares for 25 cents each. Eggy wasn't noted for energy. Some complained he even laid down to eat. But Eggy developed some enthusiasm for life when he summered on the farm of Graydon Card near Brampton and occasionally even charged Card and visitors. Ryerson had developed the tradition that instead of having freshmen mill around the campus at various functions in the first week, as happened in the first decade, a better idea was to have a frosh march to the ferry docks and a big picnic, complete with entertainment and SAC marshalls, on the Centre Island portion of the Toronto Island chain. Eggy was pressed into service to lead the frosh parade in '61 but collapsed and had to be loaded aboard a truck. It died in December, from cancer, H.H. said. To some protests, he had Eggy's head mounted by taxidermists. Since the idea of a mascot had generally worked, everyone was more enthusiastic about it the second time around. Eggy II cost \$35. Some proudly said he must be worth up to \$100 because it wasn't just an anonymous ram--some called Eggy I rather motley--whose parents were unknown. Eggy II was a show ram, one half of twins, #14157 according to the pedigree papers of the Canadian Sheep Breeders Association, and after the four-month-old animal came from the Ancaster farm of J.B. Gartshone, it was turned over to the care of Edward Tucker, Ryerson's gardener, because it was felt Eggy I had been neglected occasionally by students. The care must have agreed with the ram because it was claimed Eggy II often smiled. Eggy had a companion to romp with, in Lucky, Papa Wyckik's German shepherd. Several years later, when it was noted Eggy was losing weight and something might be amiss, the veterinarian noted

that the loss of 30 pounds was probably due to it having spent the summer as the only ram among 30 ewes. It was information often repeated when Eggy II was brought out at Ryerson functions. So Ryerson had a mascot, and students were at last able to praise the merits of Eggy while they were calling the stuffed hawk of the Golden Hawks, a buzzard, or reflecting on the virility of the prize bull that served as Guelph's living symbol.

The name for the ram, naturally, came from the nickname the statue of Ryerson had acquired over the years. In the early days of frosh hazing, a common order was to hand a battered old toothbrush to a freshman and order: "Scrub Eggy!" Eggy often needed it. It wasn't so much the pigeons. It was the detritus left by the friendly vandals who made periodic raids on Eggy to leave bras, condoms, bottles, garbage bags, dolls--even some times the school colors of rival teams--in, on and around his hands, feet and body. Such raids were easier when Eggy had nothing between it and Ryerson Hall and all anyone had to do was simply walk to the big pedestal of New Brunswick granite. But when Eggy was moved further south by a few feet, and the new Ryerson was placed around the statue, it served as a protective enclosure and the old attacks by inebriated marauders, which earlier had occurred every few weeks, petered out.

Eggy also acquired some guardians just across the street that the statue didn't have in the early years. Ryerson took over Oakham House in 1960 and by 1961, 42 Ryerson male students were in residence there. The timing was ironic, Ryerson gained possession of the grand home that architect William Thomas built for himself in 1848 from money made building St. Michael's Cathedral in the very same years as some faceless bureaucrats in the Works ministry at Queen's Park had decided that Ryerson Hall was too worn with years and just had to go. Ryerson Hall had been designed by Frederick Cumberland, one of the few early architects who, like Thomas, could afford to build himself a great house. With Oakham House, Ryerson gained a building that predated such famous

and varied ones as Osgood Hall's Great Library, St. Basil's, St. Michael's College, St. Lawrence Hall (also designed by Thomas), St. James Cathedral, University College, Don Jail, the Necropolis and the Gooderham and Worts distillery. Oakham House had changed during the decades. A wing had been added in 1899, at a cost of \$10,000 and a second addition was built in 1917. Ryerson spent more than \$100,000 from the fund that had grown over the years from SAC surpluses and student activity fees, to renovate the interior as a student union and residence. It was named Kerr Hall, later called Palin Hall when Kerr's name was given to Ryerson's main square of the building. The renovations didn't pass without comment. An imperious little old lady descended on the workers and ordered them to stop. The building, she said, was really hers. Her father had been murdered and buried in the basement. Her visits, and dead relatives, increased with time.

As usual, Kerr used the resources of his own staff when the work had to be done on Oakham House. One of the men he turned to was Chuck Worsley who had first come to the Institute as an evening instructor in 1949. Worsley had become a full-time instructor in the fall of 1952 and by 1956 was Architecture's Chief Instructor. Later, he was to become Dean of Technology, and eventually Ryerson's second Dean Emeritus, but it was his architectural talents, not administrative ones, that H. H. turned to in 1960. Worsley recalls the house needed extensive renovations. "There was no basement," he said. "The indomitable Howard Kerr decided that the building needed a full basement and the Architecture Department was put to work, drawing up plans and ways and means of rectifying the situation. Finally, the basement had to be dug out entirely by hand and the building was completely renovated. This is one of many examples of the kind of determination and involvement that was very much a part of Ryerson in those years." The work on the building, wisely, did not involve massive exterior changes. That was just as well because of its history.

There were some that would have liked the interior to have had an historic look too. They decried its new interior of pine and mahogany walls, decked out with Scandinavian furniture, since that didn't match, they said, with the Gothic, ecclesiastical look. Defenders pointed out that the original decor had vanished over the decades of being used as a home for youths.

For the students who got to live there, it was a palace compared to other living space in the area. One joke used to be that the Ryerson neighborhood to the east was so bad, they were going to have to raze it to make a slum. The Ryerson administration keenly awaited what would happen with this first residence. A six-man Residence Council was established to run things. Warden David Sutherland says that he and the don, Bill Hunter, tried to operate it as a traditional university residence. Sutherland said: "We thought there should be a residents' council. They should do things together. It should be a cultural, athletic and social kind of community. The fact of the matter is the kids of today have been so goddammed grouped from the time he was in kindergarten, from the time he gets up to the time he goes to bed, that when he gets on his own, he bloody well wants to be on his own. We very quickly realized that they wanted to organize their own social life individually. And why shouldn't they?"

So Kerr Hall was not going to be a big new heart for the campus, pulsating with school spirit. There just weren't enough students in residence. If there had been hundreds, even thousands--at that point 20 per cent of University of Toronto undergraduates were in residence and it wasn't unusual at a Canadian university to have 15 per cent in residence--there was a greater mathematical likelihood that a percentage of the students in residence would be interested in every campus activity and participate, even during evenings and weekends.

The Kerr Hall residents had one grand advantage. Mama and Papa Wycik

were installed as honorary parents in their own apartment and the cosy dining room they ran was preferred to the yawning spaces of the cafeteria in the Great Hall of the new Ryerson across the road. With the Wyciks and their cheeriness, Sutherland and Hunter, even Eggy II out back in his quarters behind Kerr Hall, Ryerson had a residence that is fondly remembered by many grads.

Ryerson started acquiring houses along Church St. with an eye to future expansion. After all, Kerr's dream was a Ryerson from Yonge to Jarvis, a campus with its front door on the main street of Metropolitan Toronto. In 1963, there were 10 students living at 323 Church and 12 at 333 Church. These extensions of Kerr Hall cost about \$8 per person each week. The Kerr Hall rooms were \$9 or \$10, approximately. By February, 1965, the number had grown to 108 in all Ryerson residences, only about three per cent of the student body and a far cry from the numbers at universities. Even as the Church St. houses closed, and Bond St. was acquired, and the co-operative residence on Gerrard St. E. known as Neill-Wycik came into being, with accommodation for around 900, anyone exploring the possibility of even more residences could see that the decision of the mid-'50s, to keep the downtown location, had made land costs far too high to build student residences. There would be no way rents could be set high enough to carry the residences without additional financial demands on the Institution, and any board of governors, after a few such demands, would see it would be more economic for the residences to be sold and let private enterprise try to house students in such an expensive area. At least private operators would also have year-round tenants to carry them through the summer period when students are back at home or working at summer jobs elsewhere. Neill-Wycik ran into this very problem.

The lack of student residences in an institute which in the mid-60s still got half its students from outside Metropolitan Toronto didn't help the many young men and women who found that "going away to school" could often be

Stephen Leacock went on a lecture tour to England. When he returned, he wrote of his experiences in 1922 in My Discovery of England. He devoted one part to Oxford because he had visited the spires of that shrine to higher learning, of course. That's what McGill professors did in those days, even if they were also humorists. One of his quotations from that book is beloved by professors. They often use it to illustrate the ambience of the campus, the debating with one's peers, the whole "experience" of going to college, that is nearly as important to students as lectures and texts. The quote can be aimed at both the bookworm and the casual student who spurns anything to do with campus life, even most lectures. Leacock wrote: "If I were founding a university--and I say it with all the seriousness of which I am capable--I would found first a smoking room; then when I had a little more money in hand I would found a dormitory; then after that, or more probably with it, a decent reading room and a library. After that, if I still had money over that I couldn't use, I would hire a professor and get some text books." The quotation appeared occasionally on The Ryersonian editorial page, no doubt because it was planted in each new generation of journalism students by various lecturers.

The Institute survived the '50s as a tight, little educational island floating in the middle of a booming downtown sea. Space was at a premium. There was little or no room for extra-curricular activities, even for curricular activities for that matter, whether you were talking of the battered buildings Ryerson inherited from the RCAF and from history, or the new ones going up, much to some disgust, like so many plastic high school additions. Smoking rooms? There were crowded tuck shops and a couple of jammed common rooms. No one even dreamed that there might be long stretches of carpeted space, where students could stretch and gossip, even play table tennis and listen to

a rather lonesome and upsetting experience.

Ron Taber, then a Social Science instructor but later to become head of the Counselling department, distributed a questionnaire in 1965 designed to see what need existed on the campus for mental health counselling. About 500 students, or 15 per cent of the student body, received the questionnaire and 332 returned them completed. About half the replies indicated a need. About eight per cent said they would profit more if the counsellor was a professional such as a psychiatrist or clinical psychologist. Of the 50 per cent needing help, 57 per cent did talk to someone but 35 per cent didn't know where to go, 25.6 per cent had emotional or psychological problems, 18.9 had financial problems, 17.2 per cent had academic worries, 16.5 per cent had social problems, 4.9 per cent, religious, 3.9, ethical or moral and 1.4 had medical. In ranking, the number one problem for students was despondency or depression, second was lack of self-confidence, third was relations with the opposite sex, fourth was money, fifth was too much study and confusion about real values, sixth, friction with parents and then lack of communication with fellow students.

Nothing happened immediately after the questionnaire, with H.H. saying students would have to pay for a counsellor since the Institute couldn't even if it would. Ryerson's long-time doctor, D.A. Barr, doubted a full-time counsellor was needed and a student-teacher committee was established to study the matter.

~~There's no doubt some students who travelled considerable distances~~ to attend Ryerson were a bit disconcerted to discover it was not a calm, green academic oasis. The historic buildings were still being used as wreckers tore and workmen bustled in "Perini Pits". No sooner was St. James Square finished than the action began to the south, west and east. Then there were the students who later attended the nondescript buildings that became known

as the Teraulay St. campus and City Hall campus, south one big city block, and west another big city block, from the Square. The Teraulay St. building was a former Eaton's warehouse while the City Hall building was an annex built to house the overflow of staff from the old City Hall. Both were buildings caught in a limbo created by delays in the financial community and the new City Hall over Eaton Centre. The Teraulay campus, or Outer Siberia as it was known to some, spawned its own brand of rude humor and sarcastic stories, reminiscent of the Ryerson of a decade before. Just as some schools thought they could settle snugly into their own new domains and ignore the dust, moving and confusion for the next 100 years or so, the order would come to move to yet another new, or worse, old building. Architectural Technology moved into the first completed part of Howard Kerr Hall in 1958; that course later moved to the City Hall campus. Journalism went from the two-storey, "temporary" military building just inside the south-west gate to St. James Square, to temporary homes in the new buildings around the quadrangle, to 297 Victoria St., to the Teraulay St. campus and then to the Pharmacy building on the north side of Gerrard when the Institute acquired it from the University of Toronto.

Ted Schrader, Journalism head and one of Ryerson's favorite storytellers, wrote a memo to the president in 1967 which would have been echoed by many of the Ryerson staff. Schrader wrote: "I am sure you anxiously await the next instalment of the stirring saga of 297 Victoria St., so I hasten to send the manuscript before submitting it to Punch magazine. You still recall that last week we left our intrepid hero dangling from the depths of his manic-depressive dip, with a long list of promises that help would arrive ere his fingernails ripped from clutching the cliff.

"The doorknobs were installed, albeit one of them backwards so it does not function. The genial foreman drew this to my attention. I told Bob

MacKay. He tried it out. 'The doorknob is on backwards,' he said.

"Rudy Wenzel promised his merry men would show up at 3.10 p.m. Oct. 10, and at 3.09 the rumble of carts heralded their arrival. Our gaily-wrapped packages were well labelled, and away they went with cheers ringing them on.

"At 297, they probed the depths of the storage room to place boxes on shelves, and found the floor freshly painted. (Mrs. Steen subsequently denied the storage room floor had been painted that day. The hallway, yes, but not the storage room.) The cartons went into my office for safekeeping.

"We consulted blueprints for placing Marian's furniture and discovered the filing cabinet was designed to block the door. Marian settled down to work under a light slightly dimmer than a kerosene lamp and she discovered the air conditioning did not function in her hermetically-sealed room. There is no air conditioning.

"Mrs. Steen said there is no outlet, and that she can get air by leaving her door ajar. This she did, until chilly autumn gusts prompted me to adjust her radiator. There is no radiator.

"Mr. MacKay and Mr. Cameron dropped over Oct. 11 to apply more bandaids to my morale. 'Your furniture arrived,' he exclaimed. He said he didn't know where it was, but it had been delivered to Ryerson. We gave three cheers and a tiger.

"When I unlatched the door at 7 a.m. today and clambered through the accumulated garbage piled high in the marble lobby, I almost stumbled over the bits and pieces of the new furniture. Bob had done it again. After I conclude my one o'clock class, I will start assembling it.

"Mrs. Steen said I should get the extra bookshelves I requested in May. She thinks in November.

"To provide comic relief, Rod Corrigan poked his head in to announce

his eviction from Kerr Hall and would I provide space. He had turned down an office in the Victoria building, rejected one offered by Dave Crombie, spurned my old office, and now the bailiffs were knocking. Mrs. Steen said nobody had laid claim to the vault in the basement of our new building. Mr. Corrigan said that was not suitable.

"Mr. Cameron asked Jim Handley why I am such a difficult person to get along with. I believe Mr. Handley advised him not to end a question with a preposition.

"You must admit it's fun being paranoid. Perhaps I should take a Trip. Do you know who has the Ryerson franchise for peddling pot?"

Schrader didn't confine his thoughts just to irreverent memos for the boss. He also told the readers of a column he wrote for the Midland newspaper--his Gloucester Pool cottage was near there. One September he reported to his readers: "Some of my summer was spent listening to sheet metal workers beat a tattoo as they installed a ventilation system over my office desk. Human ears can suffer considerable damage when the carrot at the end is cool air, particularly when my office temperature ranged between 90 and 100 degrees. One day I asked a worker where the cold air duct would be and he pointed to the window. He was installing an exhaust system. By noon one Friday, I had reached my threshold of endurance and decided to head for Gloucester Pool. The sheet metal workers quit at the same time. They work a 4½ day week.

~~"Reason for all this activity is Ryerson's expansion--faster than~~
construction workers can provide space. We helped Eaton's out of their mid-summer slump by renting two floors of a structure Timothy built for his harness and saddle shops. Since Toronto became a one-horse town (the one a mounted policeman rides in Nathan Phillips Square so tourists can take his picture) the demand for harness has slackened off. We looked at the area, about the

size of a ball park, and with the flash of a magic wand turned it into an attractive school. The outside is less than gothic, with more soot than ivy, but the inside is a tribute to masons and painters.

"My office is larger than my former one, to provide activists with more space to sit in. Being on the eighth floor enables me to look over the chimney pots of the neighborhood, and, conversely, the over-sized factory windows admit the morning sun, every last Fahrenheit of it. The Bell man installed my telephone within easy walking distance of my desk, but after a pleasant exchange of views, he agreed to move it. I intend to use pictures to cover the pock marks left by the changed screws.

"Journalists with artistic pretensions already have designs on classroom walls, which they intend to decorate with typical newspaper murals. Pillars that rise in the centre of rooms will become news vending kiosks, Paris style. Because the layout is a labyrinth, I suggested that we paint quill pens on walls, instead of pointing figures, to direct students. There's no fury like a student's scorn. Quill pens, they reminded me, have been replaced by typewriters, even at the Globe.

"My move to these new quarters followed several false starts. During my vacation, I assumed I would be forgiven if I dropped into my office Monday noon, instead of with the usual dawn patrol.

"One Monday, I had arrived from Gloucester Pool at about 10:30 when my secretary telephoned to ask what was delaying me. The mover, she reported, was hovering nearby like a fiery dragon. I donned my armor and galloped to her aid.

"The movers had figured without the painters. My office was filled with paint pots, tarpaulins and scaffolding. The reprieve lasted five days, during which I soaked up more sun. When the movers did move, Maid Marian, my cunning secretary, reminded me that her two weeks' vacation was about to

start. By the time she returned, all was settled..."

Settled, Schrader meant, just for that period of time. Ryerson was much like the modern city where a chap observed one day that it would be a fine place to live if they only got it finished.

There was one romantic tinge to the demolitions, however, that excited the Ryerson community, from frosh to pioneer, from caretaker to H.H. The wreckers worked in reverse order to the age of buildings in the centre of the square. First the North building, then the Middle Building, the east and west wings of Ryerson Hall, and, finally, the third storey and the cupola, the distinctive dome. But there was an unusual clause in the contract signed with the demolition company. The workers were prevented from claiming anything found in the long-lost cornerstone.

A lot was known about the inscription on the cornerstone, and its contents, but no living person could recall having seen it anywhere--in, around, or under Ryerson Hall and the complex of buildings to the north. The inscription said: "This the Chief Corner Stone of the Normal and Model Schools and Education Offices for Upper Canada was laid on Wednesday, the second day of July, 1851, in the 15th year of the reign of Her Most Gracious Majesty Queen Victoria by The Right Honorable The Earl of Elgin and Kincardine, Gov. Gen. of British North America In The Presence of The President and Members of the Executive Council, The Speaker, and Members of the Legislative Council, The Speaker and Members of the Legislative Assembly, The Chairman and Members of the Council of Public Instruction, The Mayor, Municipal Council and citizens of the City of Toronto. This Institution, Erected by the enlightened Liberality of Parliament is designed for the instruction and training of school teachers upon Christian principles."

It would seem that any cornerstone that carried all that carved into a plate on its surface must be a fair size. Still, it hadn't been seen. In

addition to its historical value, there was an interesting collection of items inside: "Enclosed in a bottle was Egerton Ryerson's 1846 report; his Journal of Education for Upper Canada, August, 1849; the Common School Acts of 1843, 1846, 1847, and 1850; parchment copy of inscription on plate; the Journal of Education for May, 1851, containing accounts of examinations; Scobie's 1851 Canadian Almanac; program of the cornerstone ceremony; sundry silver and copper coins and different demonstrations of Canadian postage stamps." That was how the contents had been described in 1851, and since no one knew exactly how many coins and stamps had been placed inside, or their current condition, Ryerson had a real, live "treasure hunt" on its hands.

Stories in the Ryersonian and Toronto newspapers in 1962 and 1963 told about "the hunt for the \$10,000 cornerstone." No one, of course, had any solid facts upon which to base the belief that the contents were worth \$10,000. But it was a nice, round sum, in those years, what it took many men two years to earn. Besides, it gave the Ryerson males--and even an adventurous woman student, Kathy Brooks,--an excuse to crawl around the maze of halls and tunnels that more than a century of contractors had left under the square.

One group of six students in the spring of 1962 searched records and archives to see if descriptions of the original ceremony furnished a clue as to what corner or part of the building was involved. This group, while mum about what corner they thought it was, did volunteer the information that the outer wall of the foundation visible outside the hall was not, in their opinion, the original foundation but work done later. So they burrowed away in the dust inside and underneath, in a catacombs that had really been little use to a modern Ryerson, except, as several Ryerson pioneers recalled, George Hitchman, could disappear into one part of the maze, if people wanted work done that he wasn't enthusiastic about, and surface some distance away from his academic hunter. The students searched and found nothing, and so did other groups who

looked. The wrecking ball bit into the Middle building in March, 1963, and into the adjacent Campus House, used by Home Economics students. And slowly, the ancient buildings fell into rubble and the debris was cleared. But the cornerstone never was discovered. H. H. had the theory that it had been discovered, and the discovery kept secret by the workmen who wanted the contents, when additions were built to Ryerson Hall in the last part of the 19th century.

It should not be forgotten that there was nothing furtive or surreptitious about the destruction of Ryerson's old buildings. The general public was aware, from references in the Toronto media, that buildings considered to be the "birthplace of Ontario's educational system" were being demolished. Some of the uses of Ryerson Hall were listed: as a museum and parent of the Royal Ontario Museum, the first home of the Ontario College of Art, Department of Education, Workmen's Compensation Board, Provincial Institute of Trades, et cetera. There's little doubt it would have been an expensive building to save. It was tired and worn from more than a century of use. Its design had been done to the dictates of another age. Its best part, its most charming room, was a gem of an auditorium. But the seats were uncomfortable and there were no facilities at all for other uses, such as a theatre. Many gatherings had been held in that auditorium over the years, of province-wide and Toronto associations, and many people had fond memories of meeting there. But history and fondness didn't make much impact on the hard-hearted accountants of the Ontario Government. Ryerson Hall was not worth saving, and there is no record today that anyone tried. That's a pity because if circumstances had been different, if, for example, Ryerson Hall had been doomed to the wreckers' tools in 1973 instead of 1963, it never would have disappeared. The city had become so radicalized in that decade, so enamored with its architectural history, that even a railway warehouse of no particular design merit, could cause days of debate at Toronto City Council and its committees. When simple houses were

given protection from demolition by a council by-law, and a special debate had to be held before any demolition permit was issued, there were too many arguments to be marshalled in favor of historic Ryerson Hall staying for council to allow it to be demolished.

As a graceful gesture, however, to keep something as a heritage for future students, the central facade of Ryerson Hall was reinforced and left standing. It is Ryerson's largest symbol. Some find it unsettling or quaint. But it is a link to 1850 and Egerton Ryerson, the best that could be gained from a bad decision. The old main doors, always painted red, were removed, of course, and in their place went two wrought iron gates designed by Architectural Technology instructor Paul Sears to match the Roman flavor of the face. It was intended that the gates be kept closed on all but graduation days. Then the gates would be opened and the graduates would "pass through" to the world. Some might assume that the gates were part of the old fence that used to surround the square. But that fence was sold to the Hotel Pierre on Sherbourne St.

Ryerson also kept another weighty memento from the destruction of Ryerson Hall, a Coat of Arms designed by Egerton Ryerson in 1846 for the Department of Education that he was founding. Ryerson took the seal of the Bank of Upper Canada, which was a modified crest of Upper Canada, added the motto "Religio Scientia Libertas", which was the Religion, Science, Liberty motto of his old newspaper, the Christian Guardian, and placed a fat beaver on top. The Coat of Arms is carved on a block of Ohio sandstone, roughly five feet high by 10 feet long. This sandstone, either of the Berra or Amhurst texture, was popular from 1825 to 1875 with builders and carvers because it had a fine texture, a dense, closed grain and elasticity. The stone is considered to be far more durable than the red and brown sandstones

that became popular later and were used in the construction of buildings like the old City Hall and Legislature. It was carved before 1880, it is believed, and a plaster model of it, approximately one third in size, is believed to have formed part of Ontario's exhibit at the big fair held in Philadelphia in 1876 to mark the United States' first centennial. This Coat of Arms was carved in the style known as "crude finish". This was done with works which were to be viewed from a distance where shadows and sunlight would enhance the workmanship. The Arms was installed under the roof of Ryerson Hall during the late 19th century alterations. It was removed during demolition and placed on a stone base, surrounded by juniper bushes which aggressively tried to conceal it in the north-east corner of the quadrangle inside Howard Kerr Hall.

No commentary on the stone symbols of Ryerson would be complete without an account of the bas-reliefs or sculptured panels that raised the ire and brought fire from students and staff alike in the fall of 1962 when they were being mounted on the outside of the Kerr block. Sculptors Elizabeth Wynwood, Dora de Pedery-Hunt, Jacobine Jones and Thomas Bowie produced clay models and these were reproduced in stone by two artists from the Canadian Art Memorial Ltd. It was a \$60,000 project but it was the subject matter, not the price tag, that brought the opposition. Even H.H. was stirred to public criticism. After 15 years of daily trying to shuck a trade school image, the Ryerson staff found themselves with a new building bedecked with such stone items as a bowl of fruit, scissors, iron, egg beater, shirt and hanger, to represent household sciences, and other panels of nudes and symbols designed to show students and instructors at play and work in the various courses. Students and staff were furious at the simplicity of design of most panels, and couldn't figure out what others were supposed to represent.

Jack McAllister, at that point English department head, said the panels "are absolutely disgusting." Chris MacBeth of RTA called them "in-

sultingly simple, perhaps even simple-minded." Lionel Willis, an English instructor who had designed mosaics, complained about the subjects and said they were so stereotyped they looked as if they had been produced by a machine. A group of 25 instructors passed a resolution, moved by MacBeth and seconded by Joan Walsh, also of the English department, asking Kerr to "explore the possibility of removing or relocating in an inconspicuous place, the plaques in the process of being installed along the facades of the new administrative building." But Kerr could do nothing, even though he said the "symbols were unsuited to the public concept of this Institution." Architect S.B. Coon had designed the building for the Department of Public Works and it would be up to the department to change. Coon replied: "We would object very strenuously to making a change. We don't think there is anything the matter with the sculptures. You never get two people to agree over art. We expect any work of art has critics. We think that's healthy, that's good." J.D. Thompson, project superintendent for Perini Construction, echoes that theme: "If these figures are controversial, they are probably serving their function. They are of little value if people didn't notice them."

There was the healthy suspicion that the four sculptors thought they were designing panels to decorate a trade school and that they really had no idea of the variety and depth of the Ryerson courses of the Sixties. Hunt said: "I was given a commission to show different emblems of mother's care and household science. It was the architect who thought that the different faculties should be shown." She worried about the controversy because it might discourage the use of "decorations" on future buildings. Bowie said his nude figures showed an instructor, at centre top, surrounded by students busy at their work.

A new wave of protests were triggered by the unveiling of a large goalie over one Gould St. entrance. Over the other entrance was mounted a

graduating student, complete with mortarboard, scroll and gown. That figure, by Hunt, was considered suitable but the goalie, by Jones, wasn't. Jones told The Ryersonian: "I thought it was suitable to Ryerson. You do graduate smart and healthy people, I hope." Picketers marched around the Institute on Nov. 14, 1962, with signs, saying: "This Is Art?", "Ryerson, The Hockey Hall of Fame," "\$60,000 For Art So Where's the Art", "Cheap Art for Sale" and "Back to the Rockpile." Kerr said a hockey player over a main entrance was "entirely unsuited." But he conceded he hadn't been consulted about the murals and "I guess we'll have to live with them." The Ryersonian editorial page complained people would think Ryerson was an annex for nearby Maple Leaf Gardens, or that hockey was a Ryerson course. Was Johnny Bower, the current Toronto Maple Leaf goalie, going to be Ryerson's next principal, an editorial asked sarcastically.

A pregnant dummy, with \$5, \$10, and \$25 figures crossed out on a sign and \$60,000 marked in bold figures, was hung next to the goalie. The goalie was splattered with green paint. No sooner was it cleaned then blue paint was splattered on it. Some York University students, calling themselves the Freak 'n' Bore Society, offered to swap a 20-foot-high aluminum abstract on York's campus for some of the Ryerson panels. Although no one really expected \$60,000 worth of sculpture to be moved or discarded, SAC decided to send a complaining letter to the Government. The administration "suggested" such a letter was not a good idea. However, a petition of more than a thousand names was mailed to Public Works Minister Ray Connell after the goalie was unveiled. The fuss finally died down, as everybody knew it would. Underneath, there had always been the understanding that the panels represented an awkward attempt, a groping by the public works officials to embellish the first building they built for Ryerson. Some of the officials were undoubtedly hurt by the reaction to their well-meaning act.

Because of the reaction to what art lover Jim Peters, the Ryerson archivist, calls "the vulgar simplicity" of the attempt to decorate the new Ryerson, Kerr appointed a committee of Peters, Lionel Willis and Jack Hersh, all at that point English instructors, to consult with anyone wishing advice on suitable art for Ryerson. Dora de Pedery Hunt consulted this group because she had been intimidated by the reaction to some of the bas-reliefs by herself and the other three sculptors. One result was *Trees in Bronze*, by Hunt. This was placed in the west wing of Howard Kerr Hall at the south end of the gymnasium and is a bronze screen of trees among which there are small figures, presumably students. The same artist was responsible for *Girl With Trillium*, nicknamed *Daisy May* by the irreverent students, which was a seven-foot cement composition statue of a girl holding a trillium placed in the lobby of the hall's east wing. Nearby is a mural, *The Portico of Philosophers*, about nine feet by 14 feet, where artist Allan C. Collier has a number of toga-draped philosophers gathered together in earnest conversation. Collier also did the mural in the west wing, *Technology in the World*, another oil on canvas similar in size to his first painting. The theme is technological evolution.

High above all this was a less controversial acquisition, a \$6,000 carillon system installed in December, 1964. Kerr, probably thinking back to the carillon of his alma mater, University of Toronto, said every institute of higher learning should have such bells and these would add "to the atmosphere of Ryerson." Ryerson's set was not the traditional carillon where a set of stationary bells are struck with a hammer but one where hammers, activated by a double keyboard, struck tone-producing metal rods and the sounds were picked up electronically and amplified over three speakers in the clock tower facing the quadrangle. There are two sets of "bells", Flemish, with deeper tones, and English, which are higher and lighter. Wayne Detcher, Electronics '64

and a CJRT technician, became the first player of the system, the carillonneur. He gave a half-hour concert during the '64 Christmas season. The system included automatic clockwork to make the "bells" chime every quarter hour from 7.30 a.m. to midnight, that is if the system isn't ailing.

Another symbol H.H. and the new Board of Governors then turned their attention to was a proper Coat of Arms. The crest Ryerson had been using since the early '50s was not heraldically correct, and it was felt that something with more panache was needed. The board authorized H.H. to get in touch with the College of Arms in London, England, the part of the Queen's Royal Household which, for more than four centuries, has produced and directed the purple pomp and pageanty of official Royal occasions, such as coronations and state funerals, as well as tracing and recording pedigrees and granting coats of arms. Kerr wrote the college and described the institute. "I got a letter back finally from Clarenceux, King of Arms," Kerr said. "He queried our need for a coat of arms. It was obvious he knew nothing about Ryerson. He was fencing for time in order to find out if Ryerson was worthy. He asked us to send more information, a letter from the Department of Education, and a calendar. So I sent this, about March of 1965. I didn't hear any more about it. That summer I was in London. And I called up about 9.30 a.m. to make an appointment with Clarenceux, who was one of the three kings of arms. The girl said he didn't come in to about 11 a.m. and that his hours were from 11 to 2. She graciously said she would speak to him. She called me back at the hotel and said I was to come on a certain day. Clarenceux was a man well into his 80s, a most delightful, charming gentleman. He admitted they hadn't done anything about it because they weren't too sure about it. So I told him all about Ryerson and what we were trying to do and I could see that he was getting a little enthused about it. He said they would proceed to design this coat. And he had one suggestion. 'Why do you use the ram? I thought that in Canada

you would be using the Canada goose.' It just happened that the Northern Institute of Technology up in Kirkland Lake had adopted that as their symbol so we couldn't be using that. And anyway, the Rams were still a power in those days. Afterwards, he and I had a long talk and he told me about shooting with the Kaiser and how he was a relative of the Hapsburg. Later I got the coat of arms specially painted on sheepskin, something to give to Ryerson." The official version, complete with the ribbons and seals of three officials of the College of Arms, hangs on the wall of the Ryerson boardroom. The basic design by Eric Aldwinckle, who did the mace for the University of Waterloo and coats of arms for Trent and York, had the lamp of learning--the symbol of intelligence--continued Ryerson's motto of Mente Et Artificio developed in the early '50s, and had the set square, representing the practical, and the rams, representing the creative impulse. Even astrologers would approve since Aries the ram is the first sign of the zodiac and governs the head and brain. Chuck Worsley worked with Aldwinckle on the design.

The Kerr years at Ryerson were the years in which most of the symbols and much of the visible trappings of a university campus were created. As the Ryerson pioneers say, looking back, H.H. was into everything. He was the cause, the spark, behind each creation. He knew that to be successful in the eyes of the students and the outside world--and Stephen Leacock too--Ryerson had to be something more than just some classrooms, students and instructors.

Some Ryerson pioneers may be pardoned now for their hopeful expectations in the early Sixties. After all everything seemed to go, if not go, for a glorious flowering of everyone's dreams, with new buildings, increasing staff, growing enrolment and new status with the public and the academic world. So, one might well ask, what went wrong?

Some of it had to do with the distemper of the times, the graying of America, an era when, unlike the movies, the good guys got shot. The torch was passed to youth but after firing a few campuses, youth passed it right back. The Sixties were obsessed with youth, given too much power. Youth lost its mystique and eventually, by the mid-Seventies, had been supplanted by economic and energy crises and the aged as North America's Number One concern. Going to college in the early Seventies, as Esquire once headlined, was like coming to town the day after the circus leaves. Perhaps the circus had left but often the search for the clown remained to sour the ambience.

Giddy growth had been the mark of the Sixties, when education became a mammoth employer. Then came the Seventies when the aim was to keep youth off the street and the approach turned too many schools into vast holding tanks for the future unemployed. As the long postwar economic boom started to cough and splutter its way into the Seventies, filling as many seats in the classroom as possible became more important than the marks the freshmen had to get there. This fueled disillusionment with education.

Ryerson had been born in a time when a department store just down Toronto's main street kept its window drapes shut to prevent kibitzers from stealing a peek on the Sabbath. It grew in a time when student drinking was the number one concern of the administration, as far as student problems were concerned. And now the Institute was maturing at a time when drugs would re-

place drinking as the national concern about youth and campus drinking would be so common, there would be on-campus pubs, and the student lab newspaper, published under the administration's thumb, would feature five pages of pictures showing rather conclusively there was a lot of illegal drinking. Betty Campbell, a member of Ryerson's first graduating class, said on a reunion visit it was hard to adjust to a campus where one of the students' concerns was longer pub hours. Homecoming ads which plug the big dance and list the "low low" prices for booze, a common sight in the Seventies, would send a ripple of culture shock through any grad of the Fifties who recalled the iron curtain that descended when empty mickeys were found on the parking lot north of the old hangar-gym.

Not only were the alumni startled, the Ryerson pioneers themselves were somewhat surprised at some of the directions the campus was taking, not only under the pressures of society and the economy but because of the leadership. For almost 18 years, Ryerson was led by H. H. Kerr who carried the good Scottish title of principal. Somewhere mistily behind him was "the buildings", the Ontario Legislature and its Department of Education.

But after the principal left the scene, officially on June 30, 1966--but unofficially never--there came a succession of presidents and acting presidents. By the time Walter Pitman became president in the summer of 1975, there had been two other presidents, Fred Jorgenson for just over three years and Donald Mordell for 4½ years, and two acting presidents, Tony Wilkinson for half a year and George Korey for a year. Kerr had served with one chairman of the Board of Governors, Dwight Simmons; the presidents worked with four.

The recitation of those stark facts betray the troubles that came to Ryerson. Not that it was a good time for any post-secondary institution and its leaders. Not when the wire services in 1969 used to run a weekly summary

of campus trouble spots. Ryerson had sit-ins and picketers, resignations and firings, "golden" handshakes and lawsuits, loyalty oaths and non-confidence motions.

There was a feeling in some quarters that no ordinary leader could survive the pressures of the time. The story was told of a university president who left his successor four sealed envelopes instead of advice. Open each in sequence as crises come, he said. Trouble quickly arose and the new president opened the first envelope. "Balance your budget," it read. Things settled but when the inevitable second crisis arose, he opened another envelope. "Form a committee," it read. That calmed things, for a time. When he was forced to consult the third envelope, it read: "Make a new five-year plan. Things quietened again, but not for long. The president reached for the fourth envelope with trembling hand and then sat for a long time staring unhappily into space after reading it. Its message was: "Prepare four envelopes".

Some figures about Ryerson's growth and costs during the Sixties will help set the stage for what is to follow. In the fall of 1960, Ryerson had a full-time enrolment of 2,135. There were 90 full-time instructors and eight part-time. There were 47 in the administrative and support staff. There was a student-teacher ratio of 22.5. By the fall of 1964, there were 3,369 enrolled at Ryerson, a full-time faculty of 149 and 36 part-time instructors, for a student-teacher ratio of 20.9. There were 129 on the administrative and support staff listing, although figures compiled by the Institute for the first time included maintenance staff as well. In that academic year, it would take \$3,163,631 for Ryerson to operate. The provincial grant came to \$2,165,000. It was costing \$939 for each student at Ryerson. By 1968, there were 5,778 enrolled, 343 full-time faculty and 67 part-time--for a student-teacher ratio of 15.9--the operating costs had risen to \$10,332,360, of which

\$7,447,000 came from the provincial taxpayers. The operating cost per student was now \$1,789. The next year, in the fall of '69, even though enrolment was down minutely, by 49, the student-teacher ratio dropped to 14 as 42 more faculty were hired. But the operating costs would jump by almost four million dollars in just one year, with the provincial grant going up only two million to \$9 million, and the operating costs per student standing close to \$2,500. The secret of some of those costs can be seen by the fact that the administration and support staff, standing of 467, for the first time ever, was now larger than the total of the Institute's teachers. Some of the rumours of the salaries of administrators were poisoning the atmosphere as the faculty grumbled about the numbers. By 1971, Ryerson would employ more than a thousand people, just over half of whom were administration and support staff. By 1976, Ryerson would be getting nearly \$26 million from the Ontario Government in operating grants, only a fifth of what giant University of Toronto was getting but a sum which placed it 10th in the operating grants given the 15 provincially assisted universities, Ryerson, Ontario Institute for Studies in Education, Ontario College of Art, the bar admission course of the Law Society and a number of theological colleges. This caused eyebrows to be lifted, including those belonging to an incoming Ryerson president, Walter Pitman, who suggested senior administrators take a wage freeze and indicated he thought Ryerson's administration costs were too high. Pitman said the 10 per cent Ryerson spent on administration was four per cent above the provincial average and that restraint must begin at the top. These figures existed, remember, after budget agonies of the early Seventies which hastened the departure of Pitman's predecessor, Donald Mordell.

The veterans of the Ryerson staff watched the growth of the administration with skepticism and hostility. Too many of them were the product of very turbulent times.

Rennie Charles can recall, for example, being annoyed at being called out of his classroom by Margaret McLaughlin, H.H.'s secretary, to take telephone calls. He suggested to H.H. that a telephone be installed near him. Kerr took violent exception to that, but finally said maybe the solution was an office. Charles was told to share an office with Don Craighead, head of the Mathematics department, which was located just inside the main doors of Ryerson Hall. Charles says: "The only trouble was that I never had time to be in there because I was in my classroom from 8 or 9 in the morning until 5 at night. I was always teaching or coaching or talking to students. So I never got to use that office. I think H.H. was rather annoyed about that so eventually I lost that office space by default." When Ryerson decided to do something new--which meant, in reality, when H.H. decided to do something new--the job was given to someone who was already working rather hard. Heads of schools like Charles Temple, were expected to look after placement of their students in the early years. When Kerr decided to have a placement officer, the chore was added, first to the duties of Vern Stewart, then to the workload of Jim Peters. The growth of positions where people just had to do one job all day, and even had an office to do it in, was considered suspicious luxury.

There was inevitable friction, too, as new staff arrived, fresh from sitting at the feet of the academic greats at the big universities of Canada, clutching a master's degree in one hand and cocky solutions to the problems of the world in the other. Then they discovered that some of their colleagues at Ryerson taught unholstery and how to ink a press, that mills, lathes and oscilloscopes may be more familiar to the chap sitting next to you at the faculty meeting than Shakespeare or Kant. Some faculty members were bitter as Ryerson upgraded itself, an institute moving upwards beyond their experience and training, and they would fight a rear guard action against this, opposing degrees, for example, because, after all, they didn't have one.

George Nicholson of the Mechanical Technology department recalls the influx of new instructors into his department, each with the mandatory M.A. With the exception of Dr. Victor Burkevics, none of the staff in that department in 1959 possessed masters' degrees, although Nicholson, for example, was to earn a M.Sc. later. Arthur Thomas headed a staff which included Harold Howard, C.A. Robson, Ron Jones, George Dawson, and Bill Carter. By 1964, the staff had doubled in size. One of the plant items installed in the fluid mechanics lab was an Armdale water pump test unit with an electric drive. The rings in a joint around the drive shaft tended to grow stiff as the lubricant in them congealed when the pump hadn't been used for some time. One of the new instructors approached Nicholson for advice when he found the pump wouldn't start after the summer and Nicholson advised him to go borrow a plumber's wrench from the stationary engineers, plus some sheet lead to put in the jaws of the wrench so when it was placed on the shaft, the serrations inside the jaws would not score as the shaft was turned to get rid of the stiffness. The instructor did so and everything worked just as Nicholson had predicted. Years later, this instructor had been promoted to head of the department and had left Ryerson to further his career elsewhere. But one of his former University of Toronto classmates was teaching in the department. One day this new instructor, with little practical experience, turned to Nicholson and said: "George, a tip for you. If you ever have trouble with this pump and want to free it, this is how you do it." And the young man proceeded to outline the method that Nicholson had taught his colleague years before. Nicholson smiled and didn't reply.

Nicholson would be the first to admit he wasn't always so diplomatic. He had worked hard in the early Sixties as one of the two course directors under Art Thomas who was responsible for three courses of the Mechanical and Metallurgical department. Nicholson, as head of Metallurgy, acquired a rather

Luxurious office, complete with parquet floor, telephone, and washroom (with shower). Such facilities were unheard of for Ryerson staff but there was a reason for this one. It had been built originally for a superintendent for women cleaners but that idea had been cancelled after the office was built. One day in 1962, the new Superintendent of Cleaners called on Nicholson and told him H.H. wanted Nicholson to move out of the office. When Nicholson asked where his new office would be, he was told it would be the thermodynamics lab. He grew very angry. Upon the scene, accidentally, appeared Eric Palin, the right-hand man to Kerr. Palin said he had no idea of the move. Nicholson demanded to know the reason why, asking: "Is that my reward?" for his work in buying the new equipment for and establishing the aeronautical, fluid mechanics and thermodynamics labs. He also pointed out that Palin had just been rewarded since he was promoted to a position at Queen's Park in the newly-formed technical division of the education department. A short time later, Nicholson was summoned to a meeting with H.H., Palin and Jack Hazelton, the vice-principal. Kerr said the new Superintendent of Cleaners needed a larger office than his present one. Nicholson again pointed out he had just finished working night-and-day establishing three labs and he wanted to know if this treatment was his payment. Besides, he said, the superintendent already had a larger office than Nicholson's. Kerr called for building plans and studied them, and it was quickly apparent Nicholson was right. The four men marched, Indian file, to the site. Kerr exclaimed: "The wily fox, now I know why he wants this one, it's not bigger but better." Palin, inevitably the peace maker, suggested since the office was smaller, and possession was nine-tenths of the law, shouldn't "George keep his office?" Kerr agreed but said if a more senior appointment was made in the maintenance area, the office would have to be vacated. Nicholson a short time later offered his office to a "new boy" when he found space with some friends in a "bullpen" of an office.

It was the "new boy" who had to move to a lab when a letter came from the principal saying the office was now needed by the new maintenance chief.

The warmth and sympathy of Eric Palin helped run Ryerson and it would have been useful to the Institute if he had stayed instead of going to the Department of Education. H. H. could be cold and strict with members of his family who didn't immediately do his bidding. Palin was always approachable. He would give a friendly airing to every problem. He helped keep the Institute on an even keel even if H. H. was not being a benevolent paternalist. As Andy Kufluk of RTA says: "He was the magnet, the centre, around which everyone rallied. He kept us going as members of a very contented team." He had been the founder and director of RTA and the Schools of Electronic and Electrical Technology but he became executive assistant to H. H. in 1957. As the labs of the Institute were formed or expanded, Palin supervised. Some pioneers felt that Palin joined the Department of Education because of some disagreements with Kerr and the realization he didn't have the academic background that would keep him in a senior post with Ryerson as it evolved upwards. He joined the province as a technical training specialist but his talents were recognized quickly. He became the assistant superintendent of the Technological and Trades Training Branch and, in 1966, was appointed Associate Director of the Applied Arts and Technology Branch.

He shared similar views with H.H. on the value of humanities and the sciences to the technologist. It was only natural he would end in the rehab program and at Ryerson after teaching radio technicians of the navy and air force at Westdale Secondary School in Hamilton during the war. He believed, he said, that "the teaching of technology must be accompanied by learning in the humanities and sciences. These areas are like the sides of an equilateral triangle. All are equally important and it is a mistake to think that you can totally separate one from the others." He spotted, before almost everyone in

Canada, the future of television. He told St. Jude's Mens Club in Oakville in February, 1947: "Television will some day be on a par with radio as a source of entertainment, in spite of the obstacles that now stand in the way of the development."

He was one of the key people during his work at St. James Square, even serving as principal when Kerr went on a visit of post-secondary institutes in Europe. But off he went to "the buildings", leaving behind many friends who said "Eric doesn't have a mean bone in his body." He visited, of course, and on May 10, 1968, gave the convocation address. The theme was a familiar one. Palin said: "The age of technology is relatively new, and society singularly reluctant to accept its changes. We still think of technology as something related largely to the production line; to the efficiency expert; to employment conditions. Hardly ever, as yet, do we recognize it for what it is--a way of life to which we are, willy nilly, inevitably committed. For many of us the technologist is still the grease monkey, whose hands and arms are simply extensions of the wrench, the screw driver or the soldering iron. Institutes of technology--and now colleges of applied arts and technology--are still, to many, trade schools, rather than institutions of higher learning." He died in 1971.

The memorial to Palin's service to the Institute is his name on the student and alumni centre. Palin Hall is the only major Ryerson building not named after a former principal or president. Mama and Papa Wycik's name lives on, of course, in the private student co-op apartment building known as Neill-Wycik (Neill after a pioneer in student housing). It is a measure of the esteem in which Palin was held that his name was used when Kerr Hall near Oakham House was renamed. As a boss of several schools, and later aide to H.H., he was often placed in sensitive and difficult positions. But he won the day with a smile and his concern.

As the Institute grew older, and death took its toll of more of the originals, more memorials were created. The Hans Johanson Memorial Scholarship and the Christine MacBeth Memorial Award were established in 1974 and 1975, for example. Johanson died in 1974 following 15 years as a teacher and Assistant Chairman of the Social Sciences department. Friends called him a reserved, compassionate gentleman. Ben Celliers, the director of Evening Studies, praised his interest in educating the public service which led to the Public Administration programs, and other colleagues remembered the many other ideas and proposals he brought forward. Chris MacBeth was one of the campus characters, if not legends. She was irrepressible, whether picketing against Ryerson "art", running for MP, or being a pal to her students. When doctors gave her a 50-50 prognosis, she wrote H.H.: "That 50-50 chance is good enough for me. I think I can make it."

She was the first of the Ryerson grads to return to teach. She received her RTA diploma in the spring of 1952, worked for the summer and then returned in the fall. That was possible because she had a B.A. from University of Toronto and had been a principal in her home town of Milverton, Ont. Peter House, an Electrical Technology grad from the same class of 1952, earned a B. Sc. at University of Alberta in 1958 and came back to teach. The trickle of Ryerson grads to the faculty, and administrative and support staffs, was slow in the beginning. From the class of '53, Fred Hedley of Electronics came back to teach in Mechanical Technology and Ronald McKee returned to the RTA from which he graduated. Gary Shennette of '54 returned to Photo Arts. From the class of '55, Elvino Sauro from RTA returned to teach in Photo Arts while Alan Baker, Journalism, returned to the English department and Gerald Pizer, Electrical Technology, came back. From the class of '58, Donald Hawkes returned to Journalism. His classmate, Terry O'Connor, joined Information Services and Barry Philp and Darryl Williams came back to Photo Arts.

It was Williams who would be the first alumnus to be named chairman when he took over Photographic Arts after a Ryerson pioneer, Geoff Bullock, retired in 1970. Later, other grads, such as Gerry Pizer, would earn similar promotions. By 1970, the Ryerson staff included 59 grads. It wasn't until 1977, however, that there was a Ryerson graduate on the Board of Governors. Claude Lewis RTA '57, was appointed to fill a vacancy.

It was logical for Ryerson to start giving its jobs and positions to its own, and the alumni brought with them a useful knowledge of the Institute's roots and beginnings. But there was still cause for some Ryerson pioneers to look around the new campus a bit wistfully after the staff shuffles. Christine MacBeth put it very well indeed in one of the last things she wrote. One of the things wrong with Ryerson, she said, was "the fact there is damned little practised eccentricity around the place any more." While time does have the habit of turning cranks to characters by cloaking irritating traits with an opaque blanket of nostalgia, resignations, retirements and deaths did seem to rob St. James Square of some of its ginger and spice. There were characters at all levels. David Sutherland recalls finding only one girl on duty in the library one day. "I guess you're the boss around here today," he said. "She looked at me rather coldly and said there is only one boss in this world and it's Holy Mary, the Mother of God, and you better remember that." Ted Schrader was a character as a chairman, a veritable Pied Piper to his students and it was not unusual to find more students in his apartment at night than in his classroom during a lecture.

Among the largest gatherings ever of Journalism alumni was a party in his honor, when he was given a bar stool from Steele's Restaurant and Tavern, in kidding recognition of the many hours he had spent there, and at his funeral, when tributes written by his alumni-friends were read. His anecdotes are still told in newsrooms because, as Henry Brooks Adams said: "A teacher affects eternity; he can never tell where his influence stops."

Reginald Soame was the exact opposite of the bubbling Schrader. His formal bearing signalled his interest in the military. Major Soame initiated an Officer Training Corps for the campus and before the students lost interest, the Ryerson unit did quite well at competitions at Camp Borden and Gerry Pizer was honored as Ontario's top cadet. It was common for politicians and senior officials from Queen's Park to slip around to have Soame take their portraits and many of the portraits hanging around "the buildings" in the Fifties and Sixties had been taken by him. In early 1972, he was appointed Sergeant-at-Arms of the Ontario Legislature, a position he held until ill health forced his retirement in 1976. At his funeral in 1977, some of the Ryerson pioneers looked around and commented how quickly a campus forgets since some of them had to explain to colleagues as they left that Reginald Soame, the founder of the Photo Arts course, had worked at St. James Square from the rehab days of 1946 to his retirement in 1969 and that an award in his name is given each year to the outstanding Photo Arts grad.

Not all the key people of the campus were course directors, of course. There was Jim Handley, one of the Ryerson originals, one of the four charter members of the Ryerson 25-year-club. He had been at the rehab school that Kerr supervised in Kitchener and had done such a good job Kerr invited him to St. James Square in 1945. Kerr said: "He was a hard and meticulous worker, very loyal to the Institute. He was also interested in sport and he was one of the few members of the accounting staff who used to attend rugby and hockey

games. He was really a valuable member of the staff. He was reliable as the day was long." Handley became Bursar in 1956, Business Administrator in 1964, Director of Personnel and Purchasing in 1968 and Director of Institute Services in 1970. He died in June, 1972, at only 51, literally having spent his working life at Ryerson.

Then there were the deaths of instructors who never gained a title but, because in the beginning, many of the schools were small and intimate, it was like the death of a member of the family. Joan Walsh is still remembered by alumni and her colleagues in the English department, although she died in 1963, after 10 years at the Institute. One friend keeps several mementos, another some notes she once drafted to explain Roman Catholicism.

Naturally, Handley and the other original members of the 25-year-club, Loretta Werner, Bert Parsons and Cliff Hawes, had come to the square before Ryerson had officially begun. The same was true, naturally, with the next members. Ethel DeMings, for example, had been a messing officer in the air force before she joined the rehab school in 1946 to help look after the feeding of the students. She stayed on, when Ryerson began, and eventually became the head of the vigorous Home Economics department. But later, there were members of the 25-year-club who, although they had started after Ryerson began, had links to the rehab program as well. Fred Travell came back from the war and, like so many thousands of other veterans, crammed his Grade 13 at the rehab school. He returned in September, 1952, to teach the Retail Merchandising students. Another new instructor that year was Roy Horney. Horney had met Eric Palin when he took a radio course during the war. After the war, he bumped into Palin one day in a Toronto radio parts store. Horney recalls: "Eric spoke with great enthusiasm about the new directions in education taking place at Ryerson and invited me to come and see him. Several years later, having completed my university studies and gained some teaching

experience at the high school level, I accepted his invitation. It led to my becoming a faculty member teaching a combination of electronics, electrical theory and mathematics." Horney became Ryerson's registrar in 1973.

Many talented teachers were to leave Ryerson as it grew. Herb Jackson, who took over Electronic Technology after Palin left, followed Palin to a senior position with the Department of Education. Jack Hazelton left for another institute of technology. Bill Trimble, called by Kerr and others, a "born teacher," popped back and forth a couple of times between Ryerson and other jobs. Dr. Grant Hines and other went to industry. Retirement claimed Harold Howard, a welding instructor who created the lamp standards for Ryerson Hall. Often it was the lure of better jobs and higher salaries, or anger at being passed over for promotion, or, perhaps, a search for an easier workload at the same pay.

Why did so many good people stay for so long when for the good instructors, getting a better job elsewhere was comparatively simple? Jim Peters once asked Dr. Don Priestman that and Priestman replied: "I think what kept me here was the possibility that it might be a school more to my liking than what was already in existence. The kind of school which, in fact, did offer a variety of possibilities to students, one that would integrate a night school with a day school, one that was really polytechnical in the best sense of the word."

Some instructors thrived on the pioneering spirit of Ryerson. Others liked the downtown campus, the sense of being in the middle of the city's action. That made up for the long years when Ryerson lacked many of the basic amenities.

However, for some, Ryerson was a magic carpet to success. Only at a Ryerson would they have been able to flourish. There were all those instructors who lacked the basic credentials for success in the academic world

but whom Ryerson was willing to employ and give senior jobs -- if they worked hard and also upgraded their education. Special people for a special place!

David Crombie arrived at Ryerson at a time when the administration was insisting everyone being hired had to have a M.A. The story of his hiring and his early years shows that Ryerson, in the midst of its growing pains, was still an unusual place.

Crombie had gone to Western, taking his major in Economics, and a minor in Philosophy, and then had taken a masters in Political Science at U of T after a brief try at law school. But he had fallen just short of getting his degree. By this point, he was married to his high school sweetheart, Shirley and working in media research for Ronalds-Reynolds advertising, "and just hating it," he says. He was working on whether people should put their money into Howdy Doody time, and television, and doing a lot of reading. One day in the summer of 1962, he took a long walk on his lunchhour. There he was, marching along Gould with his lunchbag in his hand, -when he looked in at Ryerson.

Now he knew something about Ryerson. When Crombie had been at Earl Haig Collegiate in Willowdale, one of his friends had taken Electronics at Ryerson and another friend, David Amer, much to Crombie's surprise, enrolled in RTA. Crombie thought disc jockeys just happened. While at Western, he went with some Ryerson friends to a couple of dances in the old big hangar-gym. And Crombie's father had had a teacher named H. H. Kerr in high school who left such an impression, he used to tell his son about the teacher who was so tough, made you respect him so much, his class got 119 per cent on their contributions to the Red Cross. Later, at U of T, one professor, during a discussion about whether Crombie was going to go on for a doctorate, suggested Crombie try to get a teaching job at Ryerson where a person she knew, Hugh Innis,

worked.

So during this lunchhour stroll, Crombie decided to try for a job at Ryerson. He marched into Ryerson Hall and asked to see "the man who does the hiring". He was directed to Bert Parsons. Years before, when Parson had come to Earl Haig to give the talk on Ryerson at Careers Night, Crombie had been the student who introduced him. Crombie reminded Parsons they had once met and Parsons said he remembered. Crombie says: "I don't know whether he was being polite or not. But we talked for awhile. Finally Bert says to me: 'I kind of like the cut of you. Not many people have the kind of initiative just to walk in and ask for a job. What do you teach?' I told him what I had taken at university. I told Bert that the only name I had was Hugh Innis but Innis was on holidays. He told me: 'I'll take your stuff and put a note on it and I'll give you a call and introduce you to some of the people in the Social Sciences department. That's obviously where you'd fit .' I just gave him my name, address and credentials in a little note."

Parsons took him out and introduced him to Ernest Toes and Hans Johanson. They took Crombie down to the tuck shop for a coffee and talked about what they did. "It really sounded exciting to me. You spent your time doing that, and they would even pay you," Crombie says. They didn't think there were any jobs and later, when they went upstairs, Bill Trimble, the head of the department, talked to Crombie and confirmed there was none. "So I just left it," Crombie said. "Long about the third week in August, Shirley said a Bill Trimble had called. I barely remembered meeting the guy. I phoned him and said a fellow by the name of Murray Paulin is going to take a sabbatical. Would you be prepared to take his courses? And I said when would I start. Trimble said they need you the first week of September. What does he teach, I asked? He teaches sociology, Trimble told me. I said I'd never taken any course in Sociology in my life. I didn't even know what it's about.

That was really true. Nowadays, there's a lot of crossbreeding in courses but not in those days. He said why don't you meet with them anyway? He said he would have them call me. I guess they were really in a bind and couldn't get anybody else in a week's time. Trimble said I met you that day and I talked to Hans Johanson--Hans was kind of a second lieutenant without title--and he thinks you can probably do it. Why don't you talk to Murray? So I arranged to go over to Paulin's house. Before I went over, I said to Shirley: 'What's Sociology?' She said: 'Why don't you look it up in the dictionary?' So I literally looked it up in the dictionary and it said study of small groups. That's all I knew when I went to see Murray. Anyway it didn't matter because he didn't ask me. He was just giving all this stuff to me."

G. Murray Paulin, a lawyer, had been a Ryerson faculty member since 1958. He had taught Economics and Philosophy in addition to Sociology. The meeting with him made quite an impression on the future mayor of Toronto. Crombie recalls: "He's got all these books around. In the middle of a sentence, he's giving references--you got to read this, you should get into this one and that one--anyway, I wanted the job so bad, I scooped it all up and took it all home." Shortly afterwards, Paulin came to Crombie's house to give more advice. "In those days," Crombie recalls, "he looked the epitome of the mad professor, books hanging all over, little notes and pages sticking out. But then he left and I was really on my own."

Crombie was relieved to find there was no other full-time Sociology teacher around who might blow the whistle on him. One instructor who had taught Sociology the year before was teaching Psychology and Edith Gear was teaching only three hours of Sociology in addition to her main job of teaching Economics. He started off to teach a subject he had never taken himself for 24 hours a week, a total which dropped to 21 when two classes were melded.

He had seven groups, drawn from RTA, Journalism, Home Economics, Fashion, Furniture and Interior Design and Hotel Administration. He came across a "wee thin book", as he called it, about 20 pages in length, called Perspectives in Sociology--Terms and Definitions. It became his bible. "I got a text book called Culture in Society and away we went. I never worked so hard. Every night, four or five hours. I was a heartbeat away from having nothing to say. You never learn so well as when you teach. At the end of that first year I was so frightened that I had not given them a proper course, I decided that I've got to figure this out so they have a big picture in their head and I did one lecture which lasted about 15 minutes longer than the regular hour. I just called it Sociology in a Nutshell. I wrote down every term Sociology has ever known. I can do it to this day. I did it for Shirley when she was taking her first general course in Sociology."

There was Crombie running around covering all the blackboards with terms and definitions, drawing big arrows from one to another to show the connections and feeling rather pleased with himself that he had survived the year and it all seemed to make sense, to him at any rate. Kathy Brooks waved her hand at him at the end of the nutshell lecture and said: "David, why didn't you tell us all of this at the first of the year?" "Because I just figured it out myself," Crombie replied.

Crombie could afford to be candid with the Journalism students because he had confessed his secret to them about seven weeks into the course. Crombie said: "I had to admit it because there was a kid in the class who was a very bright kid, in fact he became a gold medalist at Trent later. I knew the game was up. One day I was so frustrated and I was so worried about it and tired from trying to keep up at night that I fessed up. I said now you know, I can go at it anyway you like but if I can't answer your questions, sorry, I'll do my best, I'll read ahead, you have a little patience. Geeze,

it was the best thing I ever did. It was really good for the soul. It was much easier after that. Because I had to use the Journalism classes--they were the kids who were getting more social sciences and most had fifth form and better education--I had to use them as the criteria. I don't think the other guys would have found me out."

Crombie remembers that Journalism class with some fondness, and members of that class will never forget his lectures. He had them again the following year when he taught them Political Science. But just like students never forget their best teachers, teachers never forget their first students. Crombie recalls having to do a lecture on sexual gratification. "I'm trying to figure out how to introduce it. The cycle normally went that I could try my stuff out first on the hotel guys. But this time it was going to be the Secretarial Science class which was first, just ahead of the hotel guys. Word was out. Everybody was waiting. Here am I, 25 or 26, and everybody waiting until I got to the chapter on sexual gratification. I started off, I'll never forget to this day, I was just gonna use the introductory sentence, and I'll never forget the sentence: 'Sexual gratification is universally desired and potentially in unlimited supply.' Well, I said that in a high pitched voice and these girls, they just died. The place blew up. They were looking at me and I'm looking at them and then I looked out the door and there are the hotel guys and they're going AAAAAHHHHH! They were next and they knew sexual gratification was going to be that day. So I said, come on in and we'll try it all together, so I mixed up the two classes, 90 people all milling around. I remember I had to get into the various kinds of eroticism, what the various forms society takes in sanctioning what's acceptable and what's not acceptable. In fact, in 1977 when I made a speech in Metropolitan Toronto Council about beer at the stadium, the last part of it was taken from that lecture."

Crombie recalls giving a lecture on prostitution on a Friday afternoon to some Home Ec. students. He said that in the 19th century, there had been a well-defined system of prostitution and at least a red light district was a good thing because what it means is that society is not raiding families. "One could conclude from what I was saying that there was something worthwhile about prostitution. On Monday morning, one of the girls in the class came in and said: 'Mr Crombie, I would like you to know that I spent the weekend striking a blow for freedom.'"

At the end of Crombie's 10-month contract, he still had the same status of "M.A. pending" and Ryerson was still demanding M.A.s from new employees. But at the same time, Ron Blair, who had taught Political Science, decided to do some graduate work and teach at U. of T. Crombie said: "Trimble asked me if I wanted to take Political Science on and I said you bet your life. I taught all summer, too. I taught Economics, we used to have a course called N.A.D.A. for North American Economic Development, and I taught that. That first summer, I taught a zero course for guys who didn't have any social sciences. Some of them were coming out of Grade 11. They were the sort of students who had been in some difficulty. The following summer I had to go to O.C.E. In those days, the only Social Science courses were Tony Wilkinson's History, Louie Greenspan's Philosophy and my Political Science, and that was so for, I guess, three years. It was just great, just great."

Crombie recalls Greenspan's reaction when they attended an introductory talk Kerr gave to the staff each September. Crombie said: "The paternalism of that thing was so immense. Kerr spoke and then turned it over to Parsons. And Parsons gave his pep talk, a speech known in Ryerson circles as his 'I know a man in the ranks who'll always be in the ranks because he hasn't got the ability to get things done.'" Crombie said Greenspan, with his M.A. in Philosophy, was startled at the call for self-motivation.

Ron Poole, a RTA student who returned to become an instructor and assistant chairman of the Social Services department, recalled taking a class from Crombie where Crombie showed some rather candid views of Ryerson. Poole said: "He was very aware of the feelings of RTA students vis-a-vis university students as far as their feelings of inferiority were concerned. One day while construction workers were tearing down the old Normal School building in what is now the Quad, a fellow classmate noted that torn from its moorings was a very rusty eavestrough which the student duly noted 'came from nowhere and went nowhere.' Crombie retorted: 'Yes, it's something like a Ryerson education.'"

When Crombie began to teach Political Science, Jim Peters, then the assistant registrar, showed up, Crombie said, "and asked me if I'd look after the model parliament--that's what he used to do--and would I write a constitution for it. That was so typically Ryerson. Herbie Elphick knows about chairs so talk to him about chairs and he knows about Political Science so get him to write a constitution. That's how I got to know David Sutherland. I still see those guys I met then--some of those relationships are now 15 years old. Billy Hunter, Louie Greenspan, Dave Sutherland, Dave King, we always used to go over to Bassels or Steele's and shoot the bull. In the fall, the students had enough money to go to Bassels' upstairs, so we used to go to Steele's. In the winter, the students had less money so they used to go to the Edison. What was really good about it was there were six or eight of us and we'd get together at least two or three times a week and have a beer for an hour or so and it became a family and what we did was grumble. We had that great thing that oppression gives anybody, that is the ability to grumble together. Of course what we grumbled about was Kerr. He was the lightning rod for animosity. I remember Bill Trimble's great prediction. The place is going to be in trouble when Kerr leaves because we're going to fight amongst ourselves.

The sense of community was because of Kerr, not only because he wanted to make it community but because he was the bad mark. He ran every single thing. He made himself the lightning rod by being in every single issue. It wasn't a labor-management thing. It was Kerr and the rest. So we used to sit and grumble about Kerr. Well, then, towards the end of the second year I was there, Kerr was inventing this scam by which he was going to be able to get around the buildings, as he called the Department of Education. He invented the board. And that meant that we, the C.S.A.O., the Civil Service Association of Ontario group, had to have an organizational meeting to see where we now go. Louie Greenspan nominated me to be on a negotiating team with him. Dave King and Peter House were members. We used to meet with Kerr, who I didn't know before this. And it was unbelievable, just unbelievable, I even got in touch with my father who knew a little about labor management stuff. So I had little procedures on how things ought to go and learned about conciliation and arbitration and how all those things worked. In any event, I became the only person who knew that stuff. We were now the Ryerson Faculty Association--we were no longer C.S.A.O.--and we spent the first four meetings on who best represented the teachers, Kerr or us. The Board had just been set up. There was a guy by the name of McLaughlin on it, the Dean of the Faculty of Applied Arts and Science from U. of T. He didn't look too sensitive to unions either. One of the big issues was should we negotiate with the board? In the end we decided McLaughlin didn't look any better than Kerr, so it really didn't matter."

Crombie and his colleagues used a secret weapon during their negotiations, a man Crombie had got to know during his year and a half at law school, Bora Laskin, then at U. of T. and a man well-versed in labor problems. Laskin was also the chairman of the Canadian Association of University Teachers. On several occasions, Crombie and Greenspan went to call on Canada's future Chief

Justice and Laskin offered advice on how the Ryerson instructors should proceed.

Crombie recalls: "We finally agreed there should be a contract. We wanted to pin everything down. If you don't pin the old man down, he'll get away with something. When I come to think of it, Kerr was more right--I don't know how he abided us some times. We were arguing about whether there should be categories based on degrees achieved, or experience, and we got the secondary school teachers thing and we got this thing from the Association of University Teachers and Kerr was trying at that time to explain to people that we were different than all those and we shouldn't be into that kind of union lockstep stuff with either one of them. He won that part of it because we never did adopt a lot of the principles. Our salary levels then were much below the university and work loads were more than double--those guys worked 12 hours and stuff like that. We were pretty close to Type A honor people in the high schools in salary. Kerr came in once and said all chairmen of departments are not going to be part of the bargaining unit. That was his counter attack on us. Everybody that was a department head will become a chairman and he will get \$12,000 a year. That was a big number. That clearly got them, they were gone. Because they were academics, there was a lot of conversation about moral turmoil but they were in. They were gone. The rest of the people were getting \$8,200 to \$8,900. In the larger departments, Kerr had deputies, deputy chairmen, they got \$10,500 or \$11,000. That sort of creamed off a lot of people out of our group."

Crombie recalls a work load formula was developed on the number of student contact hours each instructor was supposed to have. "An instructor was supposed to have a figure around 550--the number of students in your classes times the number of hours you taught. This caused some dissension in the ranks. We used to figure the technology people were on some kind of

scale. One lab counted as one lecture. The English guys used to say 'that's bullshit. You don't have to prepare for that stuff. You just have to show up.'"

Crombie at this point started to get more involved with student affairs through Sutherland. Peters had got him involved with the model parliament. Now Sutherland, because of Crombie's demonstrated rapport with the students, asked Crombie to work with SAC during some disputes where Crombie could sit down and talk to the various warring factions. Crombie by now had a certain reputation on the campus. He had run unsuccessfully for Toronto City Council in 1964. That was somewhat unusual at that time, but wouldn't become later when, Crombie would run again for alderman, and make it, and then become the Mayor of Toronto for a lengthy term. Terry Grier would become an MP, and Alex Marchettie, an alderman in Etobicoke, and it would not be unusual for a Ryerson instructor to be running in any one of the regular Canadian elections. What made Crombie's first candidacy a bit different was his campaign committee was really, as he calls it, "a Ryerson mob." One Journalism class formed most of the workers. Sutherland was really his finance man and raised \$890 for the campaign, a far cry from the more than \$60,000 Crombie would need almost a decade later to win as mayor. Sutherland was now something he called Director of Student Services, something they didn't have anywhere else in Canada but a job Sutherland had adopted from American colleges. It was a natural evaluation when Sutherland later asked Crombie to become his assistant director.

Student problems in the early Sixties still revolved around drinking. There is always a difficulty, however, looking back at events when the telescope used is the media. By compressing the bald facts, and occasionally letting some wrong facts creep in through the reporter's desire to "goose" the story, or simply because the writer didn't really know, a slightly in-

ebriated student, of the type that can be found in a lot of bars most nights, can appear later to be a drunk on a vandalism-filled rampage. The Waterloo weekend of 1957, perhaps it should be called the infamous weekend, was really a tame affair. But the 1961 Ryersonian said it was "when a mob of Ryerson students dismantled Waterloo piece by piece and brought prohibition of away weekends for at least three years." That was the same year SAC asked Royal Military College for an invitation to an away-weekend and never received a reply. It was either an oversight or the recipient of the letter believed that nonsensical description in the newspaper about the Waterloo weekend. Another Ryerson legend concerns the actors who went to participate in the Montreal Inter-Varsity Drama Festival in early 1962. The first reports sounded horrendous. A letter from the hotel's vice-president named seven people and said the "behaviour of your students was the worst we have ever experienced. They were discourteous, vulgar, rowdy and caused extensive damage."

No one likes to receive that kind of letter, of course. But it turned out that one university involved had received a similar letter, that students from McMaster had been asked to leave the hotel that very night and that the party in two rooms on the eighth floor of the Berkeley had involved six colleges and institutes in all. The party had gone to 5:30 a.m. and the hotel management had complained about singing. The damages the hotel wanted from Ryerson was only \$12, for some towels, so SAC sent them the money.

Nevertheless, some extinguishers had been thrown from the window and even though the hotel didn't specifically accuse the Ryerson students by asking for payment for the extinguishers, SAC swung into tough action. There had been 12 students in Montreal. Two were fined \$50 each. Three were fined \$25 each. One student was suspended for a week and excluded from all extra-curricular activity for the rest of his time at the Institute. Two students

were also suspended from all activities for the rest of their Ryerson lives while two students were suspended from activities for the rest of that school year. Two of the students were in ROW's production that year of The Beggar's Opera. SAC President Ron Graham and Jack McAllister took over for them.

It was drinking that got the Ryerson fraternities into trouble. Many of them had been formed with the enthusiastic support of Ryerson instructors and administrators who were either former fraternity men themselves or thought fraternities would add to the stature of the Institute.

Three of the frats started in the mid-Fifties. Tau Epsilon Nu gained its name from its initials since T. E. N. men had found it. Gamma Epsilon Tau was founded with 16 printing students as the only Canadian chapter of the international student printers' association. Edward Parker, the first director of the School of Graphic Arts, was at that point vice-president of the International Graphic Arts Association which sponsored the frats. Delta Sigma Phi, an international social fraternity, was formed with the aid of the administration itself. There was also Rho Alpha Kappa, a professional communications fraternity, and Pi Epsilon Sigma, a professional production fraternity.

Two students were charged with keeping liquor for sale at the Tau Epsilon Nu House In October, 1963. A move was made to suspend the fraternities from campus activities but SAC finally narrowly defeated a motion which would have forced a warning to frat members that they faced possible fines or expulsion if caught with liquor. Student councillors thought publicity over police raids on fraternities would hurt Ryerson's good name. But nothing happened after SAC president Keith King, a Business student who was also a frat member, said he had had secret meetings with a number of fraternities. King said there would be further meetings, also involving the faculty, to eliminate any problems with the fraternities. King told the meeting that it had been accepted from Ryerson's start that fraternities would sell liquor. Obviously,

he had not checked his history with H. H. or the Ryerson pioneers. The frat issue then became dormant, but didn't die.

There were other student problems besides drink, of course, though it would be hard to know that from the clipping files of the newspapers. The Ryersonian had been crusading since early 1963 for student counselling. David Crombie and Ron Taber used to run a little clandestine counselling service on the side but the students wanted a formal one. In the fall of 1963, card playing temporarily replaced drinking as an issue when the department heads unanimously decided that card playing on Ryerson property should be banned. Sutherland recounted the tale of a student who had to use his summer earnings to pay his gambling debts and couldn't return to Ryerson. But it was the time card players spent on Hearts or Bridge that was a major concern as well. Instructors were instructed to take Admit-to-Lecture cards from offending students.

The school year of '64-'65 got underway with 15 Ryerson students charged with Liquor Control Act offenses at the annual frosh picnic on Toronto Island. About 2,000 students were at the picnic. Some missed the last boat and spent the night on the island. Perhaps missing the last boat had replaced the "my car won't start" routine. No sooner had the campus digested that bit of news than some Tau Epsilon Nu members decided a great way to raise money for the annual United Appeal was to have a drinkathon at the Imperial Pub on Dundas St. E. "Can you hold down a table for 12 hours?" was what some posters challenged the students. More than 200 students tried. The effort to drink the pub dry--with a nickel being thrown into a U-A can for every draft consumed--was hampered somewhat by the manager closing the pub at 1:30 p.m., because of the large crowds, he said. Later, it was said that the Institute's administration had discovered what was going on and had asked him to close. SAC President Jerry McGroarty at first said a United Appeal official had told him the appeal would not accept the money collected during the drinkathon.

Later the U-A reluctantly changed its mind after being told that a four-member student-faculty committee had placed the organizers, without saying how many or what their names were, on probation for the rest of the year for failure to get authorization and the "extraordinarily bad judgment" in getting Ryerson and the Appeal involved in such an event.

The relationship between the administration and SAC was undergoing a change. Kerr had announced a new deal for SAC saying the council was on its own. Instead of submitting a budget to the Students' Union Corporation, SAC would get \$3 for each student enrolled. SAC got \$8,000 in 1963-'64 but was now expected to get upwards of \$9,000 by the new method. Interestingly enough, the students didn't see the potential immediately. Jerry McGroarty talked about the "responsibility" that had been handed to the students but the previous SAC president, Keith King, said the council would have to watch its spending carefully because no one would bail them out. In fact, the SAC had never really needed to be bailed out in recent years and the SAC had accepted a degree of financial dictatorship from the administration at which many university SACs would have revolted. SAC executives had fumed about not getting all the money that the administration had collected as student activity fees but no great attempt was ever made to try to get every single dollar. The system had been that all money earmarked for student activity had gone into the Students' Union Corporation and then had been distributed by a board of stewards, headed by Kerr, to SAC but also to other committees concerned with Health, Athletics, Publications, Loan Fund and Music. When Kerr announced the new deal for SAC in March, 1964, he also said Kerr Hall Warden David Sutherland would become Director of Student Affairs to look after "the supervision and co-ordination of all student activities."

Sutherland said his policy would be to set standards and limits within which the students could act the way they wanted. He said he wanted

a policy that was neither punitive nor without limits. He said that one of the problems with the administration in the past had been that no one had really set out the limits. He said: "Students are only aware of them when the administration comes down like a ton of bricks for some infraction. These limits should be clearly defined, the reasons should be clearly stated and their enforcement must be firm and consistent. I don't claim this has always been the case at Ryerson in the past nor can I claim this will be the case in the future but this is what I'm working towards." Sutherland dealt with both the drinkathon and the island liquor arrests since the administration handed over such issues to him.

Tragically, however, the death of a Journalism student, in a car accident on Jan. 23, 1965, after consuming between 25 and 30 beers at an inter-fraternity drinking contest, would overshadow any drinking issue before or since. The incidents of the previous year were inconsequential by comparison. Before it was over, Ryerson and the O'Keefe Brewing Co. would be tarnished, a spokesman for a major church would be using it as part of his campaign against beer salesmen, men would be fired or placed in executive limbo and a coroner's inquest would lay bare the sad truths for all to see. First reaction to the newspaper accounts of how the death had occurred was that it was the usual exaggeration by the press. But unfortunately for those who resorted to that old dodge, testimony had to be sworn to before the coroner which showed all the sordid details were true.

The fraternity council said there hadn't been a trophy just for beer-drinking, as reported, but it was a part of a weekend of activities. However, testimony showed that the trophy was beer-barrel-shaped, that it had been donated by O'Keefe, and that it bore the inscription: "O'Keefe Award--Ryerson Inter-Fraternity Endurance Champions." An O'Keefe salesman was present at the drinking contest between the 18 students. The salesman said he told his boss "the nature of the contest and he told me we'd be happy to participate in it." However, the boss testified that he had talked to his superior who suggested the words "sport night" be used to describe the drinking contest but that he wasn't trying to conceal the nature of the event when he wrote it that way in his promotion report. An assistant to the brewing company's president said the company would never have supported a drinking contest, if the executives had known what the trophy was for. Suspension or firing was the fate for the O'Keefe men involved. Dr. K. R. Baxter, the coroner, reprimanded the company during the inquest which lasted for more than nine hours. The jury under his direction recommended that all brewers, distillers and their salesmen be prohibited from canvassing and promoting the sale of alcoholic beverages at any educational centre or student residence. It also recommended the banning of beer vending machines in fraternity houses. Rev. J. R. Hord, secretary of the United Church's Board of Evangelism and Social Services, called for a reduction in the number of beer and liquor salesmen.

For Kerr and his staff, the tragedy was the very thing they had been

working to avoid for many years, often to the jibes of students and young instructors. A dead student's parents had to sit in the back of a hearing room and listen to how their son had spent his last night on earth.

Sutherland immediately said SAC was deprived of its disciplinary responsibilities and the administration would handle the investigation of the death and any action that might follow. The council members felt that relegated them to a social and cultural committee without any real powers on the campus and with only six dissenters, who were led by second vice-president Marty Goodin, SAC voted to go on strike until a report could be prepared on the validity of the SAC constitution.

It turned out that SAC had been left in limbo, certainly in a very grey area, by not being mentioned at all in the act establishing Ryerson Polytechnical Institute. SAC President Jerry McGroarty said the council had submitted a report to Kerr about a permanent student disciplinary committee but Kerr had sent it to Sutherland, saying the Board of Governors didn't have the powers to establish a student organization under the Ryerson act. A new SAC constitution was drafted by SAC members at the U of T SAC building with two Osgoode graduates helping. They were Jordan Sullivan and Vince Kelly, who would become active in education and political circles. Both were former U of T SAC presidents. The SAC argument was that a student body may not have been mentioned in the legislation but there were basic democratic rights of assembly and self-government. The students accepted a new constitution by a

1,723 to 268 vote and the vote about the resumption of SAC activity passed 1,524 to 445. Under the new constitution, SAC was left with the right and ability to penalize students only in the area of SAC activities. The administration said it approved of the constitution because it specifically and deliberately excluded the SAC from any infringement on powers of the Board of Governors and the staff answering to the board.

This incident was the beginning of the end for Ryerson fraternities. After all, the sad, end result had been something far more severe than hangovers after thumbing one's nose at the rules of the institute and society. David Sutherland asked David Crombie to meet with the fraternity leaders. The result was a new regulation that no fraternity would be allowed to govern itself by setting its own rules in isolation to the other fraternities and institute. There would be other incidents involving the fraternities. Crombie recalls being called by police at a downtown police station and told they had caught a Ryerson student after hours in the premier's office. Crombie arrived at the station to find the student was refusing to say what he was doing there. Crombie was able to tell the police much later that it was a fraternity initiation prank. The student had been assigned to steal the flag from the premier's office. So he went to Queen's Park and hung around until it closed, then entered the office. The student hadn't wanted to "rat" on his frat brothers but Crombie got him to confess after pointing out over the long hours that the student now faced a criminal charge that could hound him in later life. But the fraternities declined in number each year. Student leaders felt that at a time of great social issues and drives for real student power, fraternities were trivial and hedonistic. They weren't popular anywhere, and Ryerson was no exception. Fraternities were not to survive the growing radicalization of the campus.

The mid-sixties were eventful times for the Institute, one of its

turning points. A new relationship with the students was just a part. In the fall of 1966, it would be 18 years old, just a dash of time for many venerable universities but still a busy 18 years for Ryerson. It is not stretching symbolism to point out that 18 would soon become the age of majority for teen-agers in Ontario, the legal age of responsibility. It was so for Ryerson. Under the new Ryerson act, it had acquired many of the characteristics of a university, with executive and financial responsibilities vested in its own board of governors and with academic authority resting in the Faculty Council. Like a lot of 18-year-olds, it still had to prove itself with some people since Ontario universities were notably suspicious of its product. They showed that in a most direct way, admission policies for Ryerson graduates. Ryerson's parent, H. H. Kerr, would leave it on its own in one of the most dramatic changes in this period. Never again would one man dominate the Institute to such an extent. And finally, just as a booming Ryerson thought it could settle down and enjoy its new maturity, a host of rivals appeared all around it. The Provincial Government created the 22 colleges of arts and technology. Within a decade, the CAATs, as they were called in the acronymese of government, would be teaching nearly 60,000 students on 90 campuses worth more than two hundred million dollars. Four CAATs would be within Metropolitan Toronto, Ryerson's home base, and they would have 28 per cent of all the students in CAATs. The CAATs would prove powerful rivals in the competition for capital and operating dollars, students and staff.

Creation of the CAATs had been in the works for some time. For many educators, it was a logical step for the province. In 1962 and 1963, when space problems at Ryerson and universities meant prospective students were being denied a seat in the classroom, the clamor at Queen's Park and elsewhere for junior colleges was constant. A Telegram editorial in September,

1962, was typical. It said: "We must find for the average students, ways of releasing his motivations. The notion that they need only vocational skills must be rejected. They, too, need training of the intellect and personality. It is time to resurrect the plan of a junior college for this area, parallel with the first two years of university, one that would not only provide technical-vocational education but a general course." The editorialist noted junior colleges had been a fixture in the United States and Europe "for generations." A study of post-secondary institutions, particularly junior or community colleges, was done and a report produced under the title The Structure of Post-Secondary Education in Ontario. It recommended an adaptation of institutes of technology to be known as colleges of technology and applied arts.

The leaders of Ryerson expected to be copied in some way. They were used to it. As the first polytechnical institute in Ontario, it had served as the model for the other institutes of technology. Indeed, it supplied some of the key staff to the others. When Lakehead Technical Institute became the Lakehead College of Arts, Science and Technology in March 1956, Education Minister William Dunlop said "it will be a junior college and also an institute of technology. As an institute of technology, it will be a replica of the Ryerson Institute of Technology." In addition to being imitated, Ryerson had done considerable missionary work with Kerr's concept of a market-motivated curriculum. He made it easier, even fashionable, for other schools to come along and admit quite candidly that young people were prepared for jobs there. Employers knew that a Ryerson graduate could be expected to be productive quite soon after being hired. There was no need for long months, if not years, of on-the-job instruction in the basics. Kerr looked to the labor market to judge Ryerson's effectiveness.

Department officials knew this and had come to accept the approach. Kerr's philosophy would play a fundamental role in any schools to follow.

In 1964, William Davis, the minister of education, visited California and Florida to look at what the American system had to offer in post-secondary education. Various studies were also being conducted by Department of Education officials and by consultants. A committee of university presidents gave its views and a report was made by the Ontario Secondary School Teachers' Federation. One of the issues to be decided, besides curricula and possible transfer of students in these institutes to universities, was who would run the new schools.

The long-awaited announcement came May 21, 1965 when William Davis rose in the legislature to make what he called "a somewhat lengthier explanation of this bill than is normally my custom..." The bill provided for the establishment and operation of a system of colleges of applied arts and technology. Davis called it an "historic occasion." It was also one that brought butterflies to the stomachs of Ryerson leaders. It wasn't clear where Ryerson was to fit into all this. Davis spoke of the need for a positive response to the requirements of an expanding economy for more people who could cope with technological change and invention. He said three items stood out in the "recent changes and developments in the worlds of work and of education which have made essential the creation of this new level of our school system." First was the "so-called knowledge explosion" which he said, had as one very natural consequence, the requirement for a longer period of schooling. "Where the limit may be," Davis said he didn't know, "but obviously a much higher level of education is going to be required of all of us." He said the principle of secondary education for all had been accepted and "we probably must now recognize the inevitability of some form of post-secondary

education--i.e. beyond grade 12--for all of those who are capable of profiting from it." Davis' second factor which made new schools so necessary was the technological evolution which had resulted in the elimination of most of the unskilled jobs and a large proportion of the semi-skilled ones, and necessitated higher levels of skill and greater occupational adaptability. The third factor was the population explosion which had meant many young people were being dumped on the employment market, people who must be provided with saleable skills. Davis said the new level and type of education that would be introduced with the CAATs was consistent with Ontario's traditions and achievements in education. The colleges would fit into and complete the educational structure, supplementing recent efforts to improve high school programs and to expand universities. The future premier went to some lengths to show why the American junior college was not being imported unchanged into Ontario, as many people had assumed would happen. He said Ontario had a Grade 13, unlike the American secondary school system, and that that year served for one of the two years of the junior college transfer program. Davis said he hoped a few CAATs would be in operation by the fall of 1966. He said a number of studies had to be finished but that precise decisions would have to wait the formation of a provincial council of regents. He added: "We must decide what part our present institutes of technology and trades and vocational centres will play in the new plan. It may well be that the provincial Council of Regents will recommend a complete integration of existing institutions and efforts, using the present buildings, staff and programs as nuclei for the development of the new colleges." Both opposition parties welcomed the announcement. But Ryerson considered it ominous that its fate was not mentioned. For that matter, hadn't even been mentioned, and it was the flagship of the institutes of technology.

Much later, when Davis had become premier, he recalled the reason for

leaving Ryerson out of the speech. He said: "It was by deliberate design that there was no mention of Ryerson. What I didn't want was 22 Ryersons. I wanted to be very clear that Ryerson had--and still has in my view--a unique spot in the post-secondary system. We didn't need that many unique spots. The new college program was to look to Ryerson for some things but it was to be more community oriented. I didn't want a duplication of the expertise of Ryerson at 22 places. You couldn't afford it; there was no need for it. So I quite intentionally stayed away from creating the impression that Ryerson was going to have 22 satellite campuses. To me that was important in the early stage of the college program because I don't think it would have then fulfilled what we had hoped--and what I think the colleges have met."

Some of Ryerson's leaders and pioneers would have appreciated it in the two years following the announcement of the CAATs if they had known what was in Davis' mind. Centennial, Lambton and Algonquin were the first colleges to get into operation. The birth pangs of their programs were watched with some skepticism. The Globe pointed out early in September, 1966 that not one of the three could supply applicants with calendars and registration forms. (The Ryerson pioneers must have thought back to 1948). The Globe said Centennial College appeared to be the most advanced but also seemed to be offering a "hastily assembled collection of packaged courses drawn from Ryerson Polytechnical Institute and the province's vocational centres and institutes of technology." Reg Stackhouse, chairman of Centennial's Board of Governors, replied by letter that the 16 courses that would be offered had been designed with the aid of the Applied Arts and Technology Branch of the Department of Education and he saw nothing objectionable in the fact two Centennial courses would parallel those offered at Ryerson since Ryerson was said to be crowded and there was a danger some young people might

not be able to satisfy their needs unless Centennial provided an alternative. Centennial enrolled 500 students in October, 1966, and still had 450 of them the following year.

Algonquin got underway using the Eastern Ontario Institute of Technology, and other institutes emerged with new names and altered curricula. Western Ontario Institute of Technology became St. Clair College, the Institute of Mining became the Haileybury campus of Northern College while the Northern Ontario Institute of Technology became the Kirkland Lake campus. Gradually 18 areas were sketched out on the map, each with a college. Davis made an announcement covering the CAATs and said only the City of Toronto had been omitted because there was, Davis said, "a complex group of post-secondary institutions in this area including Ryerson which required further study." As late as May, 1967, Davis kept Ryerson on tenderhooks. He talked to the Ryerson convocation about the future of the Institute and made only vague statements about Ryerson's future status. However, in July of that year, Ryerson's stepchild, the Provincial Institute of Trades on Nassau St., was designated as the nucleus for George Brown College in Area 19 and the campus let out its collective breath.

It was obvious from the start, when Davis stood in the legislature and listed the vocational objectives of the colleges of applied arts and technology, that the CAATs would take many students who in previous years would have gone to Ryerson. As some Ryerson instructors pointed out rather bitterly, the CAATs made sure of that with courses photo-copied from the Ryerson calendar. In some cases, the source was not hidden. Centennial's first Welfare Services course was advertised as a copy of the Ryerson program which, along with Nursing, had started for the first time at the Institute in 1964. (Welfare Services would acquire the name Social Services when it was considered inappropriate to use the word welfare). In addition, the CAATs were

free to experiment with courses and copied Ryerson's role as a curriculum innovator.

One problem for Ryerson was the new "streaming" of high schools. There were three divisions, with the old general academic program having become arts and science, and other courses being grouped into business and commerce, and science technology and trades. The new CAATs were designed to accept grads from the four-year streams, or students from the five-year streams who didn't choose to go to university and had been eligible to enter a CAAT after Grade 12. This left Ryerson competing, without the prestige and degrees of a university, with the universities for the Grade 13 graduates, the products of the five-year streams. After several years of the CAATs operation, it was found that 63 per cent of Ryerson's 1969-'70 students would have preferred to attend a university and that 85 per cent expressed a willingness to attend Ryerson for one more year if they could be awarded a degree. A former Ryerson instructor, T. M. Zaharchuk, investigated Ryerson's development as part of his doctoral work at University of Toronto and conducted the survey which produced that information. It was his conclusion, as the Sixties ended, that Ryerson's unique educational role was disappearing since university was more attractive for the academically gifted student while Ryerson had to compete with four CAATs in the Toronto area from which 52 per cent of its student population was drawn. In September, 1969, 22 per cent of students who had been formally accepted into Ryerson programs failed to show for classes.

Davis recalls that he and his Department of Education officials knew that Ryerson was going to be copied by the CAATs. He says: "We knew it should happen with respect to courses, particularly where there was the demand for it, and in some respects you couldn't improve on it. But we wanted to make very sure that they were going to do some pioneering on their own and that they didn't in fact grab everything that Ryerson had put into place. People

working with it kept a very close eye on it and I think as a result a good balance was found at most of the colleges." Davis thought the law of supply and demand would take care of excessive duplication. He said: "If Sheridan had gone into expensive duplication of what Ryerson had done, and there was only a certain number of jobs, it automatically finds its own level. But we helped a lot of colleges into not getting too deeply into things where there just wasn't the job demand." As the CAATs developed, it was interesting to see that the number of programs in a college had a great deal to do with the circumstances of its birth. If it was created from an institute of technology or vocational centre, it had more courses. For example, Algonquin and Mohawk both developed from institutes. Both had 11 programs, in the early years the largest number of new and established three-year technology courses in all the CAATs.

A constant stream of visitors from the CAATs appeared at St. James Square. Al Sauro, at this point the registrar and secretary to the Board of Governors, found it to be one of his duties to take the visitors around. He recalls it was almost a daily occurrence. While the staff of Ryerson felt they were under some obligation to be courteous and helpful to those seeking advice on what they should do back at their new colleges, there was a feeling among some that in a sense they were aiding and abetting the enemy. The colleges would be competing directly with Ryerson for students and here they were coming to find the best ways of doing that. The CAATs, of course, were interested in more than just the Ryerson courses. They would copy some Ryerson courses. Indeed, they claimed they had taken some Ryerson courses and improved on them. But these were also head-hunting expeditions. The leaders of the CAATs were looking for good people, and what better place to look than Ryerson. So, just as Ryerson, the flagship of the institutes of technology, lost staff to the institutes as they developed around Ontario, so Ryerson

lost staff to the CAATs as they developed around the province. In the first five years of their operation, four senior administrators left Ryerson for important posts with the colleges. A substantial number of Ryerson teachers also joined the colleges because working conditions or chances for promotion seemed rosier. Salary schedules were comparable but the colleges at first gave more credit for non-teaching experience. Of course, the most dramatic administrative change of all was the leaving of H.H. Kerr. This is often erroneously related to the creation of the CAATs. After all, Kerr did become the chairman of the Council of Regents at the council's first meeting in February, 1966. But this body, created to run the community colleges along with the boards of governors of each college, sounded more impressive than it really was. Kerr did not simply trade one prestigious job for another. He left Ryerson because he was 65. But Kerr was healthy and could reasonably expect that a resourceful Board of Governors and Government could find a way around that retirement age if they wished. But they didn't! The job as chairman of the Council of Regents was really a part-time one. Members of the council were paid a per diem; at first \$50, later \$85. Kerr was busy as chairman in the first year and received around \$3,500. He recalls that generally the pay was around \$1,000 annually until he retired at the end of 1969 and Norman Sisco became a full-time chairman, something the council had said it needed two years earlier. Sisco was paid considerably more than just a per diem.

Under the circumstances, Kerr would be entitled to consider that old saying about a prophet being honored everywhere but at home. Kerr doesn't say so. "I wasn't unhappy about retiring, although I was feeling very well at the time. If I had remained with the civil service, instead of throwing in my lot with Ryerson, I could have gone on to 68. I would have received a bigger pension. It really doesn't matter in the long run. As far as Ryerson

was concerned, I had reached the retirement stage. And it would have set a precedent." But there is a wistfulness as he says it.

Kerr was being recognized in the country for his many contributions to education. Yet where was the cry from St. James Square to let him stay? In 1959, he had been nominated by the Ontario Government and had received one of the top honors for a civil servant in Canada, the gold medal of the Public Service of Canada. He had been chairman for two years of the Technical Institute Division of the American Society for Engineering Education. He was consulted by committees, even Royal commissions, studying education. In addition to that honorary doctorate from the University of Toronto, he would get a honorary degree from the University of Western Ontario. He would sit on the Defence Research Board of the federal defence department, to look after the special needs of technicians and technologists in nine research laboratories around the country. In 1965, the Ryerson Board had encouraged him to make a tour of the countries of western Europe, a "refresher course" Kerr called it, to see the latest educational development there among the technicums of West Germany and polytechnics of England. But despite such honors and prizes, Kerr had to leave the school he had created. Ryerson had risen from the shadow of one man, as Jim Peters said at a dinner as farewell gifts were given the Kerrs by the Ryerson community. It would be a mistake to view his leaving as a simple retirement. And occasionally Kerr betrays his true inner feelings. On the day after the dinner, Kerr wrote a thank you note to G. M. Paulin for the stereo set that the Ryerson association had given. "It was a delightful evening, the memory of which we shall treasure for the rest of our lives. It helped make the break with Ryerson a great deal easier." Some would not have used the word "break" with its emotional overtones of fractures and force. But Kerr felt that he was being pulled away, from his creation.

The decision that Kerr could not stay at Ryerson, that no rules and regulations would be bent for him, was made at the top. William Davis, then education minister, and his senior civil servants and advisers, recognized Kerr's giant contributions both to Ryerson and to technical education in the province. Davis says: "Kerr had the idea for Ryerson, he initiated it and put it together. But there comes a time. I got that from the people at Ryerson, who had a great affection for him, but said that if the institution was to move ahead, then a change would be helpful. Howard accepted it graciously. His own inner feelings must have told him, although no one wants to give up."

Davis also says that "we", meaning he and his officials, didn't create a new job for Kerr in order to ease his leaving the old one. Kerr became chairman of the Council of Regents before it was announced that he would be leaving Ryerson on June 30, 1966. Kerr was ideally suited to head the council, Davis says. He adds: "Once again that entrepreneurial instinct was extremely helpful." But Davis emphasizes that in the new job, Kerr wasn't faced with the day-to-day operation of running a big and growing institution. "Kerr found some frustrations with the new position. The council was purely advisory. It had no executive authority. While the council gave an appearance of autonomy, since it wasn't an arm of government, the Provincial Government kept absolute control over the colleges by keeping financial control. Kerr says the council could have been given a larger role to play." "I think it would have been more effective if it had some control over finances."

But such problems were not the problems of Ryerson. A new leader had to face these, for the first time in 18 years, for the first time ever. And as the Ryerson community discussed what attributes the new principal should have, it was plain that everyone now considered it was time for a different style, a softer personality, one who would consult more. Not that this

meant that Kerr left behind a square filled with knockers. Quite to the contrary. It is possible to be critical of a leader, but also admire him.

Eric Palin said about H.H.: "We have all been bruised but you can't take the credit from him." Don Priestman said: "He is a man of many talents, many of them ruthless, but at the same time I don't think Ryerson would even be here if it wasn't for that man. I honestly never thought he had any direct vision of Ryerson but he had a marvelous sense, I think, of survival, an ability to catch on to something that he thought was important, and an ability to listen to other people. He maybe didn't give the impression he had, but very often you would find things that had been dropped in conversation...would turn up in a speech..."

The late Ted Schrader certainly had his rows with H.H. But he wrote a warm piece when Kerr left, not about his frustrations as Journalism chairman with the dictatorial boss who clawed back when scratched by the student newspaper, but mainly about the man. Although Ted remembered enough about the bad times to say: "One time in frustration, I blurted, 'You are always right, Dr. Kerr, even when you are wrong.' His face crinkled into a smile and he replied, 'That's right.'"

Schrader wrote: "He set the standards our students must meet. He established the high qualifications required to teach here. Dr. Kerr made it clear he expected the teachers to encourage student activities. No dance was held without a full complement of teachers being present. The officers' training corps, football, the opera, were egged on by Dr. Kerr. He let us know that any teacher not interested in the whole student was not welcome at Ryerson.

"In addition to being able to call thousands of Ryerson students and alumni by name, he displays his affection for people in warm ways.

"No Ryerson instructor has ever been in hospital without hearing

the measured tread of Dr. Kerr coming down the hospital corridor. Any death in the family saw Dr. Kerr at the funeral. And if the parent of a student died, the youth always received a fatherly letter of condolence from this busy man."

There was something in Kerr's style and approach that modern educators might consider quaint. His benevolent paternalism and stress of old-fashioned virtues such as hard work, punctuality and neat dress stood out starkly in the Sixties as "with it" men and women listened to his sentimental appeals for them to show affection for their alma mater. But a young instructor just starting to climb the administration ladder, David Crombie, saw the good side of that paternalism. Crombie says that Kerr looked after a considerable number of people at Ryerson, from Mama and Papa Wycik and the large number of the Baltic immigrants, to the faithful older instructors without the new degrees. Crombie said: "The good traditions of Ryerson are still the traditions that Kerr started. Obviously there were contributions made by Jorgenson and the others. But in his day, the thing that made it a sense of community was both the fact Kerr understood it as a family, as an extension of himself, and he also was the *bête noire*, the focus for grumbling, the lightning rod."

It should not be overlooked that Kerr's leaving was very much the end of an era at Ryerson. At the friendly gathering for the Kerrs to talk about the "good old days", at which the stereo was given by the Ryerson association and a maple dining room set was presented by the non-faculty staff, Morley Finley, the former registrar, gave a long and rambling speech, as if it had been written by an Old Testament prophet. There were jibes at Temple the Moneychanger; Transistor Palin, previously called micro-wave, obviously a misnomer since now he used a sponge instead of a comb; Soame, called Soldier, Hazelton the Apothecary, Werner, the Viking and Wood Carver,

Parker, sometimes known as The Prolific or The Verbose, Bridge, known as David the Machinist; D.G.W., O.A.A., M.F.A., M.R.A.I.C., McRae, known as Old School Tie or the Conformist, and McAllister, disciple of Ben Britten and Skien Du. As Finley kidded Toogood, the Polisher of Trophies, and the way Kerr had of getting his people to move and second motions at the monthly faculty council meeting, it must have occurred to some listeners that these digs at personalities and philosophies were already very dated. Some of the references were to people who were dead or who had been gone from the Ryerson scene for more than a decade. And the time to which the jokes referred was very much dead. The days when a principal could know the names of most students and staff had been gone for years. Soon the big courses would be fiefdoms, and the teachers within the big courses, would consider themselves old-timers when they learn even the nicknames and idiosyncracies of their nearest colleagues. The rest of the school, except for the outspoken leaders of the faculty and administration, would largely be a mystery. Jokes about directors who were bald or loved initials would be lost on them.

The Institute's size and complexity dictated to Dwight Simmons, the board chairman, and the other governors, that no time in the winter and spring of 1966 be lost in finding a replacement for Kerr. Kerr himself played no role in choosing a successor, nor did he expect to. "I wasn't consulted by the committee of the board which looked for a new principal, which is just as well. If I had been, the appointee might have been obligated to me and the system I established. But this way, he could do anything he wanted."

It is obvious now that the board went out of its way to select a man much different than Kerr. The governors wanted someone they could run, rather than someone who would run them. Simmons, and his vice-chairman, Bill Kelly, wanted to be more involved in the operation of the Institute. Events were to prove that. Up until that time, the principal had had a very

strong role to play. The board, and many staffers at Ryerson, didn't want a new man who would continue Kerr's methods. They talked about putting more power in the hands of the course heads and administrators, of everyone getting involved in the running of the institute through committees. Perhaps some never recognized it, or talked about it openly, but they were looking for a man who could dominate, who would not stand between them and the power of controlling everything at St. James Square.

The man they chose was a sandy-haired westerner in his early 40s, Frederick C. Jorgenson. Jorgenson didn't have a conventional educational background. But then, Ryerson was not a conventional institute. Jorgenson would stay for only 37 months, from July 1, 1966 to July 31, 1969. Some would say that he never really was here, that his heart was always in Alberta. Others would refer harshly to the old saying about March coming in like a lion and going out like a lamb. Only in their version, Kerr was the lion and Jorgenson was the lamb. Obviously Fred Jorgenson didn't work out or he would have been at Ryerson longer. But despite his faults, he was popular for his capacity for friendliness. Even his detractors would admit that under him came the necessary thaw in the frigid, rigid atmosphere of the Institute. He was the right man at the right time, some said, but he was devoured whole by the big city and the men who move easily in the boardrooms of eastern power. The students liked him, or most of them did, but they leave every three years. The governors and administrators last longer.

Jorgenson was born in 1923 on a farm near Cereal, Alberta, to life-long farmers. Elementary school was a three-mile walk away. He and his brother graduated from high school by correspondence. There wasn't much money in the family but Jorgenson managed to earn enough to complete a Bachelor of Education degree at the University of Alberta. He was dean of men at the Olds School of Agriculture and Home Economics from 1947 to 1956

and then was an instructor in English and Mathematics at the Southern Alberta Institute of Technology (SAIT) from 1956 to 1958. The next two years he spent as head of the Department of English and Information. He started work at the University of British Columbia on a Masters degree in Economics and Administration. Jorgenson finished his courses but not his thesis. On April 1, 1962, he was asked to become the vice-principal of SAIT and he became principal only four months later. "I didn't ever find time to work on that thesis," Jorgenson said. "My hands were full with a building project." Jorgenson found himself busy once again with building when he arrived at Ryerson from Calgary, along with his wife, Margaret, a nurse, and five children. But he had special problems. It was cheaper for Ryerson to go up than it was to spread out. And building at Ryerson was to take some Byzantine twists. Especially for a leader described by friend and foe as being simple and straight-forward in his ways.

These years would also be a time for study of Ryerson, both from inside and outside. One of the first was by Woods Gordon, the management consultants, which suggested changes to Ryerson's organization in a report sent to Dwight Simmons, the board chairman, on Jan. 31, 1966. The governors had commissioned it to see what might be contemplated after Kerr left. The Woods Gordon study suggested a system "not a great deal different from the present structure," the covering letter said. "However, we attempt to stress changes in emphasis on the way things are done within the organization structure." The report stated that establishment of clear objectives, policies and planning in every field "is our primary recommendation. In particular we suggest that the present objectives as to size of student body, standards of admission, level of courses and physical facilities be clarified and made known to the staff and public. We also suggest that Ryerson should strive for a closer relationship with industry in developing new courses and

improving the content of existing courses. A review of the extension program of night courses is recommended. Clarification of policy in other fields is also proposed. We realize that this is a continuous process but draw attention to some of the more pressing matters at this time."

The report recommended changes in the principal's responsibilities, the appointment of a vice-principal to direct all teaching and ancillary activities, including the registrar's office and library, the appointment of a director of administrative services, and it urged the general expansion of administrative services and improvement of facilities. It called for senior administrators to delegate responsibilities and authority. It said the Board of Governors should concern itself with policy, not day-to-day administration.

This report sparked not only some needed soul-searching into the future but also, the critics would hasten to point out, the incredible growth in numbers of Ryerson administrators. Woods Gordon said that with day registration approaching 4,000 students, and with more than 6,000 in extension programs, it was time clear answers were given to such questions as: Was Ryerson aspiring to university status and what relationship should be established with the new community colleges? For the purposes of the report Woods Gordon assumed Ryerson would come to grant degrees? The report found that salaries and benefits were adequate since salaries had been raised in recent years "and the senior staff who are responsible for the academic administration are, in our opinion, well paid. However, the productivity of this group is hampered by the lack of proper administrative services and facilities. Far too much of their time is taken up by routine procedures that could be better handled by secretarial staff. Office space, telephone services, typing and mimeographing services are not satisfactory. While this reflects a commendable policy of holding costs to a minimum, we believe that it has been carried too far. It has given rise to petty frustrations,

and in our opinion, adversely affects the attitude and productivity of the whole academic staff."

The report was also critical of Ryerson's night classes. The report said: "It has been suggested to us that while the extension division is undoubtedly providing a valuable service, it is not realizing the potential that it could in a broader service to industry. In short, it is catering more to popular demand rather than breaking ground in determining the type of courses needed to train or retrain technicians and supervisors in industry in the latest developments in technology." The report called for a review of extension objectives. It said consideration should be given to whether courses paralleling day programs should be given. "We raise the point," the Woods Gordon people said, "because we feel that the extension department has been allowed to drift, and because we are told that it could be playing a much more aggressive, productive role in the technical education field."

Finally the report noted that there appeared to be little school spirit, or sentimental attachment to the institute, by the students. "Just how much of this is necessary, we do not know, but we feel that efforts should be made to improve on the present condition. One suggestion is to provide common rooms that are comfortably furnished at several locations throughout the Institute. This would give some warmth to an otherwise austere atmosphere."

Since such studies are often just a compilation of what the insiders really would like to see improved, the recommendations were really not that surprising to Ryerson's faculty and administrators. Some probably could detect their ideas being recycled. The pre-1966 Ryerson had been the lean, no-nonsense reflection of H.H. who had started an institute where he approved every expenditure. He was accustomed to being in on every decision. Offices, help with chores, a teaching schedule that didn't take every working

hour and decentralization, the delegation of authority, even allowing departments to play a major role in determining their budgets, just didn't exist at Ryerson in the early years. Now, Woods Gordon said, they should. And the governors agreed.

By the time Bill Kelly became chairman of the Board of Governors on June 6, 1967, the reorganization was almost complete. Kelly announced in early August that Jorgenson would be called president, rather than principal. The old Scottish title did not reflect his new duties, the explanation went. But there was no doubt some felt "principal" didn't have the right sound. It was an echo of the days when Ryerson was just another unit being looked after by the Department of Education, and since principals ran the other schools, a principal ran Ryerson. Kelly also said that since Ryerson had an enrolment of 5,000 full-time students and nearly 12,000 in extension courses, it had been necessary to undertake "an extensive administrative reorganization to meet broadening educational responsibilities and continued expansion of student body and facilities." That translated into W.B. S. (Bill) Trimble, the former head of Social Services, becoming the Institute's vice-president, Al Sauro, the registrar, becoming Dean of Arts, Charles Temple, former Business head, becoming Dean of Business, and C.R. (Chuck) Worsley, the former head of Architectural Technology, becoming Dean of Technology. All were familiar faces on the campus. It was still the time of Ryerson pioneers getting the big jobs.

The deans reported to Trimble. This meant the president no longer directly supervised the academic departments. But with the exception of the Director of Health Services, Dr. D.A. Barr, who ran the Health Clinic, the Public Health Inspection course and the new Nursing course, all the other special directors reported directly to Jorgenson. These were the Director of Student Services, responsible for student counselling, awards, athletics

and general student activities, the Director of Extension Courses, the Director of Plant and Planning, the Director of Computing Services and the Director of Administrative Services. A further modification came in 1968 when Brian Power, an aptly-named business executive from Montreal, was made Vice-President, Administration. This was the second time Ryerson had gone outside the ranks of the pioneers for a senior position. Jorgenson was the first. Power, who had no academic background, looked after planning, physical plant, finance, personnel and purchasing.

Any crisp accounting of the new roles ignores that a seat-of-the-pants approach was still being taken in certain situations. For example, David Crombie had become the Director of Student Services without being too sure what the job entailed. David Sutherland had become the first director in the final months of Kerr's term when Kerr had established several such directors. Since Crombie had shown some interest and aptitude in working with students, Sutherland asked him in 1966 if Crombie would like to become the assistant director. Crombie agreed. "What was kind of interesting," Crombie recalls, "is that David had invented this position for himself. He had never fleshed out exactly what a director did. And they didn't have one anywhere else. It was an Americanism. I didn't worry very much about it because David was there. My immediate job was to deal with the student union and learn all the mysteries about how they got the money. It was a marvelous thing. What they really did was skim the money for student activities right off the top--it was supposed to go to the student council but Kerr had a different argument about that--and they put it into a thing called the Ryerson union."

Crombie was still teaching six hours a week. But when he was clear, he says, "I used to wander over to see Christine--she was David's secretary and she married Lou Gonsalves, who looked after the alumni--and

say 'what shall I do today?' It was really all very incestuous because Christine had taken over from Bill Hunter's wife, and Bill was David's assistant. He was the senior don--we used to adopt all those titles whenever we could. But Kerr left to become the chairman of the Council of Regents and he took along Sutherland to be the secretary to the council. This left me as Student Services--me, Christine and one little wee office. Nobody really knew what Student Services was so Christine sent away to Washington to H.E.W., the Health, Education and Welfare department of the United States Government. Back came a book called Student Service Administration in Higher Education. It gave all the functions. So we said we better use this as a model and start all those things. We slowly built them up over the next four or five years. Jorgenson let us because he was oriented that way. I got my old friend from Western, Bob Fullerton, who at that time was student advisory guy at Huron College, to look after athletics, and Ron Taber became Director of Counselling. Ron and I had run a little counselling service on the side over the years, although Kerr knew about it and gave his permission."

For many years, the night classes of Ryerson had been a source of big numbers for those boasting of high total enrolments at the Institute and fat profits for the accountants who worried about such things. Like Harriet Beecher Stowe's Topsy, the extension classes just "grewed" without anyone making them. It was just another chore for the course directors and one person assigned to keep a weather eye on the operation, something else for them to do in addition to their regular duties. When Jack Hazelton, one of the vice-principals, left in 1963, it really left Marg Burt in charge. Then the Institute's Dale Carnegie, its super salesman, took over. Bert Parsons saw the night school as a marvelous business proposition. Get 30 students and one teacher--the

course, a cynic once said, could have been the sex life of tsetse fly--and there was money to be made. Apart from the occasional inspection tour, H.H. left Parsons alone. "Kerr was great for going on walks. He would phone me up from home and then come down to see what was going on. I would tag along. It was better than a report. We would see what classrooms were empty and just what was going on. The reason we decided to have a Department of Extension headed by me is that the night courses were just growing to big. We needed someone to look after the timetabling, the advertising, the rates being paid for teachers. All that had to be co-ordinated. Before that, each department operated their own night courses. When I took over, I did it with far fewer staff than they have now."

That final comment was similar to what other Ryerson pioneers might say, rather proudly, of the growth in his or her area. Actually the night school--or Extension, Evening Studies, Continuing Education, the name did change--would take eventually a full-time staff of only seven, including Director Ben Celliers and Associate Director Hugh Innis. The other numbers would grow much more, despite keen competition from universities, colleges and high schools which saw night classes as one way of beating the cost crunch. But there was a boom in adult education, and Ryerson's location helped. Eventually, around 15,000 people annually--some enrolled more than one night--would be choosing from more than 300 courses in four broad categories: certificate, diploma, degree and special interest. About 300 teachers were needed, only about half of whom worked at Ryerson during the day. Not bad for a department that just "grewed", which a management report said in '66 was just "drifting".

That report also called for clear statements about the Institute's policies, plans and objectives. In response, the Sixties would see a time of introspection unequalled in the Institute's history. There

were more strains than just eye strain in this peering into the future. There were power struggles, bruised feelings--and wallets--and savage infighting. After all, raw power was one of the issues to be decided. Should it fight for the right to award degrees? But there was also the question of who would hold power: the governors, the administrators or the faculty? And where did the students fit in?

Two results of this navel-gazing, this introversion, were the development of something called The Ryerson Philosophy, and a new master building plan. The philosophy could fit neatly into a booklet that Jorgenson had distributed in 1968. The building plans didn't fit neatly into anything, although perhaps a tome the size of a Toronto telephone directory would have accommodated the various schemes and reports. Indeed, in 1969, one of the governors commented after a fuss about a "fake" building plan, that Ryerson really had more plans than students. That simple quotation betrayed both exasperation and cynicism with the process.

Ryerson certainly needed more space, as has been outlined much earlier. Although it was entering a time when enrolment forecasts were generally too high, students who met the entry qualifications were being turned away because there just weren't enough classrooms. Jim Peters, at this point the assistant registrar, told the chairmen in the fall of 1966: "In some courses there was an overwhelming number of applicants, many of whom could not be accepted either because they were not qualified (there is always a number of these) or because there was no room even though they were highly qualified. The following courses fit in varying degree to the above situation: Radio and Television Arts, Journalism, Photographic Arts, Home Economics, Furniture and Interior Design, Welfare Services, Public Health Inspectors, Business and Engineering Technology. The pain of having to refuse applicants because of space limitations is mitigated in the case of

Business and Engineering Technology where the applicant's entry can be deferred until the next term."

What Peters was referring to in that last sentence was the start of Ryerson's trimester program in the summer of 1965 with 300 students in first-year Engineering Technology and Business Administration. The very first trimester class, according to Charles Temple, was the 50 first-year Business students who reported for classes in May of that year. By splitting the year into three, 15-week semesters for these popular courses, Ryerson hoped to accommodate more students in the same physical plant. While it allowed Ryerson's facilities to be used during the normal summer doldrums, the drawback was it meant some students were in school during the period when the greatest number of part-time jobs were available for them. When Bill Trimble was quoted in the summer of '66--at that point he was Director of Faculty Affairs--that you can't have \$16 million plant unused for one third of every year, he was using words almost identical to what H.H. Kerr had used early in 1961 when he started the talk of the trimester program. Going to school in the summer was voluntary for both students and faculty. Some liked the quieter atmosphere and efforts were made to have some campus activities for the students, such as a picnic at Toronto Island and dances at Kerr (later Palin) Hall. The trimester system, which Ryerson pioneered in Canada, was gradually extended to other courses. Some students found it advantageous to be able to enter at any one of three times during the year, September, January or May.

In addition to the 500 starting at Ryerson that summer, there were another 500 taking first-year in the same courses at high schools in Toronto, London, Sarnia and Sault Ste. Marie and at Lakehead College of the Arts and Science under the program that Ryerson had started in 1961.

Things weren't booming in every course, however. In Peters'

lecture halls, seminar rooms, libraries, and offices while the three-storey units, built on a grid pattern, would have labs, student union facilities, dining halls, administration offices and more classrooms. On the flat roofs of the shorter units would be recreational facilities. The quadrangle would be dug out, underground classrooms built and a new surface installed, with landscaping. The boast was made that good economic use was being made of this valuable downtown land and that the plan was flexible enough to provide for expanding or changing student needs.

Just how flexible the plan was, was soon obvious. The announcement had specified that the expansion would be east and west, not north and south. That might have been said to disarm property owners to the north and south dreaming of money for their land. Then too, circumstances can change rather rapidly. The first land purchase was made within days of the announcement, on Feb. 15, when 101-103 Gerrard St. E., a 40 foot by 119 foot property at the south-east corner of Mutual and Gerrard, was bought for \$79,000. But the next purchases, and the biggest one of all, were to the south, across Gould. On March 3, the Institute closed the deal for 310 Church St. for \$90,000. This gave it the land immediately south of Palin Hall *née* Kerr Hall *née* venerable Oakham House which had been the first land outside the square ever acquired by Ryerson. At this point, Palin Hall, plus historic 137 Bond St. and 311-315 Church St., had been taken over from the Ryerson Student Union, on March 4, 1965, in the mopping up of ends left dangling after the new Ryerson act had been passed by the legislature. The next purchase, on March 15, was 112-114 Bond for \$63,000. The Institute was to spend more than \$8 million in the next three years on land around the square. Just over 60 properties were purchased with most of the deals coming in 1966.

The largest and most spectacular acquisition--the one that made all the media that day--was the buying of the property belonging to the

summation to the chairmen, he had pointed out that many of Ryerson's courses were still in the early stages of growth and indeed, Nursing and Printing Management "are barely surviving. The necessity to get enough bodies for these courses tends to force the admissions officer to admit all applicants who have minimal qualifications."

Then too, the community colleges would have an effect even on the courses with long queues waiting to get in. The Faculty Council asked the Board of Governors to consider those consequences and the governors responded in the fall of 1965 by asking the Committee on Reports for an answer. Tentative probing by two chairmen showed they just didn't have enough spare time and they felt uncomfortable commenting on the courses. This report then metamorphosed into a collection of opinions from some of the staff about their hopes for the institute.

This report said that the courses offered at Ryerson covered such a wide range of occupations, and had such different aims, it is hardly possible to talk about a "typical Ryerson course." The common aspect to a majority is they are three years in length but the varying entrance requirements means that even that is not standard.

In the engineering courses and architecture at Ryerson, the report said, the word technologist could apply as a person more than a tradesman and less than a university graduate. In other courses, the definition of the Ryerson graduate was more difficult. In Business, Ryerson was filling the ranks of middle management without defining it. In RTA, the Health Services, Printing and Photo, there were no senior courses in the universities and, the report said, "presumably our graduates are as professionally equipped as anyone in their field. Finally in Journalism and FID, we have courses of the same length and with only slightly lower entrance requirements than university courses. If all these courses belong at Ryerson we have a number of functions."

The report dealt with the lack of recognition for Ryerson graduates who wished to take degrees later at university. This would continue to be a familiar complaint. Some graduates might move directly into second year of engineering at University of Toronto but no other courses had that transferability. Some graduates have been allowed to write entrance examinations for graduate school while others, with similar background, had been offered no credit at all, the report said. But the report said, with hope perhaps, that there was a word-of-mouth campaign which was helping Ryerson graduates to gain access to their proper level in university. "At one end our best students are slowly building a reputation for us, and at the other end an increasing number of our instructors are leaving Ryerson for the universities (or concurrently teaching part-time at both) and confirming to the outside world that Ryerson has higher standards than have been suspected."

The report said the qualifications of the staff have risen steadily since the Institute began. The understood requirement for new staff was an M.A., a qualification easier to get in some fields than others. The report placed the departments on an imaginary spectrum, with Printing, Photography and Nursing at one end, where an M.A. was difficult to obtain, and the report said, "may be irrelevant", to English and Social Sciences at the other end where the degree was appropriate.

But then the problems of the M.A. requirement were listed. The higher qualification had resulted in a larger turnover since the requirement also gave M.A. holders in such departments as English, Social Sciences, Mathematics and Physics, a greater mobility within their field. The rule was that the more academic the subject, the easier it was for Ryerson to find staff with a Masters. The chairmen of the engineering departments told the

people compiling this report that when they did lose staff, although their turnover was not as high, the M.A. stipulation made it difficult to recruit replacements with industrial experience. Another result, according to one member of the engineering staff who was interviewed--and whose view was widely supported: "Another disadvantage of the M.A. requirement is that staff who do not have the degree are deflected from their proper business, which is to keep abreast of industrial developments. Instead there is a distressing tendency to acquire the M.A. by any available means. In engineering this has usually meant an irrelevant M.Comm. or M. Ed. Some other members of staff react by giving up any hope of advancement, and slip into indifference and apathy."

The report stressed that under Ryerson's growing reputation, and the restrictions on numbers meaning only the best applicants were selected in certain courses, there was a growing percentage of students with partial or full Grade Thirteen. The point had been reached in engineering courses where a student entering with the minimum Grade 12 requirements would have a difficult time surviving.

The report said that the amount of theory compared to instruction in skills had increased steadily on the average. It included a survey as to the amount of humanities being taught in the 16 different courses. It ranged from the two hours out of 30 in first year, and the same in second year, for Architecture, to the total of 43 hours spread over three years for Journalism. Mechanical, Civil, Electrical and Electronics and Chemistry got a total of only six hours in the 90 hours of classes spread over the three years. That was four hours out of 30 in the first year, and two hours out of 30 in the second year. Interestingly, Secretarial Science stood second to Journalism, with 29 hours of humanities in three years, while Business was third, with 19 hours, Home Economics next with 18 and then Printing and Welfare with 17

and Photographic Arts with 13.

In its conclusion, this report called for Ryerson to continue to be the testing ground for new courses. It suggested a course for language teachers and interpreters. Possibly there should be third year options to which graduates of the new colleges might transfer. What about co-operative courses where formal education was interrupted by training in industry? Each course, because of widely-ranging different needs, must be free to work out its own future. A fourth year, or a post-graduate year, was being considered by some courses, the report said.

From four-year courses and the possibility of serving as a graduate school for the better community college grads, it was a natural step in the report to discussion of how credit for the longer courses should be displayed to the world. From there it was just another step to the suggestion the Institute be given the right to grant degrees, not traditional university degrees like a B.A. or B. Sc., but one that couldn't be misinterpreted, such as a Bachelor of Technology (B. Tech.). Finally, some inspiration, almost a plea: "Ryerson has been the pathfinder of technological education in Ontario and it should continue to act as a 'lighthouse' school. Innovation is our way of life and the freedom to experiment has been our strength."

The discussion of degrees would not go away in the Sixties. Sometimes the language was obtuse and a lighthouse would have been needed to cut the murk. In The Ryerson Philosophy, the subject was covered this way, that Ryerson would "offer courses which lead to certificates, diplomas, and other acceptable designations."

The philosophy was developed after much soul-searching by everyone. That was Jorgenson's style. Al Sauro said: "He wanted to get more power in the hands of the department heads to the extent where he delegated and placed too much stress on committees, perhaps. But it's a result of those committees

he established, that we have many of the things we have today. The philosophy was written by him only after the most extensive discussion process right across the Institute."

On August 31, 1967, Jorgenson invited the department heads to discuss the Institute's potential role with their staffs and to return written proposals to him. After Jorgenson read the proposals several times, he asked a staff committee to assist him by summarizing them. Then the Students' Administrative Council and Alumni Association were asked for proposals. "I then consulted extensively with students, staff, graduates, members of the Board of Governors, and representatives of business, industry, government, the professions and other educational organizations," Jorgenson said. His monograph, an attempt to dispel the uncertainty caused by the new leader, administrative changes, demands of various groups for more say and the competition of the community colleges, was approved by the Board of Governors on Sept. 25, 1968.

Ryerson's basic philosophy included lofty educational ideals. It would have been hard to ignore the motherhood, inspirational stuff when such a document was being drafted. Platitudes always make a little philosophy go down easier. But the philosophy also included suggestions for implementing the broad principles. There were eight categories to the document and 27 points in all, with seven points subdivided further. In the words of one historian on education: "They reflected the open, experimental, dynamic, humane spirit that has been leavening the authoritarian and formalistic educational attitudes and practices in Ontario education in recent years." But another observation somewhat snidely pointed out that nowhere in the statement is it mentioned that Ryerson was a vocational institute oriented towards teaching skills and getting jobs for its graduates. This criticism stated that the document could have been applicable to a traditional university.

But at this stage in the Institute's development, many at Ryerson didn't see anything wrong with such aspirations.

Under "Basic Philosophy", Jorgenson wrote: " (1) Focus attention on the education of the student with emphasis for the student on learning how to learn. (2) Adopt a philosophy of education which is student-centered and which stimulates flexibility, dynamism, progressiveness, and experimentation and which reflects the student's rapidly changing needs in developing himself, in interacting with others, in adapting to the impact of knowledge and modern communications media, and in contributing to and benefitting from economic, social and political growth in his community. (3) Strive to become an increasingly outstanding post-secondary educational organization by aiming at excellence in every facet of operation and every service to the community."

Under "Courses", it was stated that there was a need to increase the effort to meet the student's need for continuing education. The institute should offer post-graduate courses and pioneer new courses. It should specialize in increasingly sophisticated courses of at least three years in engineering technologies, business, arts, health sciences and emerging courses. There should be an increase in credit subjects and whole courses at night school, or by correspondence, radio and television. Ryerson should initiate flexible yet realistic policies on transferability within the Institute and between Ryerson and other educational organizations.

Ryerson, through continuing examination and experimentation, should assure a sound base for the student's further education, a balance between academic and lab work, and a realistic variety of courses and options to meet the interests, abilities and talents of students and obsolete courses, options and concepts should be dropped while new emerging thoughts in courses and concepts should be strengthened and implemented.

In the area of teaching, The Ryerson Philosophy said: "Encourage the teacher to experiment with teaching methods and to see his role increasingly as an educational consultant for the student encouraging the student to learn more on his own." Ryerson should recruit the teacher who is the most highly qualified person available with specific reference to four areas. The Institute should experiment with and expand professional development programs to expand the teacher's capability in four areas. There should be an increase in studies and experiments to learn more about how the student learns, how the student can become more involved in his education-- "to learn for himself"--, and to evaluate such things as effectiveness of each teaching-learning method, student achievement, teaching effectiveness, use of time and the credit system.

Under "Physical Facilities," the philosophy stated that campus development should be related to modern planning and development in the city and that its design reflect a variety of educational experiences for the student and an increased emphasis on communications. There should be a large and comprehensive learning resources centre. There should be architectural harmony and co-ordination of facilities with stress on future flexibility to enable new facilities to be created. Equipment should be up-to-date.

Specialized student services should be refined and broadened, that the policies, procedures and services in administration be updated continuously and that an efficient program of secretarial, technician, laboratory demonstrator, and other services be operated to free administrators and teachers to work with the student.

Under "Communications," the philosophy stated that communications must be strengthened within and outside the Institute. Among the specifics was: "Increased involvement of students, faculty, administration, graduates, and the community, including the Board of Governors and advisory committees

and councils, in the determination and pursuit of aims." There should be highly functional councils and committees, the performance of which should be closely monitored. There should be joint Ryerson-community projects and international projects such as student and faculty exchanges, sponsorship of courses and schools in other countries and international competition.

The philosophy concluded, under "Comprehensive Aim": "Strive to become a model of effectiveness, innovation and efficiency, with the campus and all its physical facilities along with the resources of the community as a learning resources centre for the student, with teachers along with specialists in the community as educational consultants for the student, with the best criteria available to measure the success of the organization in providing educational opportunities for the student, and with continuing re-assessment and redefinition of Ryerson's role and relationships in education in Ontario, Canada, and the world."

On the day after the Board of Governors approved the philosophy, Jorgenson had it printed in a booklet along with three pages outlining changes at the Institute. Jorgenson also included this message: "If Ryerson is to continue to be flexible, experimental, dynamic and progressive in providing educational services for the students, its philosophy must be continuously re-examined by all of us. I want you to write your thoughts directly to me so that they may be considered in reshaping the philosophy from time to time.

"I feel that we want Ryerson's philosophy and its implementation to attract resourceful and dedicated students and staff, to strengthen our efforts to explore new frontiers of experience and knowledge, to stimulate our desire to extend the horizons of opportunity for students and staff, and to enhance our role in the community."

Development of The Ryerson Philosophy certainly went smoother than

the building of a new Ryerson, even though the finished result showed a distressing tendency never to use one word when two words might do. The same result in a building would have been the duplication of many services. One of the problems the Ryerson planners had to figure out at this point was just what was needed. Some predictions were awesome. Registrar Al Sauro told The Telegram early in 1965 as he explained the space problems that had created the trimester program that the Board of Governors had been warned full-time enrolment might reach 10,000 students by 1970--remember the day enrolment as he spoke was 3,400--and the student body might grow to 25,000 by 1980. "This means satellite schools, no doubt of that," Sauro said.

The governors late in 1964 had commissioned University Planners, Architects and Consulting Engineers (UPACE) to plan a downtown campus capable of accommodating 10,000 students by 1972 and at least two suburban branches that would accommodate 1,000 students each. This brought the UPACE chairman, John Parkin, back to St. James Square. He had helped design the Graphic Arts Centre inside the old temporary wartime building at the start of the rehab operation. Later he would become vice-chairman of the Board of Governors. Parkin, a talented architect and planner, told the board in February, 1965, that he didn't much like the idea of satellite campuses. Parkin said the land around St. James Square was slated or ripe for renewal and Ryerson should be able to get it without fuss. He talked about an elevated campus through which streets like Church would flow like rivers with the campus crossing overhead on bridges. He saw towers around the square with administrative offices at the top and classrooms lower down to facilitate the movement of students. Then came the announcement in late May of the establishment of the community colleges which shelved any talk of satellite campuses. But even though officials could only guess at future enrolments--too many variables had entered the calculations--

the planning for a bigger Ryerson continued.

The announcement of the bigger campus came on February 10, 1966, just four days after Kerr was appointed chairman of the Council of Regents of the community colleges. The announcement was made by Premier John Robarts and Education Minister William Davis at Queen's Park, and by a press release prepared by Hugh S. Newton & Co. The \$27 million, five-year expansion program included four 18-storey "teaching towers", a series of three-storey interconnected block units, and underground classrooms. The campus would double in size from the present seven acres to 14 as the capacity was increased from its 1966 enrolment of 4,100--that's what the release said, real enrolment then was 3,522--to 10,000. The higher density of use would mean three students would be taught where two had been. The campus would expand east across Church and west across Victoria, but would not go north and south of Gerrard and Gould. The present buildings would be connected to the new units by enclosed overhead walkways bridging Church and Victoria.

Robarts said it would be "a truly great center for technological learning...unique in this country, and able to fill much of the need for the highly skilled and specially trained men and women demanded by our increasingly technological society." He praised Kerr and the staff for bringing the Institute to its present "state of renown throughout Canada." Costs would be shared by the provincial and federal governments, he said, with construction scheduled to commence in 1966 with the first unit ready for occupancy in September, 1968.

The announcement said the four 18-storey towers would be approximately at the four corners of the expanded campus. A model showed the towers at the south-west corner of Victoria and Gerrard and north-east corner of Church and Gould and south-east corner of Church and Gerrard. The model had no detail as to facade and shape. The towers would house classrooms and

O'Keefe Brewery. The brewery had been the largest and most aromatic neighbor of the Institute from the start. It was very distracting. Nothing could cause a class's mind to wander quicker on a pleasant spring or fall day than the pungent yeasty aroma that would float from the vats all over the square. It had always been part of the lore of the tuck shop and the Ryersonian editorial page that some day the brewery would want to expand on Ryerson's land and the huge sum Ryerson would get would handily finance a lavish campus somewhere else. But instead of O'Keefe expanding over Ryerson, the Institute took it over. The O'Keefe parent, Canadian Breweries, announced in November, 1966, that it would be moving from its four buildings on 2.88 acres of land along both sides of Victoria between Gould and Dundas St. E. A week later, on Nov. 29, Jorgenson said the Board of Governors had decided to explore buying the property. On Dec. 20, the deal had been closed for \$3.5 million. One governor who played a key role in the purchase, Clare Westcott, the talkative long-time aide to Bill Davis, says there was nothing startling or particularly difficult about the purchase. However, a Canadian Breweries spokesman was quoted at the time as saying that several companies had expressed an interest in the land and buildings which his company felt had a market value of around \$4.5 million, a million more than Ryerson paid. However, it is safe to assume that while Ryerson may have made a good deal, Canadian Breweries really didn't commit charity. At the same time as Ryerson acquired the O'Keefe property, it was announced tenders would be called in July, 1967, for a tower to be built at Gerrard and Victoria, not 18 storeys as stated early that year but 15 storeys. Jorgenson also pointed out that he had had a committee studying the need for student residences--at that point there was only accommodation for about 100 students--and it was possible some use could be made of the O'Keefe property for housing as well as for classrooms, labs and offices.

It was appropriate that Ryerson would buy the O'Keefe property since Egerton Ryerson and Eugene O'Keefe had been two giants of Toronto attracted to land in this area more than a century before. Ryerson had established his Ontario headquarters for education there; O'Keefe had satisfied another kind of thirst with a brewery. O'Keefe had been born in County Cork in 1827 and had come to Canada from Ireland when he was five. He was a bright young man in banking and became president of the Home Bank of Canada. But he also made it big in another field, brewing, in the fields north of a young Toronto where he had hunted as a sports-loving boy. He and a partner built a brewery there, at first called the Victoria Brewery, with things being supervised by a brew-master they hired from the little village on the Credit River with the marvelous name of Pucky Huddle. The brewery prospered and took the name of one of its owners. O'Keefe himself proved to be generous with his wealth. He built a yellow-brick house with tower and roof-top balcony on Gould just to the east of his brewery, one of the area's showplace homes, although Oakham House overpowered it, and lived there to his death in 1913. It is said that when he walked from that home to work, people down on their luck would wait for him. He treated their tales with dignity, and money. He also gave generously, and usually anonymously, to the Roman Catholic church and local charities, including half-a-million-dollars in 1908 to build the great domed seminary of St. Augustine above the cliffs of Scarborough. The O'Keefe house was, in succession, a union headquarters, publishing office and rooming house before it was bought in 1963 as a student residence by the Ryerson Student Union.

The next largest land deal after the O'Keefe purchase consisted of land Ryerson received from the Government, or more precisely the Department of Public Works (DPW), which was the formal holder of land outside the square that the Institute had been acquiring in recent years through the government. A special act was passed by the legislature so that on July 8, 1966, Ryerson

became the formal owner of Palin Hall and the Pharmacy Building, 303-309 Church St., 333 Church, 59 McGill and a neighboring lane. In addition, the Institute paid the department \$1,042,764 for 341 Church, (Monetary Times Building), 340 Victoria, (the north-west corner of Gould and Victoria where an old MGM theatre office used by Ryerson for offices for some years stood), and a large property on the east of Dalhousie that had been used by the city as a garage.

Not all the purchases went as smoothly as the O'Keefe and DPW deals. As the University of Toronto was to discover a few years later, huge educational institutions may be beloved by a municipality but only by the neighbors as long as the university or institute stay benign territorially. Once the education giants use their powers of expropriation to any extent, they quickly become Public Enemy Number One as far as the neighborhood is concerned, that is, to those landowners who really want to stay and aren't happy with the extra money they may make under expropriation. Ryerson was to have at least eight drawn-out expropriation hassles. They weren't settled for years. At least one owner, the operator of a restaurant on Church near Gould, would make a regular appearance in the media complaining about how Ryerson was stealing his land. He suggested that there was hanky panky, despite the anguished rebuttals from Ryerson officials that normal expropriation methods were being used. Ryerson went to expropriation with at least 21 different owners and companies. And even in some cases where it was not used, the bargaining was tough. Ryerson officials said later that the Yonge Street Mission was very difficult to deal with before mission officials agreed to sell 380 Victoria, one of three properties under the Jorgenson tower, for \$320,235 on Oct. 31, 1967. Some hefty prices were paid. After expropriation, the Institute paid \$115,000 for 50 feet by 110 feet on the east side of Church. That works out to just over \$20 a square foot, which might seem high for mid-block land in

mid-'67 when the deal closed, but was roughly equal to what was being paid for similar downtown land. A decade later, when real estate skyrocketed, that lot might have gone for \$50 a square foot since in the heart of the city, big developers were paying \$100 and more a square foot for desirable property. Naturally, Ryerson paid less the further away the land was from Yonge. A number of properties on the west side of Mutual just south of Gerrard, strips of land varying from 13 to 18 feet in width, and all about 97 feet deep, were purchased for prices ranging from \$15,000 to \$30,000 each. The higher prices generally were won by those who underwent expropriation.

There was some sorrow on the campus that so many and buildings were demolished immediately to make way for a new Ryerson. Then when events delayed new buildings, the land was often used for parking. There was a rising consciousness in the city itself that old buildings should be saved and recycled, and this new urban philosophy certainly had its supporters at Ryerson, including Crombie who would become Toronto mayor with that as an important plank in his platform. Some lovely architectural flourishes from the past disappeared under the wreckers' legal vandalism, although attempts were made periodically to save something, for example, the elaborately-carved pillars that decorated 329 Church St. before it was demolished. One of the houses to be wrecked had once housed a mayor of Toronto, the local history buffs said. And campus wags pointed out that another house that disappeared had obviously housed something quite different since it had been a house of ill repute.

One of the properties bought by Ryerson during this period was some distance away, at 88 Hillhurst Blvd. The Board of Governors decided that it would enhance the Institute's status if there was an official residence for the Ryerson president. On Sept. 1, 1966, Ryerson closed a deal for the pleasant home in North Toronto for \$50,100. That purchase symbolized a whole

new relationship between the emerging Ryerson administration and the faculty. The faculty grew jealous of the salaries and the perks enjoyed by the administration. At one point, the senior administrators were issued charge cards where the bills were paid by the Institute. At least one administrator said he hadn't requested such a card. So the gulf between faculty and administrators grew.

Another rift was also developing at St. James Square, one that pitted the students against the rest. It was inevitable student power would reach the square since it had touched every other campus in North America to some degree. Ryerson still had more regulations regarding conduct, attendance and discipline than most. These rules and regulations were being relaxed, however, under Jorgenson's benign supervision.

Al Sauro and Jim Peters, the registrar and deputy registrar during the early months under Jorgenson, recall that there was a gradual erosion of the old, tough "shirt, tie and jacket" rule for male students. (Even Kerr had not dared to intrude into the fashion world of women.) Peters said: "I used to walk through the corridors with Al Sauro and think, gee, if the regulations say you're supposed to wear so and so, then you should. So I used to stop certain students and say: "Where is your tie?" Oh, they left it at home. So I would say you report back to me in the morning in the registrar's office. This happened many times over. So I finally got sick of that, being a policeman, so I wrote a memo to Jorgenson saying: "Dear Mr. Jorgenson--Please, either abolish the present regulations or be prepared to enforce them more rigorously from your office! I never got an answer."

The dress edict never really was formally killed, according to Sauro and Peters. Peters said "it was in the air" that it was no longer appropriate to force it on the students. "There was no fighting it anymore." Sauro said the breakthrough came during the Christmas examinations of 1966 when dress

regulations were relaxed in response to a petition. Students voted 743 for relaxation of dress, 694 for abolishing the dress regulations and 403 for the regulations. But then in November, 1967, another campus referendum was held. This time 1,757 didn't want the dress regulations and 743 did. Then came Christmas exams, and another relaxation of the regulations, followed by a special sports day where Jorgenson said the regulations could be relaxed again. The specialty that day was a bean supper and dance to support the hockey Rams, billed rudely as a "toot toot and go go" evening. Anyone that doesn't understand that title has never eaten beans. That was the final straw, the last push. Afterwards, Jorgenson called for dignity in dress but the definition of dignity was left to the students. The instructors weren't about to get involved. No one wanted to enforce dress rules as diligently as in the Fifties when students were actually chased down halls by the more zealous, and athletic instructors, to see if they really did have a tie under their sweater as they claimed.

Not all student issues would be settled so calmly. The Ryerson staff began to regard some student leaders with the same trepidation everyone showed when a tranquilized Eggy The Ram appeared on ceremonial occasions. Eggy was known to balk so much, he had to be half-carried. Then again, he might charge. The ram was also known to leave a mess on the carpet, or anywhere it happened to be when nature struck. Student leaders demonstrated that while they had been house-broken, they were not school-broken.

Any discussion of student power at Rye High, as some called the campus in the Sixties, must be done with the caveat that there is no attempt to distort history by concentrating on the activities of a minority. Thousands of students and instructors would spend a tranquil time on the campus during the late Sixties. They would come and go, unconcerned, perhaps even unaware, of the various student and staff causes.

As this book has shown, there were always some students annoyed at what the administration was doing at Ryerson. Students had been demanding things before dissent and confrontation became part of student life and not just words in the dictionary. They were activists but no one used that word for them. Activists were still anarchists who worked on bomb plots in cellars. Pot was something people were still sitting on. And teach-ins and student power had not yet become part of the language. But then, as skirt lengths rose, so did students' voices. More students were demanding more power from the Ryerson community. And their stridency thrilled them when just a few years before, they might have been a bit embarrassed. They were encouraged by the successes elsewhere and the willingness of Jorgenson himself to listen to the students' voice. It should not be forgotten that while Jorgenson may not have been an ideal leader, overwhelmed by his job, he was the president who had to face the brunt of student power. Ryerson's history would have been different, some observers felt much different, if it had been Kerr or Mordell who had to handle the students at their militant peak. Under Jorgenson, there were sit-ins, occupations, demonstrations and marches--but no riots and no expensive destruction.

The main voice of student power was a new newspaper, a weekly called The Eyeopener after a famous Canadian newspaper published decades before in Alberta by Bob Edwards. Edwards had been dead for some time but his name appeared as "guru" on the masthead anyway. That was the kind of zany thing the Eye did.

Ironically, as students gained more of a voice at St. James Square, its daily newspaper, The Ryersonian, more and more felt the black pen of the censor. That was the reason for the birth of The Eye in September, 1967, as a newspaper supported by the students' council. Although The Ryersonian hadn't been a Journalism school baby when it was born, it quickly became part

of that family and in the Fifties was published partially as a student lab project and partially as the traditional college newspaper. Editorials, for example, were not written as part of classroom work and no teacher approved them before they were set in type. But there was no doubt Ted Schrader found it discreet to glance at the type before the newspaper was printed.

The Ryersonian's status as a training ground for student journalists was reflected in its hot-and-cold relationship with the national association called Canadian University Press. Before CUP allowed the Ryersonian into membership, its members at several Christmas sessions voted down CUP affiliation. An atypical session in December of 1954 saw a 16-3 vote against the Ryersonian because it wasn't a "newspaper published at a university or college" and because it was too "professional". Eventually the newspaper was accepted by CUP. But then it was suspended and finally expelled from CUP in 1966 when it came under the direct control of a professional managing editor. CUP members felt that such an instructor was really running the paper for the Board of Governors and the administration, rather than the students.

In the early Sixties, because Schrader had so much to do, he asked various instructors to glance over material in the Ryersonian before it was printed. These faculty advisers to the student newspaper were to learn that Kerr was aware of any critical remark. He would call Schrader and the adviser on the carpet if he took violent exception to what had been said. H.H. had a formidable presence when he was angry. Still, H.H. could recall that while the newspaper gave him lots of headaches, and that he was always worried when he opened the paper to see what they had said about certain things, he had never censored the paper. It bothered Kerr that the budding editorial writers didn't consult him more on ticklish items, but he was always aware some freedom must be given.

Kerr explains: "There is a fundamental difference between most College newspapers and the Ryersonian."

The former are usually financed by the students' governing body and are responsible to it. The Ryersonian, on the other hand, is regarded as a journalism laboratory and is heavily subsidized from public funds. This necessitates a modicum of supervision. Until 1963 that supervision was exercised by the Department of Education and the local administration. After 1963, the responsibility was transferred to the Board of Governors and the local authorities. In my day, the "modicum" consisted of an agreement that, if at all possible, the editors should avoid comment on such sensitive topics as religion and provincial politics. Some students thought even that was too restrictive but on the whole, the guidelines were carefully observed. I regarded the Ryersonian as one of the "show windows" of the Institute and hence, the only personal problems I had with the editorial staff concerned articles which had not been fully researched or which impinged on the integrity of Ryerson and its staff. At least once the Ryersonian did become embroiled in a wordy argument with the Board of Governors over a matter of policy but it was an "in house" affair caused by a misunderstanding and was settled amicably.

Students often are unaware that they're fighting old battles and that their actions mimic the classes before them. They don't react well when told that, either. As for student editors, freedom of the press was to be a constant friction between them and the rest of the campus--since student leaders often objected to coverage--and between them and the administration. When Jorgenson ordered Schrader to bring the newspaper more to heel, presumably on the instruction of the governors annoyed at students biting the hands that gave Ryerson money, Schrader said an instructor would have final say on what exactly was printed. And the student editors marched out in disgust. The solution was a publications board consisting of students, teachers and an outside journalist. Still, that couldn't cloak the fact The Ryersonian had evolved into being a laboratory newspaper completely and the old days of some freedom were gone. Real boat-rocking had to be left

to the Eyeopener. A decade later, Bill Davis could still remember the name of that newspaper and some of the things it had said about him as education minister.

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BY
JOHN DOWNING

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