



Programme

O Canada

Invocation

Rev. G. A. B. Moore, B.A., B.D., M.A.
Assistant Professor of Religion.

The Chancellor

Fraser F. Fulton, O.B.E., B.Sc., D.C.L., M.E.I.C.

Recognition of Builders and Planners

Representatives will be introduced to the Chancellor by the
Principal and Vice-Chancellor, Dr. Robert C. Rae.

The Architects

represented by John Barrett.

The Builders

represented by J. R. Perini, Jr.

The University community

Ronald Luciano, the students

Leah Sherman, the faculty

Richard G. Thompson, the graduates

Irving R. Tait, the governors

The Minister of Education

The Honourable Jean-Jacques Bertrand.

Official Opening

The Minister and Dr. Henry F. Hall escorted by the representatives
of the University community and the building trades.

Reception

on the Indoor Campus.

October 14, 1966

Official Opening of the Henry F. Hall Building
Sir George Williams University
October 14 1966



Dr. Henry F. Hall

Forty years ago there came to Sir George a Student Counsellor. Nine years later he became its Dean and ten years ago its Principal, a post he held until his retirement in 1962.

Today his name is unveiled as it stands chiseled on the face of a new building. And those letters engraved in stone spell out the same name that has been carved into my memories for more than a quarter-century.

Yet to place his name on this magnificent structure is only a small recognition of what he has meant to thousands of Georgians through the years.

In one way it seems strange to me to imagine the name engraved here in stone as being that of the man I knew, know and respect so much. It seems odd, somehow, to think of him as Henry F. Hall—perhaps too formal; perhaps too informal—for the name I'll always remember, the name I recognize in my heart is *Dean* Hall.

And I can recall during my days at Sir George a freshman telling me he had been directed to Dean Hall—and didn't know where to find *it*. He had found, he said, Budge Hall—but, search though he may, the other "meeting room" didn't seem to be anywhere about.

Now there *is* that "place"—and the pride that swells in the hearts of each and every Georgian, past and present, on this auspicious occasion can be no greater than the pride to be found in the hearts of the 47 members of the graduating class of 1942—the Cornerstone Class.

I've strummed this theme before, and I play it again. The Class of '42 established the building fund that was eventually to see their dream fulfilled in the Kenneth E. Norris Building ten years ago and now in the Henry F. Hall Building.

Yes, there was pride in being a member of the Guinea Pig class. Yes, there was pride when Sir George received its charter as a university. And there were countless other proud moments in the long history of the institution that first opened its doors to young people seeking education in 1873. But to those 47 of us who wore cap and gown almost a quarter-century ago—many over a khaki uniform—the pride of establishing a building fund can only be equalled by the pleasure we felt in 1956 on Drummond Street and the gratification we feel now, a decade later, on Burnside Street.

What has this got to do with Henry F. Hall? Very much—perhaps everything! For it was Dean Hall who, in great part, represented the nucleus of pride that students of Sir George had in their institution. It was Dean Hall in those days (as well as earlier and later) who stood, and still stands, as a tower of tranquil strength to students, to graduates—even to many parents.

There rarely was a time in front of his office on the third floor of the old “Y” building when a line of people wasn’t waiting. We all brought him our problems, brought them to him because we respected and loved him and felt that within him there was a respect and love for us that could not be matched anywhere else.

The line of people waiting outside his office knew that no matter how late the hour, how pressing the moment, how small the situation, there was a sympathetic soul sitting within.

So much did he give of himself to others—and still, I am told, he does—that strangers walked in off the street to seek his assistance and advice. They had heard, they told him, of his deep compassion and understanding, of his ability to cut to the core of a knotty situation and unravel its tangled complications.

So much was his door open, both to students and outsiders, that he rarely got his own work done during the work week. There was hardly a Saturday or a Sunday during the academic year that you could not pass his office and hear a typewriter being pecked at. It was he inside, writing his own letters simply because he had not the time Monday through Friday to dictate the correspondence required by his office.

And no matter how busy he was, it seemed he accepted every invitation to appear as a guest speaker; to stop and chat with anyone who approached him; to take time after classes to discuss his particular area of interest in the natural sciences or any other thing that may have been pressing at the moment—from a front-page world catastrophe to even the most personal pique.

I remember a colleague of mine saying once: “He never laughs at you, no matter how trivial or mundane your little problem, but he often laughs with you.” He laughed with you when he quipped that a university inevitably benefited from each of its students, since every freshman entered within its walls bearing some little knowledge and departed, as a graduate, with none—having left behind him what he originally knew.

He laughed at himself—and still does. It is difficult to think of him as something other than the “Brylcreem man,” for variations of that joke on himself and his fringed scalp have been his favorite as far back as the product itself.

And he has great humility—often to his own detriment. When he bore the mantle of Principal of the University, he always underplayed his own importance whether within or outside the walls of Sir George. While he carried dignity to the office, he never drew his importance from it.

His ability to “laugh with you” lives with him all his active days at Sir George—and lives with him still. There is something about his smile that dispels any qualms you may have. Your load is always lightened by his quick grasp of your fears and his spontaneous desire to help.

Henry F. Hall is a man with a great faculty for love of his fellow humans. And so deep is that love, so understanding his appreciation of others’ problems, that even after dozens of years he still remembers what advice you sought in no less astounding a manner than he used to continue the thread of a conversation that had been interrupted by a phone call while you visited his office.

There was always inspiration in his quiet smile. Always the admonition that the college graduate did not have any absolute monopoly on intellectual growth. Always the point that, in fact, the graduate often failed to take advantage of the opportunities he had.

He tried to imbue every student with the idea that education was so much more than just learning facts, or passing examinations, or even getting degrees.

What has Henry F. Hall meant to generations of students?

To answer that question might take paper enough to fill the ten storeys of this new building. But if I were to attempt to summarize the man and his meaning, I think I could do it in this way:

He taught everyone that life is largely what one makes it and that opportunities are unlimited. He felt that no matter how good the past may have been, it is still only a prologue of what is to be done.

In his own words he has given us this vital admonition: “Seek to serve and not to secure, seek to give and not to get; and life will yet be filled with stimulating adventure.”

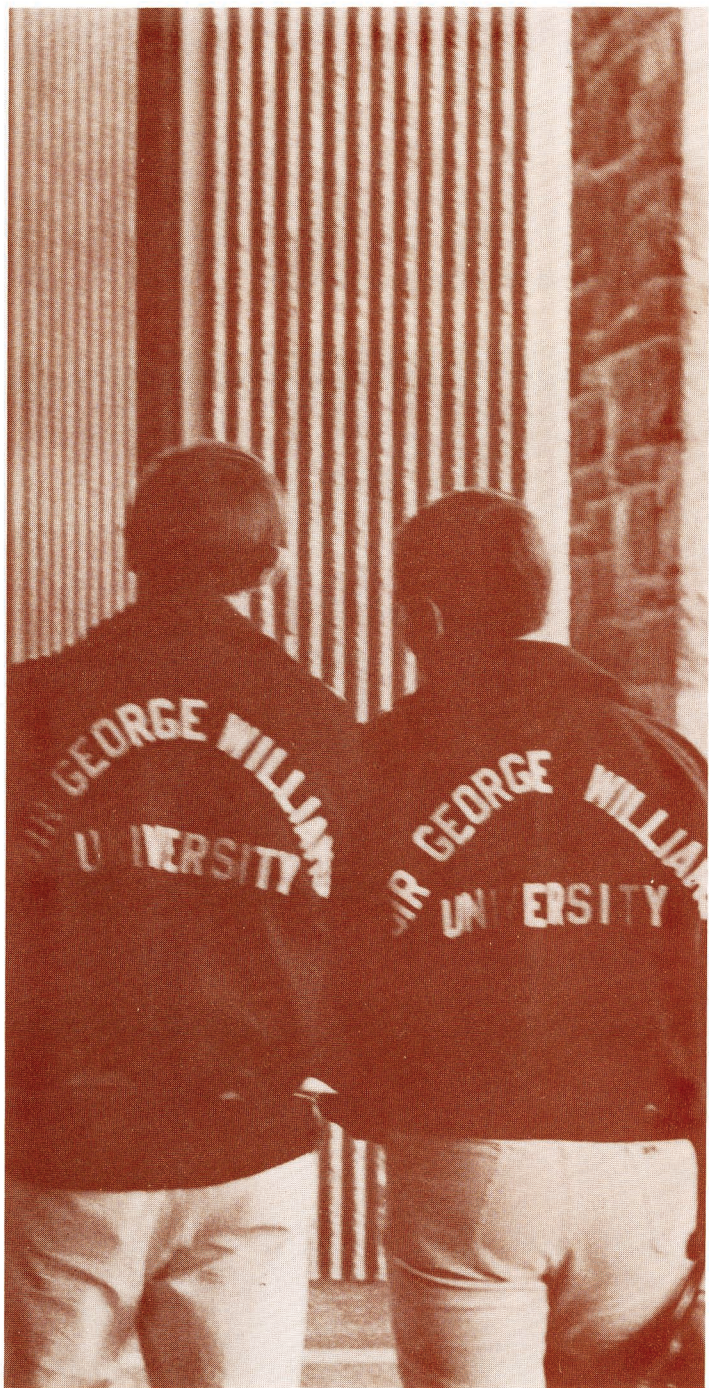
Some day, I hope, in expression of the tribute we paid today to Dr. Hall—both for what he has done for the University and the community—there shall be inscribed in “his” building for all to see a piece of the wisdom which he offered to everyone with whom he came in contact. Were I to have my choice, it would perhaps be this:

“If I could teach young people just one thing for their guidance, it would be that their lives are built by the practices which they follow day by day; and that these lives that they build have a significance far beyond the range of our ordinary concepts. Not stored knowledge but living attitudes, abilities, systems of habits; these are the true goal of education.”

This is a man who lived by Carlyle’s principle: “In vain thou denyest it, thou art my brother; whether bound together by the iron chain of necessity or the silken cords of love.”

Henry F. Hall has been, is, will be brother to all men who have had and will have the great fortune of knowing him.





An Appreciation

The Henry F. Hall Building of Sir George Williams University, which we so proudly declare open today, has come into being through the generosity of the Government of the Province of Quebec, The Canada Council and thousands of corporate and individual donors.

In 1960 with the introduction of Bill 58, and other Bills, the Government of Quebec prepared the way for a strategy of development of the universities of the Province. Each year since then subsequent Bills have provided allocations for the acquisition of land and the construction of university buildings. Without the generous provisions made, which provided the majority of the funds required to complete the Henry F. Hall Building, we would not have been able to proceed with this unique project. We are grateful to the Prime Ministers, the Ministers of Education, the Legislature of the Province and government officials of the Directorate of Higher Education not only for the tangible financial support received but also for recognition and endorsement of our developmental programme. The Canada Council has also made a considerable contribution to the realization of our building plans and we are also indebted to the officers and staff of the Council for this support.

It is important and desirable that universities should not depend entirely on governmental financial assistance for capital and operating purposes. The Corporation of Sir George Williams University acknowledged this principle and established a Building Fund to provide a sizeable portion of the financial needs through a public campaign. Dr. Wilfred N. Hall accepted the appointment as General Chairman and gave outstanding leadership to this demanding project. He was ably supported by leading citizens whose accumulated experience in philanthropic endeavours would be difficult to surpass. Supporting the Campaign effort was the permanent organization of the Montreal Y.M.C.A. Annual Appeal; the Association of Alumni; Faculty, Staff and Student Campaign groupings.

The final report of the Building Fund Campaign shows a widespread interest, a recognition of the significant educational role which Sir George plays, supported generously in financial terms by contributions which now total \$6,100,683.00. This amount compares very favourably to the adjusted campaign goal of \$6,108,000.00 which was set after tenders had been received and all aspects of the project could be measured in a more precise manner.

Gifts to the Building Fund Campaign came from many and diverse sources. Commercial and industrial corporations in the Montreal Community, throughout Canada and in the United States made contributions beyond the original expectations. Hundreds of individuals responded with fine donations. The Association of Alumni made a remarkable contribution, while faculty, staff and students of the University and Schools, day and evening divisions, responded very enthusiastically. Special groups in the Montreal area made extraordinary efforts in meeting goals which had been set within the total objective.

The deep gratitude of the Corporation, Board of Governors, Faculty, Staff, Students and Alumni is offered to all who through liberal gifts of time and money have helped to bring into reality the Henry F. Hall Building. Succeeding generations of students will be the beneficiaries of the magnificent resources of this fine building. The educational endeavours of Sir George have been enriched by the generosity of the Government of the Province of Quebec, the Canada Council and thousands of corporate and individual donors and we are indeed very grateful.



Programme

Procession

O Canada

Invocation

Rev. I. D. Morrison, L.D.

The Chancellor

Fraser F. Fulton, O.B.E., B.Sc., D.C.L., M.E.I.C.

Greetings from Sister Universities

Mgr. Louis Albert Vachon

Conferring of Honorary Degrees

The Chancellor

Doctor of Laws, honoris causa

The Honourable Paul Gérin-Lajoie

Presented by Robert C. Rae

Principal and Vice-Chancellor of the University

Doctor of Laws, honoris causa

Wilfred Newman Hall

President of Domtar Limited

Presented by Samuel Madras

Dean of the Faculty of Science

Doctor of Laws, honoris causa

Omond McKillop Solandt

Chancellor of the University of Toronto

Presented by Jack Bordan

Dean of the Faculty of Engineering

Doctor of Laws, honoris causa
Henry F. Hall
Principal Emeritus, Sir George Williams University
Presented by Douglass Burns Clarke
Vice-Principal

Dr. Paul Gérin-Lajoie

The Principal and Vice-Chancellor

The Chancellor

The platform party will now proceed to the lobby.
The ceremony will be presented on a large screen through the use of television.
The audience therefore remains in the auditorium.

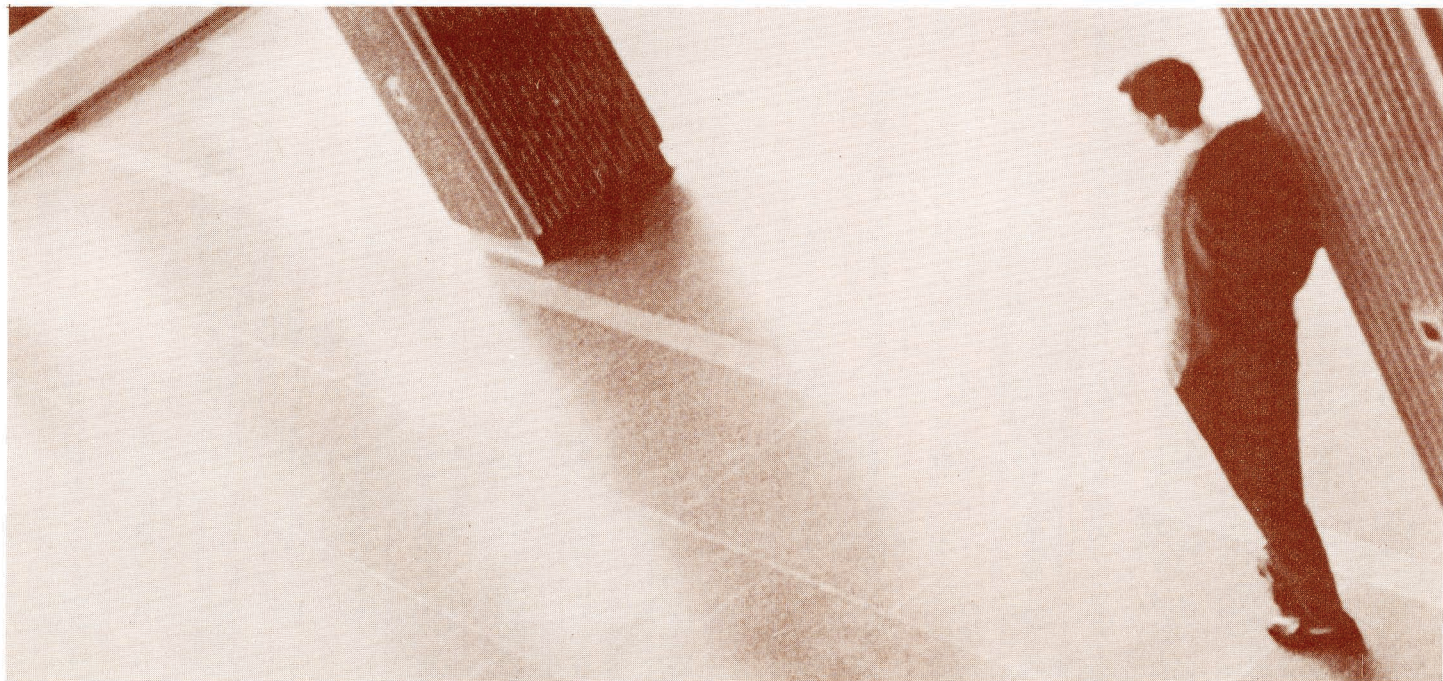
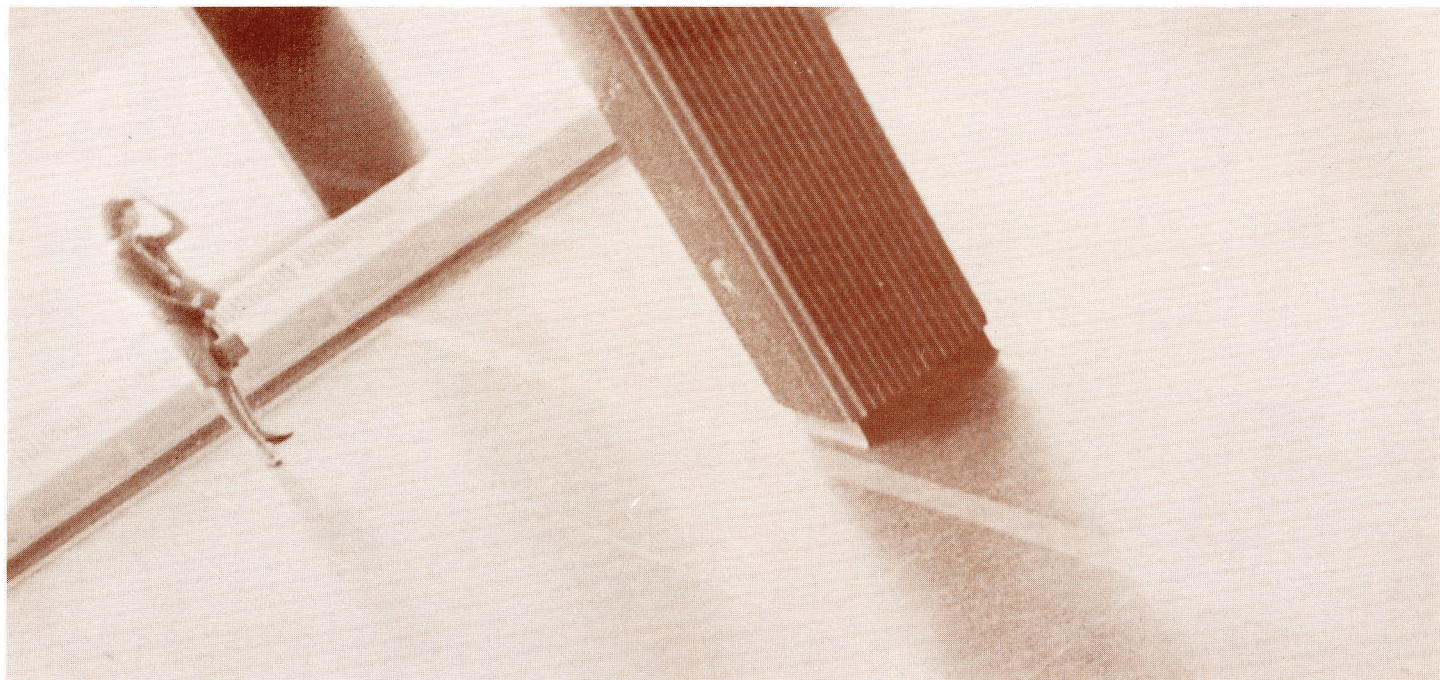
Unveiling of the commemorative plaque by Dr. W. N. Hall and Dr. Solandt

God Save The Queen

Benediction

Reception
Dining Room—7th floor

October 14, 1966



Planning of the Building

In 1956, with a day enrolment of 1090, Sir George Williams University moved into the Kenneth E. Norris Building on Drummond Street, and was able to concentrate all its activities in this building and on a few floors of the adjacent Y.M.C.A.

A few years later a sixth floor was added to the Norris Building to house the Library but by 1961-62, because of heavy enrolment, the University had to rent space in an apartment-office building at the north-east corner of Drummond and Burnside Streets; part of the second and third floor of this "Annex" was rented and every year until 1964 more space was added.

The Norris Building was not only too small in size but it also lacked many of the facilities that are now needed to implement a more complete academic programme; an Engineering Faculty was instituted, honours courses in many fields were added to the curriculum; graduate work was being planned.

A study was conducted into the possibility of moving the University away from the center of the city, but after serious consideration by the Board of Governors, such a move was found to be incompatible with the aim of the institution.

In February 1962, the Principal appointed a committee (University Committee on Development), composed of Faculty Members and Administrative Officers to systematically collect, study and recommend documents prepared by Faculty members pertaining to the content and appearance of the new project called the Henry F. Hall Building, as well as to consider the future use of the Norris Building. This committee was also responsible for the quality, environment, dignity, beauty and aesthetic value of the new building.

After having established the academic areas into which the University was to expand, the size of the student body to be served and the relative number of faculty members needed, the University Committee on Development interviewed professors and administration officers and prepared a list of facilities, showing the size and inter-relationship of every room in the building.

All specialized and non-standard facilities required by each department were listed with as much precision as possible, including purpose and size of each area. Considerable effort was spent on details, even at this early stage of planning, so that small but significant items should not be overlooked. Many sub-committees examined problems of general nature, such as classroom and auditoria design, size of faculty offices, food services, etc. . . . Great care was taken to eliminate all duplication.

Once assembled, this inventory of space was turned over to the architects and sketches were drawn, showing approximate floor plans and general appearance of the building.

Another round of meetings with faculty members was organized so that the responsible person in each department had the opportunity to check and discuss with the architects the proposed lay-out of their area.

When this phase of planning was completed, the architects were instructed to prepare plans and specifications for the Henry F. Hall Building, one single building, sufficiently large to accommodate all the facilities listed in the inventory of space.

The Henry F. Hall Building is the expression of the ideas of many persons but because the planning was systematic and followed an orderly sequence, the sum of all the parts forms a logical and pleasing entity.





Design of the Building

The necessity of creating space for an exploding student population has resulted in a world wide architectural revolution. Concepts, ideas, designs which would not have been seriously considered a generation ago, are being transformed to steel and stone, and imagination in planning is more and more in evidence as the physical plant of colleges and universities is rapidly expanding.

The development of a building programme and the planning of a university is by far a more complex process than can be realized by most people, even some of those directly involved. Indeed, the development of a single department may not lead to unanimity of thought on the part of those who are to be employed in the department. In this respect, the architects of the Henry F. Hall Building were most fortunate in the clear requirements and precise programming which had been prepared by the authorities of Sir George Williams University.

The new building is a departure from tradition; the site is limited, all faculties and departments with their many and varying requirements, had to be accommodated under one roof, and the cost of downtown properties precluded the possibility of even a token green campus. Nevertheless, an academic atmosphere had to be created and a feeling of spaciousness had to be maintained without contravening the "maximum building volume" law imposed by the City of Montreal.

Some of the most interesting features are the facilities that are available to assist the teacher. For example, an extensive study was made of classroom design to consider means of improving efficiency, comfort and aesthetics. This is done by providing proper air-conditioning, acoustics, lighting and audio-visual aids in a properly shaped room. In many auditoria and classrooms, rear view projection techniques are used. A booth equipped with projectors for cinema, slides and TV are located behind the front wall of the room (behind the usual black-board) and projecting on the rear of a translucent screen. The main advantage of this system is that there is no need to darken the room, sufficient light remains during viewing for the student to write. The entire operation is by remote control at the instructor desk.

Many classrooms are linked together by closed circuit TV, the programmes originating from two television studios, one located on the 4th floor, the other in the Communication Center in the sub-basement close to a small but complete theatre. This theatre designed by professionals in the field, is equipped with the most up-to-date facilities; again, thorough studies of acoustics, lighting and viewing were done so that production will be capable of reaching professional standards. The large auditorium on the main floor is equipped with movable acoustical baffles, so that this room can be "tuned" either for conferences or concerts. In addition a translation booth is located at the rear of the hall.

Besides the usual Biology, Chemistry, Physics and Engineering laboratories, the building will also house a Computer Center, Psychology and Sociology laboratories, a Language laboratory complex and Fine Arts studios. The Chemistry laboratories required a special study: over one hundred fume hoods are needed, and the amount of air that is exhausted by these fume hoods creates a serious shortage of conditioned air for the rest of the building. A new type of system was designed by the engineers, a system capable of continuously changing the air in the laboratories, exhausting through the fume hoods but maintaining a balance with the rest of the building. Nearly one-third of the cost of the project is invested in mechanical, electrical and air-conditioning equipment.

Student areas include meeting rooms, lounges, club rooms, an office suite for the "Georgian" and a large dining room. The latter is located on the 7th floor midway up the building. This creates an "attraction" floor so that students will tend to converge towards this area at various times during the day and evening, thus reducing long vertical trips either up or down. In some high rise buildings, where the cafeteria is located at a lower floor, a heavy and unnecessary demand is placed on the vertical transportation system.

The main objection to a high-rise university building is the difficulty of moving large numbers of students through many floors, especially when classes have to be coordinated and it is difficult to stagger class times. An escalator system, though expensive, was the only solution to this problem, and in order to achieve the peak loading on escalators, students will still be encouraged to use the stairs if they have only one or two floors to travel.

The finishing materials used throughout the building, and especially in the heavily used areas, are durable and as damage resistant as possible. Glazed block, for instance, is the most widely used corridor material.

In order to establish individuality and to facilitate floor recognition, each floor was designed with different colour combinations and with various block patterns.

As cities become more crowded, the tendency in design may be to more compact university and college buildings, and the theories of planning and design employed in the Henry F. Hall Building will undoubtedly be of tremendous interest to future designers.

