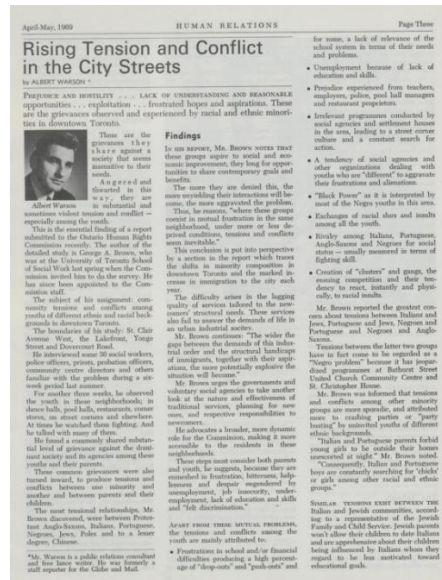


# Lesson Resource Kit: Youth & Conflict in 1960s Toronto

Grade 10: Canada, 1945-1982



Albert Warson, "Rising Tensions and Conflict in the City Streets" page 5  
*Human Relations*, vol. 9 no. 17, Apr-May 1969, pp. 3-6  
 Daniel G. Hill fonds  
 Reference Code: F 2130-2-1  
 Archives of Ontario

## Introduction

Designed to fit into teachers' practice, this resource kit provides links, activity suggestions, primary source handouts and worksheets to assist you and your students in applying, inquiring, and understanding Canada between 1945 and 1982.

## Topic

- Youth and Ethnic Conflict in 1960s Toronto

## Themes that can be addressed

- Racial discrimination
- The civil rights movement
- Social welfare programs
- Immigration
- Urbanization

## Curriculum

Strand D. Canada, 1945-1982		
Overall Expectations	Historical Thinking Concepts	Specific Expectations
D1. Social, Economic, and Political Context	Historical Significance; Historical Perspective	D1.1, D1.4, D1.5
D2. Communities, Conflict, and Cooperation	Historical Significance; Cause and Consequence	D2.1, D2.2
D3. Identity, Citizenship, and Heritage	Continuity and Change; Historical Perspective	D3.1, D3.6

## Assignment & Activity Ideas

### Read for comprehension

- This resource kit provides one four-page primary source article about 'rising tension' in urban centres because of perceived ethnic conflict. Have students read this article for comprehension either individually or in groups.
- Following reading, have a discussion in the class to ensure students understood the article and invite them to ask questions for clarification.

### Perspectives – first-person response or rewrite

- Have students take the perspective of an individual affected by the issues raised in this article and write a response to this article from their point of view.
- Encourage students to communicate these perspectives either to the class or in small groups through presentations, a gallery walk, or through new media.

### Research other sources to complement

- This article was written by and for professionals in the field of human rights law. Have students think about what other primary sources could complement this article. For example, what other perspectives could be uncovered in a diary entry or a photograph?
- As a class, create a wish list of primary sources students would like to investigate to complement this article, and encourage them to find these sources or sources like them to create a fuller picture of this topic.

### Today and then – Continuity and change

- The issues explored in this article are not issues that have been completely resolved. Use this article to discuss issues of continuity and change regarding multiculturalism, immigration, and urban centres.

### Inquiry into the OHRC and other work

- This primary source article was published in *Human Relations*, a publication by the Ontario Human Rights Commission (OHRC). The OHRC was directed by Daniel G. Hill and this publication was found in his archived collection. Use the introduction handout to Daniel G. Hill found in this resource kit as a way to introduce the role OHRC played in this case.
- Invite students to develop questions about the OHRC and the other work that they have done and have them bring one example to share with the class. The OHRC has a great Facebook page as a way to get started: [Ontario Human Rights Commission Facebook page](#)

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## Introduction to Primary Sources



Albert Warson, "Rising Tensions and Conflict in the City Streets" page 5 [detail]  
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A **primary source** is a document or object from the past created by people who lived during that time. Primary sources provide a view into an event or experience that only people living during that time could have experienced.

Archives collect and preserve primary sources so that students can learn history from the experiences of people who were there. At archives, primary sources are called records. At museums, primary sources are called artefacts.

Have you ever used a primary source before?

Primary sources	Secondary Sources
Original material from the past	Material people today write about the past
<b>Example:</b> Letters Diaries Photographs Paintings and other art work Graphs Maps	<b>Example:</b> Textbooks Reference books Websites such as Wikipedia Current news articles Documentaries Movies

What are some other examples of primary and secondary sources?

Can sources be both primary and secondary?

**"Rising Tensions and Conflict in the City Streets" part 1, (1969)**

April-May, 1969

HUMAN RELATIONS

Page Three

## Rising Tension and Conflict in the City Streets

by ALBERT WARSON \*

PREJUDICE AND HOSTILITY . . . LACK OF UNDERSTANDING AND REASONABLE opportunities . . . exploitation . . . frustrated hopes and aspirations. These are the grievances observed and experienced by racial and ethnic minorities in downtown Toronto.



Albert Warson

These are the grievances they share against a society that seems insensitive to their needs.

Angered and thwarted in this way, they are in substantial and sometimes violent tension and conflict — especially among the youth.

This is the essential finding of a report submitted to the Ontario Human Rights Commission recently. The author of the detailed study is George A. Brown, who was at the University of Toronto School of Social Work last spring when the Commission invited him to do the survey. He has since been appointed to the Commission staff.

The subject of his assignment: community tensions and conflicts among youths of different ethnic and racial backgrounds in downtown Toronto.

The boundaries of his study: St. Clair Avenue West, the Lakefront, Yonge Street and Dovercourt Road.

He interviewed some 30 social workers, police officers, priests, probation officers, community centre directors and others familiar with the problem during a six-week period last summer.

For another three weeks, he observed the youth in these neighborhoods; in dance halls, pool halls, restaurants, corner stores, on street corners and elsewhere. At times he watched them fighting. And he talked with many of them.

He found a commonly shared substantial level of grievance against the dominant society and its agencies among these youths and their parents.

These common grievances were also turned inward, to produce tensions and conflicts between one minority and another and between parents and their children.

The most tentional relationships, Mr. Brown discovered, were between Protestant Anglo-Saxons, Italians, Portuguese, Negroes, Jews, Poles and to a lesser degree, Chinese.

\*Mr. Warson is a public relations consultant and free lance writer. He was formerly a staff reporter for the Globe and Mail.

### Findings

IN HIS REPORT, MR. BROWN NOTES THAT these groups aspire to social and economic improvement; they long for opportunities to share contemporary goals and benefits.

The more they are denied this, the more unyielding their interactions will become, the more aggravated the problem.

Thus, he reasons, "where these groups coexist in mutual frustration in the same neighborhood, under more or less deprived conditions, tensions and conflicts seem inevitable."

This conclusion is put into perspective by a section in the report which traces the shifts in minority composition in downtown Toronto and the marked increase in immigration to the city each year.

The difficulty arises in the lagging quality of services tailored to the newcomers' structural needs. These services also fail to answer the demands of life in an urban industrial society.

Mr. Brown continues: "The wider the gaps between the demands of this industrial order and the structural handicaps of immigrants, together with their aspirations, the more potentially explosive the situation will become."

Mr. Brown urges the governments and voluntary social agencies to take another look at the nature and effectiveness of traditional services, planning for new ones, and respective responsibilities to newcomers.

He advocates a broader, more dynamic role for the Commission, making it more accessible to the residents in these neighborhoods.

These steps must consider both parents and youth, he suggests, because they are enmeshed in frustration, bitterness, helplessness and despair engendered by unemployment, job insecurity, underemployment, lack of education and skills and "felt discrimination."

APART FROM THESE MUTUAL PROBLEMS, the tensions and conflicts among the youth are mainly attributed to:

- Frustrations in school and/or financial difficulties producing a high percentage of "drop-outs" and "push-outs" and

for some, a lack of relevance of the school system in terms of their needs and problems.

- Unemployment because of lack of education and skills.
- Prejudice experienced from teachers, employers, police, pool hall managers and restaurant proprietors.
- Irrelevant programmes conducted by social agencies and settlement houses in the area, leading to a street corner culture and a constant search for action.
- A tendency of social agencies and other organizations dealing with youths who are "different" to aggravate their frustrations and alienations.
- "Black Power" as it is interpreted by most of the Negro youths in this area.
- Exchanges of racial slurs and insults among all the youth.
- Rivalry among Italians, Portuguese, Anglo-Saxons and Negroes for social status — usually measured in terms of fighting skill.
- Creation of "clusters" and gangs, the ensuing competition and their tendency to react, instantly and physically, to racial insults.

Mr. Brown reported the greatest concern about tensions between Italians and Jews, Portuguese and Jews, Negroes and Portuguese and Negroes and Anglo-Saxons.

Tensions between the latter two groups have in fact come to be regarded as a "Negro problem" because it has jeopardized programmes at Bathurst Street United Church Community Centre and St. Christopher House.

Mr. Brown was informed that tensions and conflicts among other minority groups are more sporadic, and attributed more to crashing parties or "party busting" by uninvited youths of different ethnic backgrounds.

"Italian and Portuguese parents forbid young girls to be outside their homes unescorted at night," Mr. Brown noted. "Consequently, Italian and Portuguese boys are constantly searching for 'chicks' or girls among other racial and ethnic groups."

SIMILAR TENSIONS EXIST BETWEEN THE Italian and Jewish communities, according to a representative of the Jewish Family and Child Service. Jewish parents won't allow their children to date Italians and are apprehensive about their children being influenced by Italians whom they regard to be less motivated toward educational goals.

Albert Warson, "Rising Tensions and Conflict in the City Streets"

*Human Relations*, vol. 9 no. 17, Apr-May 1969, pp. 3-6

Daniel G. Hill fonds; Reference Code: F 2130-2-1, Archives of Ontario

**"Rising Tensions and Conflict in the City Streets" part 2, (1969)**

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One probation officer told Mr. Brown of corresponding tensions and frequent fighting between Anglo-Saxons and Italians because of negative parental attitudes toward social mixing.

Mr. Brown's interview subjects described most of the youths involved in these conflicts as "school drop-outs, push-outs, delinquents and social and emotional casualties from deprived homes."

They reported that in one particular district, tensions and conflicts among the youth began in late 1966 with an influx of Negroes from the West Indies and Nova Scotia. The area has been plagued by fights and brawls with racial overtones since that time.

An officer of the United Negro Youth Foundation suspects hospitalization for stabbings and other injuries with racial overtones "is not given full press coverage for fear of alarming the public."

A spokesman for the Bathurst Street United Church Inner City Youth Programme said that Negroes appear to have driven the more numerous white youths away from the programme.

He attributes this to Black Power consciousness, which has made Negro boys — and girls — seem more aggressive in their contacts with whites.

The Negroes under the influence of this "new awareness" are demanding programmes which are exclusively black. This demand includes black supervisors. When these demands are refused, the youths at times resort to open vandalism.

The same youths are producing the same problem at St. Christopher House and attendance by Italian, Portuguese and Anglo-Saxon youth has declined drastically.

Negro youths are apparently able to date the "best chicks" — which provokes considerable jealousy among the white youths. There are frequent conflicts for this reason alone.

Mr. Brown cautions against dismissing these various outbreaks as part of adolescent turmoil. He suggests that together with irrelevant institutional practices, the grievances "seem to be conducive to the very kind of sub-culture which eventually will spawn social unrest in Toronto."

**The Schools**

Most of Mr. Brown's interview subjects, including the youths, maintained that the schools in the city are not geared to meet the special needs of the youths. Many of the youths are handicapped one way or another, but the schools are inflexible and inadequately equipped to cope effectively with these problems.

He quotes a senior Board of Education counsellor as saying that the school board is "overwhelmed by the special problems of immigrant youths."

They are just "dumped into the schools where they either sink or swim," Mr. Brown commented.

The problem is compounded by the high percentage of young and inexperienced teachers on the staffs of these schools.

The result is that Toronto schools frustrate Italian and Portuguese youths instead of helping them, according to a representative of C.O.S.T.I. and a spokesman for the Portuguese Centre.

Italian youths, for example, find themselves several grades behind because of their unfamiliarity with English. They tend to become self-conscious in the presence of much younger classmates; they chafe about their academic inadequacies and drop out of school.

The representative of the Portuguese Centre stated that although special classes in English are established for the 13 to 14 year age group, the three-month span of these classes is inadequate to give Portuguese youths a working knowledge of English.

Mr. Brown writes: "The lack of English on the part of both Italian and Portuguese youths has created communications barriers between them and their peer groups of other ethnic backgrounds. This perpetuates a lack of mutual understanding and fosters tensions and conflicts."

The tensions and conflicts may overtake the teachers, who often can be manipulated or terrorized by aggressive students.

Some of the teachers are uncertain of their true feelings about students of various racial and ethnic backgrounds. Some students feel that others are plainly prejudiced against, for example, Negro children in the schools.

In any case, notes Mr. Brown, students sense the ambivalence and certainly are aware of prejudice among their teachers.

He reports that school vocational counsellors are not always up to date on opportunities for youth under Board of Education and Department of Welfare sponsorship, according to interview subjects.

He was told that the structure and purpose of the vocational education system and apprenticeship programmes — as it relates to the youth and serves them — should be re-considered in the light of present and pressing needs.

"Little purpose is served if apprenticeship programme requirements are rigidly established at grade 10 — when most

drop-outs and push-outs occur at grade 9 level or below.

"Although some youths are poorly motivated academically, they have creative talents which could be channelled into apprenticeship programmes flexibly tailored to meet their needs and abilities," Mr. Brown states.

**Employment**

A high rate of unemployment and under-employment among young adults, adult immigrants and migrants in the study area was acknowledged by most interview subjects.

They remarked that most of the youths are unemployed because of a lack of skills and education. High drop-out and push-out levels are matched by correspondingly high unemployment rates.

Some of the youths attribute this to prejudiced employers; others blame it on laziness and personality problems.

Several spokesmen, including one from the International Institute, reported that skilled immigrants encounter discrimination, even if they master English. They are considered to be "foreigners" or "different" by employers.

Many "skilled foreigners" are under-employed as elevator operators, dishwashers, factory workers and hotel waiters.

Many Portuguese job applicants have complained about discrimination by government agencies and other potential employers.

"They are denied employment commensurate with the skills and level of education because their English is not up to acceptable Canadian standards.

"Then they are denied on the grounds that they lack 'Canadian experience' after upgrading their knowledge of English. Most of them become very frustrated with this type of running around the familiar vicious circle," one spokesman said.

It was suggested that Canadian employers need re-orientation programmes to help them overcome their resistance to hiring qualified immigrants in decent jobs.

It was said that neither Canadian authorities nor private employers are able, objectively, to assess educational backgrounds or skills immigrants learned in their native countries.

Interview subjects expressed concern about various obstacles immigrants face with employers and government bureaucracies which "find their language and other cultural characteristics unacceptable."

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*Human Relations*, vol. 9 no. 17, Apr-May 1969, pp. 3-6

Daniel G. Hill fonds; Reference Code: F 2130-2-1, Archives of Ontario

## "Rising Tensions and Conflict in the City Streets" part 3

April-May, 1969

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SOME IMMIGRANTS, MR. BROWN reported, like the East Indians who speak English fluently, are advised that they are "over qualified" for many jobs. Qualified immigrants, in fact, can only find menial jobs and are therefore subjected to tremendous economical as well as psychological pressures.

"The reduction in relative status as far as their present level of employment is concerned, drives some of them to mental institutions," Mr. Brown reported.

One International Institute representative said that Canada Manpower is unable to cope with the problems of most non-English speaking immigrants.

They are forced to seek employment in their own communities, where exploitation, particularly of those who are sponsored immigrants, is well-entrenched.

A representative of the Italian Immigrant Aid Society is deeply concerned about the high unemployment rate among sponsored, unskilled immigrants and troubled about the poor economic circumstances of many of the sponsors.

(Sponsors are legally responsible for the economic well-being of the ones they sponsor for five years).

She is also painfully aware, Mr. Brown notes, "that sponsored immigrants are very vulnerable to the exploitations of unscrupulous Italian sub-contractors

"They never obtain a chance to learn the English language. They become morally and psychologically defeated through the pressure of fear and insecurity, which is applied by the exploiters. They remain completely maladjusted in this society. Therefore, a kind of vicious circle is created, where ignorance, tensions and conflicts flourish."

There were criticisms of apprenticeship training programmes and the difficulties non-English speaking immigrants experience in becoming licensed and certified in order to utilize their skills..

Many Italian tradesmen, Mr. Brown was told, are unable to join unions to be paid wages consistent with their skills. The electrical union was cited as an example of this tight-door policy.

There was a consensus among the interview subjects that unions generally demand grade 12 education from immigrants seeking membership. The Department of Labour, on the other hand, requires only a grade 10 minimum for apprenticeship status.

"Thus, even though an immigrant may complete his apprenticeship training, he can still be excluded from unions and certain jobs with closed-shop arrangements."

Mr. Brown reported a conviction among his interview subjects that govern-



*Here's a young fellow who is really sold on steel oil drums. Dale Martin beats out a tune on the drums for his appreciative audience at Toronto's St. Christopher House.*

ment has placed too much responsibility on ethnic organizations which lack the resources and authority to correct or alleviate the varied problems faced by immigrants in the city.

They feel that most government programmes aimed at helping immigrants with jobs and upgrading skills are too selective and rigid to do a proper job.

"Above all, ethnic organizations are powerless to do anything about the exclusive policies of trade unions and professional and technical associations which often relegate immigrants of certain ethnic backgrounds to chronic under-employment," Mr. Brown observed.

### The Commission

MANY AMONG THE GROUPS UNDER STUDY are apparently unaware of the Commission's existence. Some feel it is doing a worthy job; others are cynical about its operation.

Mr. Brown noted it became evident that "to a large extent, the Ontario Human Rights Commission was neither physically or psychologically visible to a

very large number of people in the areas who are very much in need of its services."

Many of them are even unaware of their rights under the Code, especially Indians and Chinese. Others fear reprisals from employers and landlords should they make formal complaints.

Like Italians and Portuguese, some are afraid of government agencies and prefer to take their grievances to their priests and heads of their ethnic organizations in whom they have more confidence.

Some spokesmen for these groups, however, maintain that most of the injustices complained about are not matters the Commission normally deals with. Moreover, they say these kinds of injustices are very difficult to document and prove.

Others, especially among the Afro-American Progressive Association, felt that the Commission compels victims of discrimination to prove something it knows to exist.

If this were a "racist free" society, they argue, there would be no need for a Commission in the first place.

## "Rising Tensions and Conflict in the City Streets" part 4

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"Yet, it insists that the victims prove their case, thus always putting them on the defensive.

"They feel that the artful, subtle and polite discriminator, with his battery of expert people, just sits back and waits for the victim to go through the painful process of trying to prove that injury and injustice have taken place."

They feel the Commission should be more positively inclined toward initiating investigations or inquiries, taking the onus off victims who cannot afford the time or loss of wages to attempt a documentation of "the polite but insidious kind of discrimination which pervades Canadian society."

Mr. Brown stated that the more cynical critics of the Commission felt it should concentrate more on equal opportunities and less on rights. They have the rights, they say, but this society "is asking them to be satisfied with paternalistic tokenism in terms of jobs, etc."

Many others said the Commission was bringing justice to oppressed minorities in Toronto, although it was not able to reach those who through apathy, ignorance or complete helplessness, were not taking advantage of their rights under the Code.

### Recommendations

THE GRIEVANCE LEVEL COULD WELL RISE, Mr. Brown concluded. It is therefore in the interest of all concerned to examine the factors nurturing further tensions and conflicts among different groups in this society.

"Human rights in its social, political and economic, no less than in its legal sense, should mean the equality of opportunities for all members of the society in a functional or real sense."

As minority groups feel increasingly denied these opportunities they will more and more assert their rights to negotiate with the power structure.

"Thus, a framework for developing effective institutional means for dealing with the grievances and/or aspirations of minority groups in Toronto, and indeed Ontario, should be given early and constructive consideration," Mr. Brown stated.

Mr. Brown recommended that the Commission consider:

- Exercising stronger moral force and leadership in the community to combat discriminatory practices; remove artificial barriers to equal opportunities for all and promote intercultural education.

- Acting as a catalyst, if not co-ordinator, of community development and/or organizational programmes designed to improve social and economic standards of the area residents. This would siphon off tensions and conflicts between the groups, continuously, and harness creative and constructive energies.

- Directing some of its resources to the improvement of relations between the different groups in the area through intensive but qualitative educational campaigns. This would provide constructive channels for dealing with their grievances.

- Working closely with schools, social agencies and churches in the area on the racial and ethnic problems between youths, which they seem unable to cope with.

- Using persuasive methods, or assuming a "brokerage role" in the absence of legal authority, to come to grips with unions and various associations about their restrictive policies and intolerance of "foreigners."

- Working with the Department of Manpower and Immigration, the Department of Labour and management and personnel associations on an assessment of the concept of "lack of Canadian experience" as applied to immigrants or "foreigners" seeking employment.

- Exploring ways and means of dealing with exploitation of unsuspecting members of minority groups by their more unscrupulous compatriots in certain job situations.

- Examining the feasibility of adopting a non-reprisal clause in the Code, to remove some of the fears which now inhibit many members of minority groups who are discriminated against from filing complaints.

- Broadening the scope of the Commission to initiate inquiries in its own cause, where there are reasonable grounds to suspect discriminatory practices by firms in jobs, promotions, housing and public accommodations.

- Above all, it is vital that the Commission become psychologically, physically and emotionally visible to the people in these areas.

"Serious consideration should therefore be given to the establishment of an office of the Commission in Ward 4 — if not immediately, in the near future. "This office would not only meet and deal effectively with the growing insistence upon rights, but also with any diminishing emphasis upon duties.

"It is also conceivable that this office could assume the posture of negotiator, if not moral arbiter, in group conflicts and tentional situations in the area."

Mr. Brown suggested that the amount of the unemployment and under-employment in these areas be investigated as soon as possible.

SOLVING THESE PROBLEMS MAY REQUIRE an investment based on long-term economic, social, political and psychological criteria — of social capital by the government alone or in conjunction with private business and industry.

He further suggested that:

- The Department of Labour consider establishing an office in the area and working closely with settlement houses, schools, and other social and ethnic organizations with good contacts among the youths.
- The minimum requirements for apprenticeship training be flexible enough to meet the different levels of education reached by these youths.
- There ought to be closer co-ordination between the apprenticeship programmes and particularly those vocational schools which do not give grades.
- More research must be done on the academic requirements for certain jobs and the demand which industry makes upon job applicants.
- There should be critical evaluation of the examination procedures associated with the licensing and registration of immigrant tradesmen, especially those with language difficulties.
- Occupational training courses should be expanded to include more immigrants and other disadvantaged groups with language and other difficulties.

In the conclusion of the report, Mr. Brown summed it up succinctly:

"The provisions of adequate educational training and retraining facilities, together with the development of other auxiliary services, is crucial for the process of social mobility in any industrial society.

Without these, the society will never realize its potential industrial growth and stability.

A given racial or ethnic group in a heterogeneous society can appropriate particular roles, while designating the less preferred ones to other ethnic and racial groups.

Actions like these lay the foundations for discontentment, frustrations, tensions and conflicts among groups."

## Who is Daniel G. Hill?



Daniel G. Hill, [ca. 1960]  
Daniel G. Hill fonds (F 2130)  
Archives of Ontario, I0027960

Daniel G. Hill, human rights specialist, historian, and public servant, was prominent in the movement to overturn racial discrimination in Canada. He came to this country for graduate studies but committed himself to the quest for justice.

As an activist in the 1950s, Hill used public awareness as a tool to combat prejudice. With a PhD in sociology from the University of Toronto and a decade of experience with social causes, he became the first director of the Ontario Human Rights Commission in 1962, a position he held until 1971. Under his management, the commission evolved innovative tactics, widely copied in Canada and other countries. In 1971, he became the first full-time chairman of the Ontario Human Rights Commission and, in 1973, he established a consulting firm in human rights with an international clientele.

In 1978, Daniel Hill, Donna Hill, Wilson Brooks and other educators co-founded the Ontario Black History Society. It became the first major public organization in Canada focused on the history of people of African descent in the country. He headed the organization for six years.

As Provincial Ombudsman from 1984 to 1989, Hill strove to make that office reflect the "new Ontario," with a forceful outreach program aimed at traditionally excluded groups, particularly Canada's Aboriginal people. Following his retirement, he became a member of the Canadian Human Rights Tribunal.

Source: [Historic Canada's Black History Canada](#)

## **What were Daniel G. Hill's responsibilities as the first director of the Ontario Human Rights Commission (OHRC)?**

As Director of the OHRC in 1962, Hill travelled across Ontario in his Volkswagen Beetle, setting up regional offices and striving to make the Commission and its services available to ordinary Ontarians.

He also travelled across Canada and to conferences in various countries (including Iran) to promote human rights and to build the effectiveness of the Commission.

See also: Archives of Ontario's [The Freedom Seeker: The life and times of Daniel G. Hill](#) online exhibition.

## Statement to the Legislative Assembly – Page 1

STATEMENT TO THE LEGISLATIVE ASSEMBLY  
ON APRIL 3, 1962, BY THE HONOURABLE  
JOHN P. ROBARTS, PRIME MINISTER OF  
ONTARIO, IN CONNECTION WITH THE  
ONTARIO HUMAN RIGHTS COMMISSION.

I take great pleasure in announcing to the House the appointment of Dr. Daniel G. Hill, well-known sociologist and lecturer at the University of Toronto, to the new post of Director of the Ontario Human Rights Commission. Dr. Hill will take up his duties later in the spring.

The Government is deeply gratified by his decision to accept this task. We feel that Dr. Hill's background and training, together with his rich experience in the field of human relations, make him admirably suited for the post.

Dr. Hill's appointment means that the Human Rights Commission, whose responsibilities have been greatly enlarged by the House through the passage of The Ontario Human Rights Code Act, will now have full-time, expert staff to carry out its various programs. Dr. Hill will, of course, be responsible to the Commission whose Chairman is Mr. Louis Fine and Members, Miss Joyce Applebaum, Mr. T.M. Eberlee, Mr. Gordon L. Greenaway and Mr. J.F. Nutland.

Dr. Hill is a graduate of Howard University, Washington, D.C., from which he received his B.A. in 1948. He later studied at the University of Oslo in Norway and received his Master's Degree in Sociology from the University of Toronto in 1951 and his Ph.D. from the same University in 1960.

Statement to the Legislative Assembly on April 3, 1962, by the Honourable John P. Robarts,  
Prime Minister of Ontario, in connection with the Ontario Human Rights Commission

John P. Robarts speeches and statements

Reference Code: RG 3-103

Archives of Ontario

## Statement to the Legislative Assembly, page 2

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He was for a time Assistant Warden of St. Andrews Memorial House in Toronto, an educational institution established by and for New Canadians. From 1955 to 1957, he was Research Director of the Social Planning Council of Metropolitan Toronto and later became Executive Secretary of the North Toronto Area Planning Council, which involved community organization and the planning of health, welfare and recreation services. Shortly thereafter he became a lecturer in the Sociology and Extension Departments of the University of Toronto.

Dr. Hill is now concluding his part in a special research project for the Department of the Attorney-General in association with the Alcoholism and Drug Addiction Research Foundation. He is the author of a number of volumes on community organization.

I am sure that all Members will welcome this appointment and that the Commission and Dr. Hill will have the full co-operation of everyone within and outside this House in advancing the aims of The Human Rights Code.

. . . . .