

The History
of the
HIGH SCHOOL
of MONTREAL

REXFORD

•

GAMMELL

•

McBAIN

Leslie G. Harrison

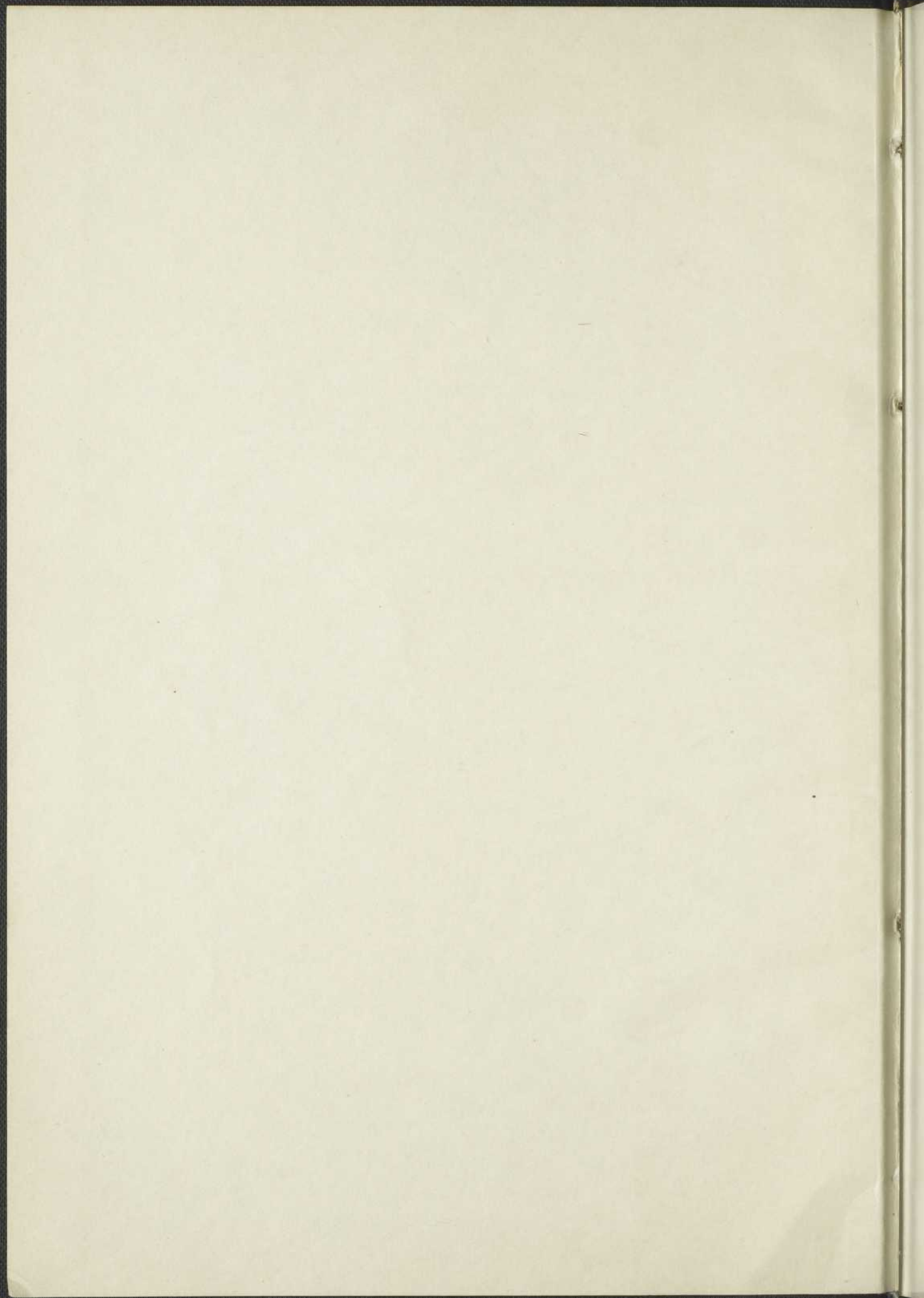


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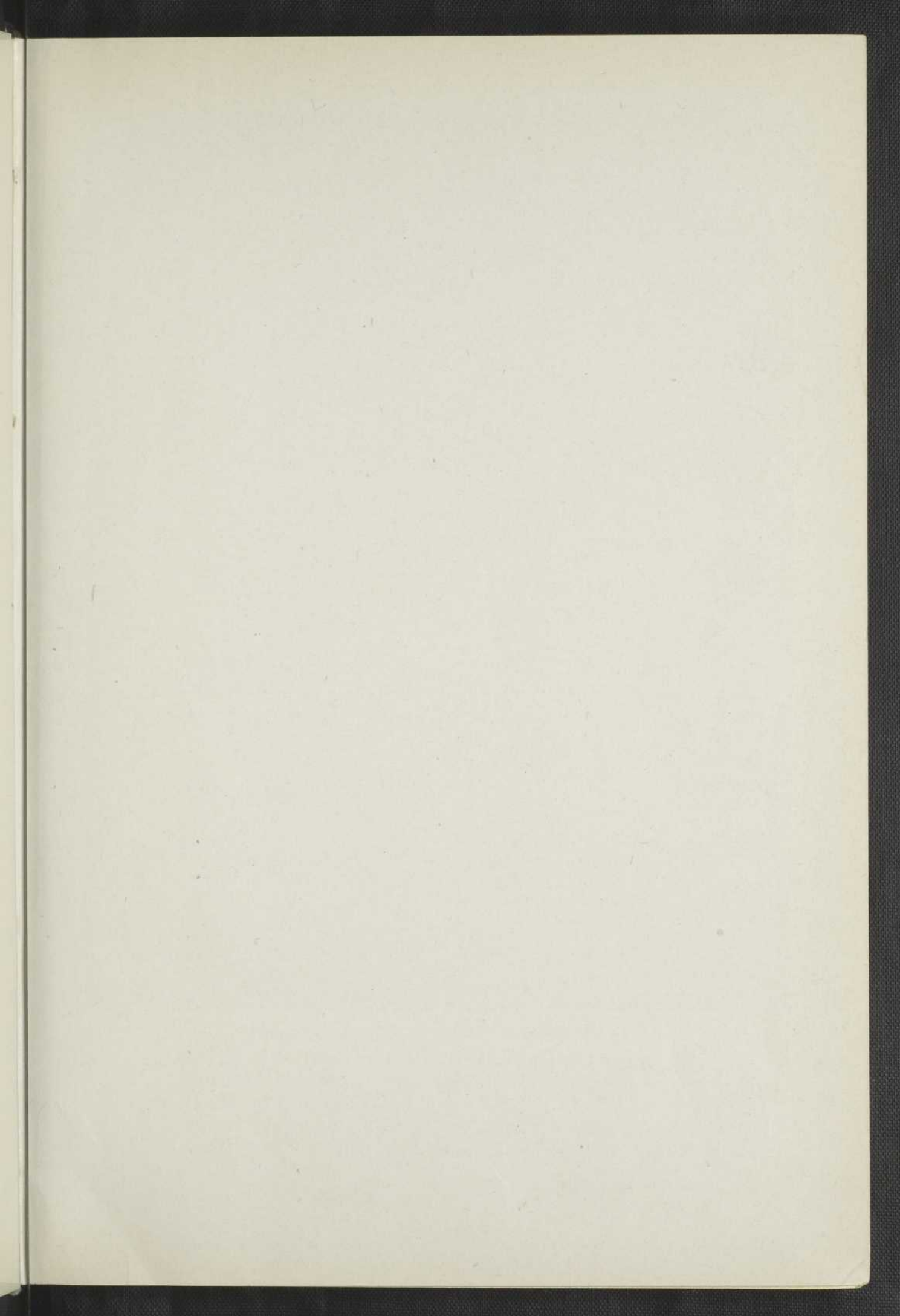
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The Rectors of the High School, 1848-1930.

H. ASPINWALL HOWE, M.A., LL.D. (1848-1891) (*Photo of painting*). Left to right: REV. ELSON I. REXFORD, LL.D., D.C.L., (1891-1904), I GAMMELL, B.A., LL.D. (1922-1929), REV. CANON JAS. E. FEE, M.A., (1929-1935), WELLINGTON DIXON, B.A., LL.D. (1904-1922).

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HISTORY *of the*
HIGH SCHOOL
of MONTREAL

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Foreword

IT seems desirable that there should be a permanent record of trustworthy information concerning the more important facts in the history of one of the greater institutions of secondary education in our Dominion.

It is hoped that this record will prove interesting to that army of Canadians who received their preparation for life in the classes of the High School of Montreal — as well as to others interested in the general educational life of the Province. The accumulation of trustworthy material for this historical essay has naturally involved an extensive examination of authorities and documents extending over many years, as intimated in the list of authorities consulted. The Third Section* — “The New Regime” — was written by the late Dr. Gammell after his resignation as Rector of the High School. For this period there was ample material available and Dr. Gammell could appeal to his own personal experience as master and Rector of the School during the whole of this period. — E.I.R .

**Editorial note: Dr. Rexford's MS. consists of two sections.*

Editor's Preface

IT is interesting to note the way in which each of the two great Rectors, Dr. Rexford and Dr. Gammell, keeps himself and the part he played resolutely out of the picture. Dr. Rexford has stressed the greatness of Howe; and despite Howe's mistakes and errors of judgment he emerges as the hero of the piece. This manuscript is virtually Rexford's commentary on Howe.

It is not until we come to Dr. Gammell's manuscript that we are told in direct and forceful style of the admirable qualities of Dr. Rexford. Dr. Gammell leaves us convinced admirers of his hero. This manuscript might be entitled Gammell's commentary on Rexford. The writer regrets that there was no worthier pen than his own to present an adequate portrait of Dr. Gammell.

Old boys of the School have been most helpful. Lt.-Col. Orrin B. Rexford and Mr. Allan Gammell have been warmly co-operative throughout. We are indebted to Mr. Richard Pennington, McGill University librarian, for presenting us with a photographic copy of a page from the

McGill calendar showing the High School of Montreal as a department of the College; and to Dr. W. P. Percival for photographs of Alexander Skakel, and of the "Old High" on Peel Street.

It remains for the writer to record gratefully the patient and cheerful way in which the staff of the Protestant Board of School Commissioners aided him on numerous occasions. Mr. E. C. Woodley, M.A., deserves warmest thanks for his guidance in matters of technical detail.

Authorities Consulted

By Dr. Rexford

Reports of the Standing Committee on Education,
House of Assembly, Lower Canada.

Historical Documents of Canada Christie

Memorial de l'Education Meilleur

L'Instruction Publique Chauveau

Report on Education in Lower Canada

Lord Durham

Manuscript Notes on the Jesuits' Estates

Christopher Duncan

Minutes of the Royal Institution for the Advance-
ment of Learning

Journals of the House of Assembly, Lower Canada

History of St. Gabriel's Church, Montreal

Dr. Robert Campbell

Files of Montreal daily papers:

Editorial and Private Collections, Montreal

Legislative Library, Quebec

Legislative Library, Toronto

Parliamentary Library, Ottawa

Private papers and documents of the late Dr. H.

Aspinwall Howe

Private papers and documents of the late T. A.
Gibson, M.A.

Journal of Education, Quebec

Minutes of the Corporation of McGill University

Minutes of the Protestant Board of School Com-
missioners of Montreal

The Calendars of McGill University

Written statements from former pupils of the
High School

High School of Montreal

THE High School was founded in 1843 by a Board of Directors, incorporated in 1845, substituted in 1846 by order in Council in the Privileges and Duties of the Royal Grammar School (which was founded in 1816), united with McGill College in 1853, and placed under the direction of the Protestant Board of School Commissioners in 1870.

HEADMASTERS

The Montreal Classical and Mathematical School.

Alexander Skakel, M.A. 1816-1818

Royal Grammar School

Rev. John Leeds 1816-1818

Alexander Skakel, M.A., LL.D. 1818-1846

High School

Rev. George Foster Simpson, M.A. 1843-1846

High School and Royal Grammar School

Rev. George Foster, Simpson, M.A. 1846-1848

H. Aspinwall Howe, M.A., LL.D. 1848-1891

Rev. Elson I. Rexford, LL.D., D.C.L. 1891-1904

Wellington Dixon, B.A., LL.D. 1904-1922

I. Gammell, B.A., LL.D. 1922-1929

Rev. Canon James E. Fee, M.A. 1929-1935

Thomas Sommerville, M.A. 1935-1945

Leonard Unsworth, B.Sc. 1945-

Origin and Early Problems

THE HIGH SCHOOL OF MONTREAL, founded in 1843, represents an unbroken line of secondary education from 1800 onward. Its history presents well defined stages of development, each stage bearing some characteristic features. For the first eighteen years of the nineteenth century "The Classical and Mathematical School", under the direction of Alexander Skakel, M.A., provided high school privileges for the youth of Montreal. From 1818 to 1843 the Royal Grammar School, having united with "The Classical and Mathematical School" was the leading secondary school in Montreal, with Skakel as Headmaster.

The High School absorbed the Royal Grammar School in 1846, and carried on under a Board of Directors until 1853, when it became a department of McGill College. The school operated as a department of the college until 1870, when the Protestant Board of School Commissioners, now in an improved financial situation as a result of the

Education Act of 1869, took it over. From 1870 onward the school developed from strength to strength as an integral part of the Protestant school system of the city of Montreal.

During the first fifty years of English rule there were no really satisfactory secondary schools available in Montreal. Those who desired more advanced training for their children had to send them across the ocean or to the secondary schools of the New England States. There were obvious objections to both these plans, especially to the education of Canadian youth under the influence of the neighbouring states so recently separated from the Mother Country.

In the 1790's, therefore, a committee of the Executive Council, appointed to enquire into the state of education in the Province, reported to the Governor, favouring the establishment of Academies or Colleges in which Canadian youth could be prepared for the learned professions without seeking education abroad. In 1789 Bishop Mountain wrote to the Lieutenant-Governor in the same vein. These joint representations, transmitted to the Home Government, resulted in the establishment in 1801 of The Royal Institution for the Advancement of Learning — a committee designed to organize a complete system of education for the Province, from the common school to the University.

During the next decade, however, the attention of both the home and colonial authorities was so fully occupied with European complications and with the defence of the colony against attacks from the United States that the question of education was left in abeyance until 1815 when the country returned again to the ways of peace.

Alexander Skakel

While these efforts in the 1790's were in progress, a young man, Alexander Skakel, was being educated in Scotland, whose work in the cause of education in Montreal was so outstanding that we might almost say: "No Skakel; no High School." Skakel was born at Fochabers, Banffshire, on January 22nd, 1776; and obtained his Master's degree from King's College, Aberdeen, in 1797. He came to Canada the following year. After spending one year in educational work in Quebec, he was invited by a number of Montreal gentlemen to establish a school in Montreal. So in 1799 he came to Montreal and began an educational career which extended over nearly half a century.

Skakel's school was located at 43 Little St. James Street, just West of Place d'Armes Hill. Many of the boys of the time, who later were to play an important part in the history of their country, were able to trace their love for science and literature to the influence of this school. Skakel's

success as a teacher naturally led to a gradual increase in the number of pupils; and assistants were employed to provide for the increased attendance.

The records of the year 1821 furnish evidence that the Royal Institution, under the auspices of which the work of the school was being carried on, entered upon its new work of direction and supervision with considerable energy. In May of that year Skakel was notified that it was the wish of the Governor-in-Chief, the Earl of Dalhousie, that a public examination of the school should be held annually, and that an annual report upon the state of the school should be presented. In accordance with this notice a public examination of the several classes of the school was held at the close of the year, at which the answers of the pupils reflected much credit upon their teachers.

In the following October the Royal Institution, acknowledging the receipt of the Headmaster's report, urged him to remember that the original object of the foundation was to provide classical education, and that this must not be allowed to give way to more elementary work. At this early stage in his experience, Skakel was finding out that a government appointment carries with it the usual list of reports, regulations, and examinations.

In November of the same year (1821) the members of the Royal Institution applied to the Governor-in-Chief to issue letters-patent for the per-

manent establishment of the Grammar Schools at Montreal and Quebec. The Heads were accordingly instructed to call their schools in future Royal Grammar Schools as they were of Royal foundation. At the same time a series of rules and regulations was prepared by which the grammar schools were required to follow the course of study and to use the text-books prescribed by the Royal Institution. Another regulation called for the appointment of official Visitors to examine the schools and to report upon the character of the work done.

During the year 1821-22 the course of study and the selection of candidates for appointment as free scholars received consideration. In reference to free scholarships the principle was laid down that the Royal Institution was desirous of recommending only those whose parents from rank or station in society had just grounds to desire a classical education for their sons.

For more than a quarter of a century Skakel presided with marked success over the school, and it is interesting to note that arrangements were made whereby the sons of British officers received their education here. The Headmaster followed the methods current in the best schools in Scotland. About one half of the time was given to classics, and the remaining half apportioned to English, Scripture, and mathematics.

In the later years of Mr. Skakel's connection with the school financial and political difficulties combined to destroy, in large measure, its efficiency and usefulness. There was a serious falling-off in income owing to the loss of revenue from the Jesuit Estates, making it necessary to reduce the staff of the Montreal school, and as a natural consequence there was a serious decline in efficiency and attendance. In fact, from this time forward the Royal Grammar School consisted of about thirty-five pupils under one teacher. These misfortunes, together with the increasing years of the headmaster, made it easy for rival schools to establish themselves in the city and to claim a share of the patronage which had hitherto been given to the Royal Grammar School.

During the troubled times of 1837 the position of the school became increasingly difficult, and strong recommendations were made to the Governor by the Royal Institution urging the necessity of increased financial support. But no relief was obtained in response to these representations, and the standing of the schools, both in Montreal and Quebec, continued to decline, until the Quebec school was discontinued in 1839. The work of the Montreal school was carried on seven years longer, under the direction of Mr. Skakel, but he was able to give it little personal attention.

There can be only a brief word here concerning

Skakel's varied activities as a public spirited citizen. For many years he was Secretary of the Board of Management of the Montreal General Hospital, and today, in the Board Room of the Hospital there can be seen a fine portrait commemorating his devoted services. Late in life he had the degree of Doctor of Laws conferred upon him by his alma mater. But possibly as enduring as any means that could have been found to keep his memory green was the perpetuation of the title, "Royal Grammar School", by its amalgamation with the High School of Montreal in 1846.

The Founding of the High School

Preliminary Work 1842-43

FOR a number of years the efficiency of Skakel's Royal Grammar School had been declining. Accordingly in 1842 a circular was issued by a number of prominent citizens of Montreal drawing attention to the urgent necessity of making provision for high school education in the city. This circular brought matters to a head.

A formal statement or "exposition" soon followed setting forth the aims of the proposed school. The Scottish system of education was to be followed, in the main, as being the one best adapted to the needs of a Canadian community. In the first place it was eminently practical, and well fitted to train young people for the duties of active life. Again, it met the requirements of those intending to take a university course, inasmuch as it stressed classics on the one hand, and mathematical and scientific subjects on the other. Moreover, the system had stood the tests of time and experience.

Thus, with the merits of the Scottish system of

education ever in mind, the promoters of the undertaking decided that their particular model should be the High School of Edinburgh, which, in their opinion, was the best of the great Scottish secondary schools. This decision, based on the considerations mentioned above, would, they believed, prove acceptable to that influential body of Montreal citizens whose approval was essential to the success of the project.

Everything relating to the working out of a course of study and the selection of masters was to be left in the hands of those with first hand knowledge of Scottish education. This stipulation resulted in the appointment the following year of a Board of five "referees" residing in Edinburgh, who were to act in collaboration with the sponsors of the undertaking in Montreal. But despite the preference for Scottish schools, there was to be nothing in the nature of servile imitation. On the contrary, the authors of the "exposition" made it clear that they would be only too glad to make use of any features characteristic of English or of Irish schools that might seem helpful.

Narrow or illiberal views were to be resolutely avoided. In this connection it was suggested that the school might exercise a restraining influence upon McGill professors and governors if such views threatened to gain a foothold. Another suggestion that to modern readers seems rather curious

was that if McGill should fail to live up to expectations, the High School might step in, and by extending the range of its courses, discharge the functions of a university.

At this point there was an appeal to those interested to unite, and thus help to bring the undertaking to a successful issue. The immediate aim was to secure competent masters, and get the various courses under way with the least possible loss of time. The matter of securing or erecting a suitable building was to be left in abeyance for the time being.

Meanwhile the originators of the project called upon those interested to come forward with their contributions. When sufficient funds were secured to warrant their going ahead, the promoters were to call a public meeting of the subscribers, at which the first formal steps in the work of actual organization would be taken.

Rules and Regulations

APPENDED to the foregoing explanatory statement was a series of suggested rules defining the authority of the proprietors, or their representatives, on whatever Board of Control might be appointed. These rules, in brief, provided that the High School should be under a board of nine directors, to be chosen by, and from, subscribers whose annual contributions were not under ten pounds; and that every annual subscriber of ten pounds should have one vote, a subscriber of twenty pounds, two votes, and so on.

Furthermore, the Directors were to be an executive body entrusted with the enforcement of whatever regulations the subscribers should enact. They were to have no power to change any regulation. Any change relating to the operation of the school or the course of study was to be made only by a three fourths vote of those present at a general meeting of the subscribers. If such a change should be proposed it was to be communicated to the Rector, who, in turn, would pass on the in-

formation to the assistant masters, who were to have the right of expressing their views on the matter under consideration at a meeting called for the express purpose of discussing the question.

While the subscribers were to retain the right of making the final decision on any matter concerning the welfare of the school, the right was to be exercised as seldom as possible as it was realized that the Rector and the members of his staff were in the best position to offer an informed opinion on questions that were likely to come up.

A detailed report relating to income, expenditures, attendance, courses of study, and anything else of interest to the shareholders was to be prepared, and submitted to a general meeting each year. Finally, it was proposed that, at the end of three years, salaries were to be paid out of the receipts, after the expenditures had been deducted.

*Foregoing Rules and Regulations Approved
at Public Meeting*

The document briefly outlined here was given to the public on April 20th, 1842, signed by the following: Alex Buchanan, Esq., Advocate, Benjamin Holmes, Esq., H. McCulloch, M.D., William Lunn, Esq., J. G. McKenzie, Esq., D. Fisher, Esq., Advocate, and James Ferrier, Esq.

The publication of this announcement excited keen interest among the English citizens of Mont-

real. It was evident that the success of such an important undertaking depended upon the liberal support of the public. For a whole year the proposition was discussed and subscriptions solicited. At the opening of the year 1843 the committee felt that a sufficient number of subscribers had been secured to justify them in submitting the whole scheme to a meeting of citizens for definite instructions as to future action.

A public meeting of subscribers and friends was accordingly held on January 19th, 1843, with the Hon. Peter McGill in the chair. On the motion of the Rev. Henry Wilkes, seconded by the Rev. J. J. Carruthers, the following resolution was unanimously adopted:

“That in the opinion of this meeting it is of immediate and urgent importance to the welfare of the community that a high school should be at once established, in which provision should be made for a more enlarged and liberal course of education on a scale corresponding with that of similar schools in the principal cities of the Mother Country.”

It was also moved by the Rev. Henry Esson, and seconded by the Rev. W. Squire

“That this meeting highly approves of the broad and liberal principles laid down in a paper issued in March last by several gentlemen in this city entitled “A project for the establishment

of an Academy to be called 'The High School of Montreal' and that the principles of said project be hereby adopted."

This motion was carried unanimously.

Upon the motion of the Rev. W. Taylor, seconded by B. Holmes, the following resolution appointing a provisional committee was unanimously adopted:

"That inasmuch as a number of subscribers have already been obtained sufficient to warrant us in proceeding to secure the requisite teachers, and in making the necessary preparatory arrangements, the following gentlemen be appointed a provisional committee with instructions to carry the object into effect without delay, with power to add to their number: the Rev. Dr. Mathewson, the Rev. W. Squire, the Rev. N. Wilkes, the Rev. W. Taylor, the Rev. J. J. Carruthers, the Rev. J. Girdwood, the Rev. C. Strong, N. Stephens, the Rev. H. Esson, B. Holmes, D. Davidson, J. Ferrier, Wm. Murray, Wm. Lunn, A. Buchanan, J. J. Day, Jos. Savage, Chas. Phillips, D. Torrance, J. B. Forsyth, Dr. McCulloch, D. Fisher."

In accordance with the course outlined for the information of the public a Board of five Referees residing in Edinburgh was appointed to advise with the Montreal committee in the preparation of a constitution and course of study for the new institution, and in the selection of masters."

The First Rector

This movement for the establishment of a high school was brought under the notice of the Board of Governors of McGill College by Mr. D. Davidson, and received their sympathetic support as appears from the following minute dated 14th July, 1843: "That in confidence that the projected High School of Montreal will afford excellent means of preparation for the academical course intended to be pursued in McGill College, the Governors will be happy to unite with the supporters of the proposed high school in the management of that institution, upon the footing stated in Mr. Davidson's letter, and that the following gentlemen will be the representatives of the Governors of McGill College in the management of the affairs of the school: the Hon. George Moffatt, W. B. Meredith, Esq., and Chas. Geddes, Esq.

While the Referees were considering the course of study and the selection of masters the Montreal committee was engaged in securing and fitting up a suitable and temporary home for the new school. The former Bingham residence at the corner of Notre Dame and St. Denis Streets was secured for the purpose. As the home of one of Montreal's leading families, and for a time a Vice-Regal residence, it furnished desirable quarters. Its imposing exterior, its extensive grounds, and the grandeur of its interior decorations combined

to lend an air of importance to the school, and to exercise an elevating and refining influence upon the pupils.

In due time the local committee was informed that the Referees had selected and engaged the Rev. George Foster Simpson, M.A. as Headmaster of the High School of Montreal. Mr. Simpson was a native of the county of Leicester, and a Cambridge man. He had been for a short time the Principal of Hull College when he was selected for the Montreal appointment.

Two assistant masters were appointed at the same time: Mr. James Belden and Mr. T. A. Gibson. Mr. Belden, who had been one of Mr. Simpson's associates in Hull College, remained only a year; but Mr. Gibson remained as a mainstay of the school for twenty-four years. He deserves more than a passing word. A native of Forfarshire, and the son of a Scottish schoolmaster, he was educated at Tain Academy, and later at Edinburgh University, where he studied under Professor Pillans. At the time of his appointment to the staff of the High School of Montreal he had been a master in Cauvin's Institute, Edinburgh, for ten years

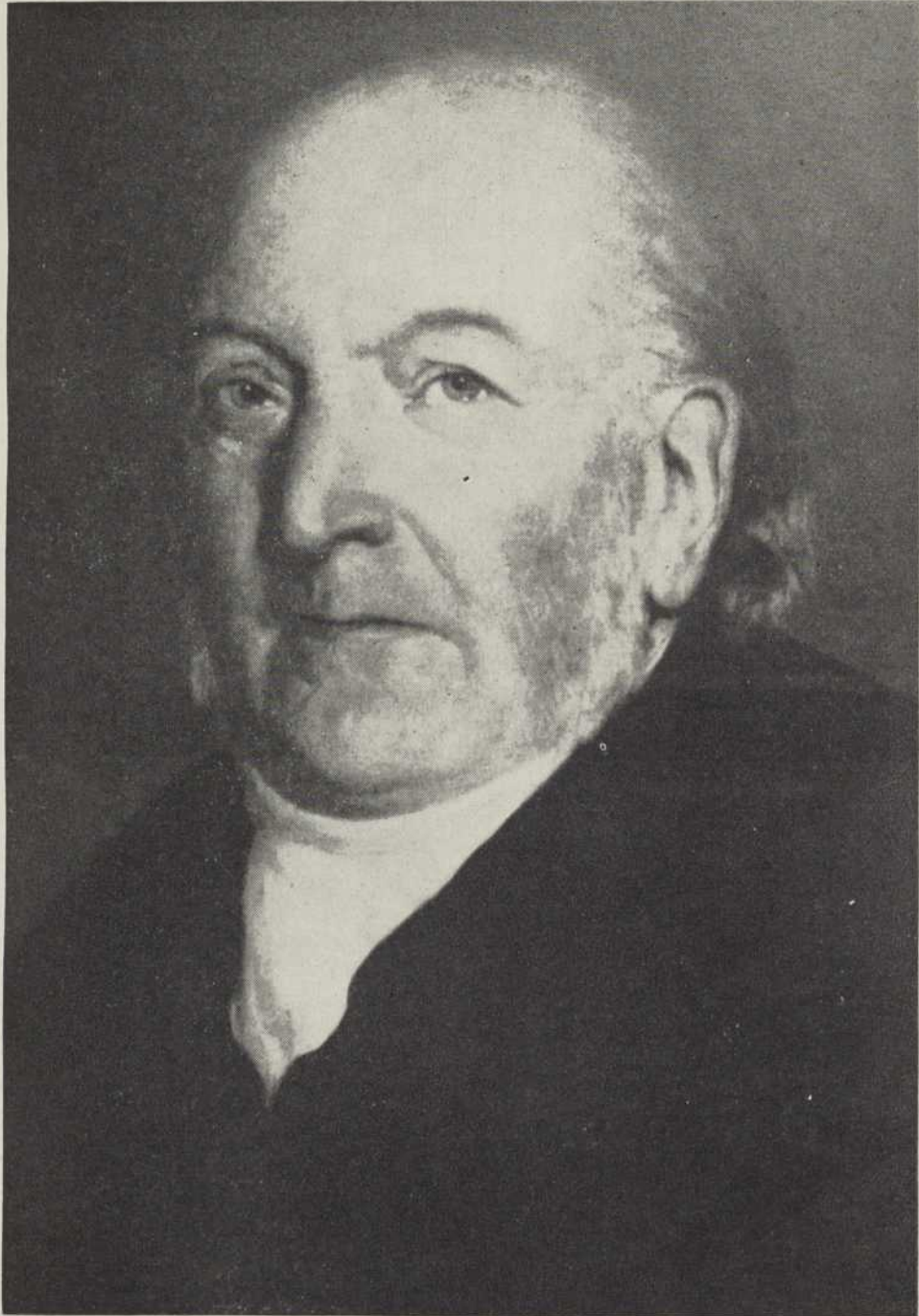


Photo by Cine-Photographic

ALEXANDER SKAKEL, M.A., 1799-1818.

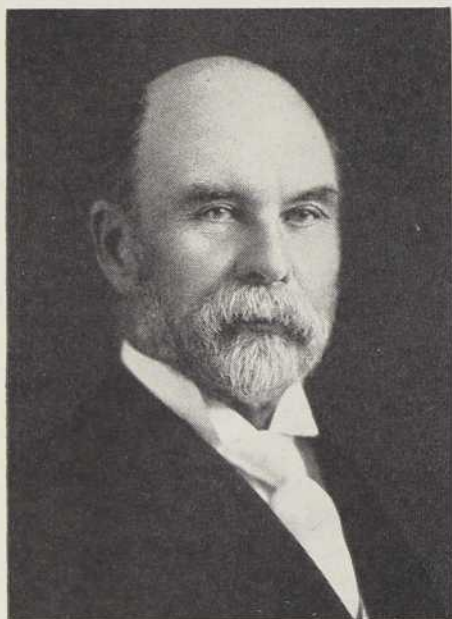
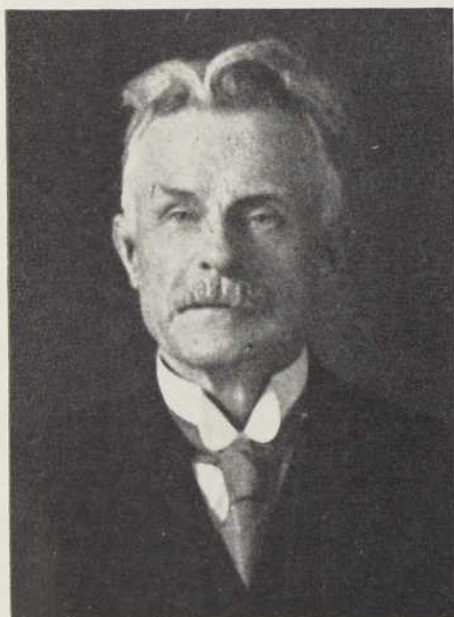


Photo by Notman

F. W. KELLEY, B.A., Ph.D.,
1875-1911



DAVID RODGER, M.A., LL.D.,
1847-75



JAMES WALKER, Esq.,
1892-1923



Photo by Gordon

ORRIN REXFORD, B.Sc.,
1900-31

The Formal Opening

THE High School was formally opened on September 25th, 1843, with sixty-five pupils in attendance. A contemporary makes the following editorial reference to its inauguration: "We hope that the 25th of September, 1843, will henceforth be regarded as one of the most propitious days in the annals of Montreal, and that the establishment of the High School will form an epoch in the history of colonial education from which thousands yet unborn will date the means which enabled them to prosper in the various walks of life."

The first year was necessarily a time of preparation and organization. Many temporary arrangements were adopted to meet the peculiar difficulties arising from the classifying of a large number of boys whose preparatory training varied so widely. Definite organization into classes was postponed until the beginning of the second year. The number of classes continued to increase until the attendance reached 167, when the Directors determined not to receive any more pupils

until the re-opening of the school after the summer holidays.

The first closing exercises of the school were held in a large hall of the Bingham house on July 15th, 1844. The Hon. Peter McGill presided, and his Excellency, Sir Charles Metcalfe, Governor-General of Canada, was present and took an active interest in the proceedings. The cheerful and hopeful tone of the Rector's report encouraged the friends of the school to look forward with confidence to the future. The first place in the school list for the year the names of many of the leading families of Montreal occur, such as Buchanan, Budden, Robinson, Phillips, Henshaw, Murray, Redpath, Davidson, White, Thayer, Torrance, Lunn, Castle, and King — names which recall men who have taken a prominent part in the development of our city.

Looking Ahead

We have now reached a point in this outline where we may, perhaps, take a general view of the history of the High School from its inception in 1843 to the close of the session, 1890-1891, marked by Dr. Howe's retirement from forty-three years service as Head of the School. Its history during these years may be conveniently divided into periods of approximately ten years each which derive their distinctive features from the character of

the external control or of the internal organization under which the school was conducted.

These periods are as follows:

1843-53: the High School under a Board of Directors.

1853-63: the High School a department of McGill College.

1863-70: the High School a *self supporting* department of McGill College.

1870-80: the High School under the Protestant Board of School Commissioners (first decade).

1880-91: the High School under the Protestant Board of School Commissioners (second decade).

Incorporation — A Cornerstone Laid

DURING the first of these periods, 1843-53, the school was under the management of a board of fifteen directors. As the work developed and the financial responsibilities increased, the Board felt the necessity of seeking incorporation. On March 17th, 1845, therefore, the Provincial Legislature passed an Act incorporating the High School of Montreal, confirming the number of Directors at fifteen, five of whom were to retire each year.

In order to provide for the rapid growth of the school the question of erecting a suitable building now engaged the attention of the Board. A desirable site was secured at the head of Beaver Hall Hill; and plans were prepared and adopted involving an expenditure of over \$40,000. In the meantime the High School, which had an attendance of over two hundred, was obliged to leave its luxurious rooms in the Bingham building, and for the time being take up quarters in St. Paul street.

With these inconvenient surroundings the sec-

ond closing exercises of the school were held on July 11th, 1845, in the presence of His Excellency, Lord Metcalfe. At the close of the morning exercises the staff, the pupils, and friends of education formed in procession and, led by the Band of the 93rd Regiment, marched up McGill Street and Beaver Hall Hill to lay the cornerstone of the new building, later known as the Belmont Street School.

Upon reaching the site selected for the purpose, the Secretary, Mr. D. Davidson, presented an address to His Excellency setting forth the history and objects of the school. His Lordship then proceeded to lay the cornerstone, which contained the following inscription:

“The High School of Montreal was opened in 1843 and was incorporated by Act of the Provincial Legislature, March 17th, 1845. The cornerstone was laid by Charles Theophilus Metcalfe, Baron Fernhill, Governor-General of Canada and of British North America, on the 11th of July, 1845, in the 9th year of Queen Victoria.”

(signed) Geo. Moffatt, David Torrance, Dr. McCulloch, Benj. Holmes, Wm. Murray, J. J. Day, Joseph Savage, Chas. Geddes, B. H. Lemoine, Geo. W. Campbell, W. C. Meredith, Wm. Lunn, Jas. Ferrier, John Young, D. Davidson, Sec.-Treas.

The organization of the school followed very closely that of the Edinburgh model, necessary modifications being made to suit the widely different environments of the two schools. In accordance with the prevailing opinion of the time the school gave its chief attention to Latin, Greek, and mathematics, while such subjects as French, English, history, geography, science, and drawing held a secondary place in the course. In December, 1846, a commercial department was organized. This action, probably taken in deference to the wishes of parents who had been brought into touch with the school by the recent absorption of the Royal Grammar School, did not meet with much support, and the course was soon abandoned.

At the end of the year prizes were awarded for proficiency in the several subjects of the course. In the more important subjects of the senior classes these prizes were determined by special examiners who tested the pupils upon selected portions of the year's work. Prizes to the amount of one hundred and fifty dollars were generally provided by the Governor-General or by some other friend of the school. The closing exercises of the High School during this decade were important functions.

Shortly after the establishment of the High School, two rival schools were founded which proved strong competitors and added greatly to

the difficulties of Mr. Simpson and his staff. The first of these was the Montreal Academy, opened in August, 1844, at 91 St. Paul Street by Mr. James Belden. Mr. Belden had retired from the staff of the High School at the close of the first session because of some difficulty with the Directors. His school was favourably known for several years. Another rival was Lower Canada College, not to be confused with the modern school of the same name. This school was founded by Mr. S. Phillips who had retired from the staff of the High School in 1847. Phillips was an able teacher who had had wide experience in English schools, and his work at Lower Canada College was much appreciated by the people of Montreal.

But the strong opposition offered by these two schools was not the only difficulty that Mr. Simpson had to contend with. The original stockholders of the Corporation regarded the school as a financial investment. Their constitution provided for the declaration of a dividend not exceeding six per cent, and they looked forward to a return from their investment as soon as the school was fairly established. When they found that it was not likely to prove a financial success many of them ceased to take any further interest in it. The erection of an expensive building had exhausted the funds subscribed by friends, and left a heavy debt to be provided for from the annual revenues.

The financial outlook at the end of the first

five years was not encouraging. There was also the idea in the minds of many that the education given at the High School was too classical for the requirements of the community. Besides this, there was the difficulty of obtaining well qualified masters. All these influences combined to reduce the attendance and make the outlook increasingly discouraging. As a result of it all Mr. Simpson tendered his resignation in 1848.

In losing its Rector, the High School lost an indefatigable worker and an excellent classical scholar. Returning to England, Mr. Simpson reopened the Lincoln Grammar school, where he worked with marked success. In addition to being Head of this school, he was curate of Boultham, a small parish about a mile outside Lincoln. He died suddenly in 1857; and a monument in Canwick Road cemetery bears the inscription: "Erected by the pupils of the Lincoln Grammar School in memory of their lamented and much respected master, the Rev. G. F. Simpson, who died suddenly April 28th, 1857 aged 47 years."

Howe Becomes Rector

AT the time of Mr. Simpson's resignation, Mr. H. Aspinwall Howe was acting as tutor in the family of Lord Ellesmere. Through the kind offices of Lord Colborne and Lord Ellesmere his name was brought under the notice of Professor Pillans of Edinburgh as a suitable person for Headmaster of the High School of Montreal. He therefore went to Edinburgh to consult with Professor Pillans, who was a member of the Board of Referees charged with the selection of a new Rector for the High School.

In order to have some practical illustration of Howe's ability as a teacher, Professor Pillans took him over to the High School of Edinburgh, where Dr. Schmitz was Rector, and Mr. Wm. Gunn classical master. At Professor Pillans' request he was allowed to conduct a Latin lesson in the Rector's class. A passage from Livy was selected for the purpose. The results of this test proved quite satisfactory, and Howe was recom-

mended for the position, receiving the appointment in due time.

Mr. H. Aspinwall Howe was born in Surrey, July 8th, 1815. He was educated at Elizabeth College, Guernsey, and at Trinity College, Dublin. After graduating, he resided several years in France where he acquired a thorough and practical knowledge of the French language, which proved of immense importance to him in his new position in Montreal.

But when he realized the difficulties of his new position, he was greatly discouraged and entered upon his duties with little hope of ultimate success. He made an unsuccessful attempt to induce Mr. Phillips of Lower Canada College to return to an appointment in the High School as he found Mr. Phillips a capable and efficient teacher, and his school a formidable rival. But despite discouraging conditions, Mr. Howe stated at the closing exercises of his first year held July 13th, 1849, that he saw no reason why Montreal should not support a public school that should take its place with Rugby, Eton, and Harrow, of the Mother Country. And he urged the importance of classical education as an encouragement to the people of Montreal to give substantial support to their High School. Irregular attendance and lack of faithful preparation of homework were, in the opinion of the Rector, the most serious obstacles

to be overcome in the ordinary routine of the school.

Notwithstanding the hopeful tone of the report the financial situation was far from satisfactory. In consequence of the falling off in attendance the revenues were insufficient to meet the ordinary expenses of the school. As the salaries of the masters were provided almost entirely from the fees of the pupils, the masters had to be content with a pro rata payment after the fixed charges of the school had been deducted. Under these circumstances there was, of course, no available means for the necessary repairs to the school building, nor for meeting the interest charges upon the large debt that still rested upon it. The building, therefore, was soon sold over their heads at Sheriff's Sale, and the High School of Montreal found itself homeless, and practically deserted by the organization that had called it into existence.

We are indebted for the continued existence of the school to the indomitable energy and loyalty of the young Rector and his two senior masters, Messrs. Gibson and Rodger. They determined to continue the school on their own responsibility, and for this purpose they took a lease of the building, which they could ill afford to pay.

For two or three years the High School was a public school in name only; in reality it was a private school kept together by the exertions of

the three masters already named until it was re-organized under an entirely new management. The nominal salaries of the masters at this time were as follows: the Rector, \$1800, Mr. Gibson \$960, and Mr. Rodger, \$700. The uncertainty and irregularity of payment, indeed, made it necessary for them to resort to private teaching in addition to their school work in order to protect themselves and those dependent upon them from want.

During this period of depression, however, the high standard of the school was maintained. The numbers gradually increased, and the boys who passed out of the school found themselves well prepared for college or for business life. Those who were in attendance at the time bear cheerful testimony to the general excellence of the teaching. The following is from Mr. Wm. D. LeSieur, former Secretary of the Post Office Department, Ottawa, who entered the school in 1849: "The teaching of the school was good. Science teaching was unknown; etymology was almost unknown; grammatical analysis was unknown; but somehow or other our masters managed to excite interest in what they taught; and when I left school I really felt that I had a good start. At the age of fourteen years and five months I had read a surprising amount of Greek and Latin; and was well along in mathematical subjects." Continuing, Mr. LeSieur says: "We read in a manner that interested us, a good deal of English, Roman and Greek

history, but no Canadian history. Old Mr. Gibson's drill in Latin grammar was very thorough. I knew all the rules by heart for many years after I left his hands."

Mr. J. Lorne McDougall, at one time Auditor-General of the Dominion refers to the mathematical teacher in the following terms: "Of the masters the great favourite with the boys was Mr. David Rodger, who was known among us as Davy — only as Davy. I am sure that all the boys who went through his hands, and became men of the world must have been known as straightforward. They could not have helped it while the least remembrance of him remained with them."

Such testimony as this from former pupils who have had wide experience in the more important positions of life serves not only to demonstrate the general efficiency of the school, but also to explain the secret of its success under the trying circumstances of this period of its history.

*The High School – A Department
of McGill College – 1853-1863*

A VERY close connection had existed between the High School and McGill from the first organization of the school. Reference has already been made to the invitation given to the authorities of the College to name representatives on the High School Board. This invitation was accepted and acted upon. An examination of the names of those who took a prominent part in the management of the school and of the College shows that several of the most zealous workers were officially connected with both. Moreover, it was of the utmost importance to McGill at this time that the High School should continue its work as a preparatory school under favourable conditions as it provided nearly one half of the students in attendance at the Arts course.

It was natural, therefore, that Mr. D. Davidson, who was one of the original promoters of the High School, should draw the attention of the Board of Governors of McGill College of which he was a

member to the fact that the High School was practically without a Board of Management and without a home; and it was not surprising that his recommendation that the school be taken over by the Board of Governors of McGill should receive favourable consideration. After much discussion Mr. Davidson's recommendation was acted upon; and on February 1st, 1853, a resolution of the Board of Governors was adopted to the effect "that the Hon. Justice Day, President, and Messrs. Davidson, Ramsay, Robertson, and Duncan be, and are, an educational committee to arrange for the transfer of the government of the High School and to draft new statutes."

After a conference with the parties interested, the committee submitted the following basis of agreement, which was adopted and signed by the three senior members of the High School staff:

March 31st, 1853.

To the Committee of the Governors of McGill College.

Gentlemen:

We have received from you a proposal to engage our services as teachers of the proposed High School department of McGill College on the following terms:

- 1st. The Governors of McGill College will be prepared to maintain us at our present salaries, viz., four hundred and fifty pounds,

two hundred and forty pounds, and one hundred and seventy-five pounds, respectively.

- 2nd. The Governors will keep an account of the school. They will charge for rent, insurance, taxes, etc., a sum not exceeding one hundred and twenty-five pounds per annum. In the event of there being a surplus after paying salaries and other necessary expenses they will appropriate it in the following proportions till the income of Mr. Howe reaches five hundred pounds, that of Mr. Gibson three hundred pounds, and that of Mr. Rodger two hundred and twenty-five pounds: that is to say, thirteen parts to Mr. Howe, eleven to Mr. Gibson, and nine to Mr. Rodger.
 - 3rd. In the event of Mr. Howe and Mr. Gibson accepting apartments in the College building they will be charged sixty pounds, and fifty pounds respectively.
 - 4th. The Governors reserve to themselves the right of increasing the number of masters, or of removing any of those presently employed if they see reason for so doing.
 - 5th. This agreement is to endure for three years from August next unless terminated sooner by Article 4.
- We severally agree to the proposal of the

Governors with the exception of Article 3 to which separate replies will be found below.

(Signed) Henry Aspinwall Howe

T. A. Gibson

David Rodger

Mr. Howe accepts and Mr. Gibson declines residence in the College buildings.

In accordance with this agreement the High School re-opened in August, 1853, as a Department of McGill College; and the Prospectus of the school appears year by year in the Calendar of the College. See page 49. The appointment of Dr. Dawson in 1855 to the position of Principal of McGill University had a very important influence upon the history of the High School during this decade as he was a practical teacher and naturally took a deep interest in a school which supplied a large proportion of the students for the classes of the University.

A New High School Building

For a short time the classes of the High School continued in the Belmont Street building; but two circumstances led to its early removal to new quarters. The old building was acquired by the Provincial Government for the Protestant Normal School which was about to be established in Montreal and another home had to be provided for the

school. At the same time the question of bringing the classes from the college buildings "situated a short distance from the city on the slope of the mountain" into closer proximity to the general life of the city was forcing itself upon the attention of the Governors. In order to remedy these conditions the Board of Governors decided to erect a suitable building at the corner of Dorchester and University streets, which should serve as a High School building and as temporary quarters for the McGill classes as well.

In accordance with this decision Burnside Hall was erected, and opened in March, 1884. It was a two storey building, the second storey containing lecture rooms, library, museum, and a convocation hall for the use of the College classes. The first floor, which was devoted to High School purposes, had an entrance on University Street. It had a large central hall with seats and desks for 200 pupils, where the whole school could be assembled. Five classrooms opened off from this central hall, and in these rooms the regular classwork of the school was conducted. The High School was again at work in a commodious and well furnished school building, and for two years the classes continued to enjoy their new quarters. But there was more trouble ahead. On Saturday afternoon, February 2nd, 1856, while Dr. Dawson was making preparations for his lectures, a fire broke out

which destroyed the building and nearly all its contents. The classes returned to the old Belmont Street building for a time while Burnside Hall was being reconstructed. On October 7th, 1856, the second Burnside Hall was sufficiently advanced to receive the classes. This joint occupation continued until 1860, when the college classes were resumed in the college buildings, and the High School was left in sole possession.

The Staff: 1853-1863

Messrs. Howe, Gibson, and Rodger carried on without interruption throughout this decade. Among new appointments to the staff were Mr. G. A. Robertson, who had been a pupil of Mr. Gibson at Cauvin's Institute, Edinburgh, and Mr. J. D. Borthwick, another of Gibson's Edinburgh pupils, who was appointed to the staff in 1855, upon the death of Robertson. French masters were finding out as early as the 1850's that the teaching of a foreign language in a classroom is an exacting task; and in these ten years we have de Montier, Markgraf, Fronteau, and Darey following one another in rapid succession.

Drawing and music were now made a part of the regular curriculum for the first time, J. Duncan teaching the drawing, and J. Follenus the music. Elocution and gymnastics were also introduced during these years, Mr. J. Andrews, affec-

tionately known as Professor Andrew for many years, teaching the elocution, and Mr. F. Barnjum, another very popular figure, the gymnastics and military drill. An appointment of interest to Maritimers, and particularly to Dalhousians, was that of John Johnson, who was appointed classics master in 1862, and who resigned two years later to become Professor of Classics in Dalhousie University.

The University authorities showed a kindly interest in the masters of the staff during this period by conferring the honorary degree of Master of Arts upon the Rector and upon Messrs. Gibson and Rodger. In addition to this the Rector was given a Professorship in the College.

The formal presentations made to the masters from time to time indicate the pleasant relations which existed between the teachers and the pupils; and the formation of a "High School Society" composed of former pupils is a still further evidence of the high regard in which the old school was held at that time.

Courses and Prizes

The course of study prescribed for the High School classes during this period differed somewhat in its main features from the course followed during the preceding decade. The daily period of four hours which had formerly been assigned to

classics was gradually reduced to two hours, and there was consequently some reduction in the amount of ground covered. One hour a day was assigned to mathematics proper; and arithmetic, writing, and bookkeeping received some of the additional time deducted from the classics.

English was taught chiefly in connection with the classics, and did not receive prominent attention as an independent subject. The time given to French was increased; and German, music, elocution, and military drill were gradually introduced as regular parts of the course, and placed in charge of competent masters. In all classes of the school instruction in Scripture was carefully provided for, and it formed a distinctive feature of the course of study.

In 1858 the original plan of organizing the pupils in five classes or grades was discarded, and the school was organized for the first time with six Forms. Provision continued to be made for a Preparatory class. The plan of using written tests, of marking, and of assigning places was continued; and the three days' public oral examinations still formed an important feature of the closing exercises. But in 1861 the system of regular written examinations upon the work of the year was introduced, and the results were used for the purpose of promotion, ranking, and prize giving.

In order to encourage the pupils in their work

the High School Board set aside one hundred and fifty dollars to be expended annually in prize books. At the closing exercises in June, 1858, the announcement was made that Mr. D. Davidson, that faithful friend of the High School, had intimated his intention of providing a gold medal to be presented annually to the Head Boy of the School. In 1859 George Ross, as *Dux* of the school received the first Davidson Gold Medal. At the beginning of this decade the University provided two scholarships for High School pupils in order to keep the advantages of a College course clearly before their minds. A little later on, eight scholarships which carried with them exemption from fees were provided for residents of Montreal; and many of these naturally fell into the hands of our High School boys.

In 1858 Dr. Dawson announced that McGill University was about to establish a system of school examinations by which the pupils in the senior classes of the secondary schools of the Province could be examined by a University Board and receive a certificate of their standing. This beginning of University School examinations proved to be one of the most important movements in the history of secondary education in the Province.

Notwithstanding the efforts that were made to keep before the minds of parents the importance of classical education, and the inducements held out to the boys to prepare for a college course,

there was a persistent demand on the part of a few parents for a non-classical course; and in 1862 provision was made to meet their wishes. Some eight or ten years earlier similar provision had been made but it had met with indifferent success. Throughout the history of the school, indeed, a non-classical course has been revived more than once; but in Howe's time it was never able to maintain the standing of a successful department.

In the same year (1862) the High School Society, composed of former pupils, offered a medal for the Third Form boy who took first place in Canadian history and geography. The medal was won by Andrew James Simpson. The Rector, however, was strongly opposed to this action as he felt that it was giving undue prominence to these subjects. The awarding of the medal was therefore discontinued.

Reports And Problems

THE attendance during these years was very gratifying. The number gradually increased until the Rector was able to report 300 on the roll. These numbers were pretty evenly distributed over the seven divisions of the school except in the Fifth and Sixth Forms where the classes were smaller. After the old Belmont Street building had been put in repair for the use of the Normal School the closing exercises of the High were generally held in the Normal School hall which was larger and more conveniently arranged than the convocation hall at Burnside.

The reports of the Rector during this period were full of hope and encouragement. If he had a word of warning it was for the purpose of securing better preparation of homework, greater interest on the part of parents, a full course for each High School boy, and a larger attendance in the upper forms in order to render the school entirely self-supporting. It was generally admitted

by examiners and visitors during these years that the work of the school was excellent.

But the discipline was becoming a source of considerable anxiety. As the attendance had increased greatly the Rector's time was fully taken up in teaching; so there was little or no opportunity for supervision; and the order in some of the classrooms left much to be desired. The *black book* had been a recognized feature in High School discipline since the organization of the school. In this book were entered from day to day the names of those pupils whose conduct or class-work was so unsatisfactory as to call for special treatment. Opposite these names masters entered a brief statement showing the offence that each had been guilty of, and indicating the punishment meted out. These punishments generally consisted of detention after hours, or on Saturday morning when additional written work had to be handed in.

In order to improve conditions in the school the Rector drew up a series of fifteen rules to be an aid to the masters when they encountered difficulties. It is evident that these rules represented an honest effort to secure system and uniformity in the management of classes and pupils, and to provide a scheme by means of which the Rector could exercise some supervision over the general order of the school inasmuch as his time was almost wholly occupied in teaching.

The scheme, however, was not well received. Masters who had been accustomed to freedom in controlling their classes were not disposed to restrict themselves to any list of imposed punishments or to submit their actions to the supervision of others. Thus when the plan was put into operation it received half-hearted support from some, and met with opposition from others. On the whole, the scheme was found to be a severe one, leading, as it did, to the retirement of a few of the more difficult pupils.

The differences of opinion regarding the scheme at length engaged the attention of the High School Committee, and each master was requested to submit his objections in writing. These representations consisted largely of appeals for the right of each master to control his classes by whatever methods he thought desirable. The rules which occasioned so much disturbance continued in operation for a few years, and were then abandoned by general consent.

Finance

Throughout the earlier history of the High School the question of finance always called for special consideration on the part of the management. As the school received no free government grant it had to depend upon the school fees for all its expenses; and these were generally insuffi-

cient to pay the salaries of the masters, after providing for the fixed charges upon the revenue. In order to supplement these uncertain sources of income, the masters received boys into their own homes and engaged in private tuition. And some most interesting letters have been found expressing the grateful appreciation of those whose boys enjoyed the refining and elevating influence exercised by Dr. and Mrs. Aspinwall Howe in their quiet home life.

In the late 50's and early 60's the annual expenses of the school amounted to about \$13,000, and the revenue fell short of this amount by a little more than a thousand dollars. Salaries accounted for the bulk of the expenditures. The Rector received \$2000, the two senior masters \$1280, each, one other master \$1200, and two junior masters \$1000, each. A careful examination of the accounts revealed the fact that during the eight years that the High School had been under the direction of the University, the school management had found it necessary to draw upon University funds to the extent of nearly twelve thousand dollars.

Many friends of McGill felt that the University could not afford to make this contribution to secondary education although nearly one half its undergraduates and medallists were prepared in the classes of the High School. A list of the names

of the Old Boys of the School at this period would seem to bear out this statement. Here are the names: Redpath, Bethune, Plimsoll, Gould, Henry, Ross, Esdale, Lyman, Ramsay, Day, MacDougall, Dawson, Lomer, Kirby, Dougall, McCord, Fairbairn, Chipman, Marler, Perrigo, MacDuff, Browne, Holiday, Greenshields.

The whole question of the relation of the School to McGill accordingly came up for reconsideration and readjustment. After prolonged discussion, therefore, it was finally decided that, beginning with September, 1863, the High School was to be continued under the general management of the University Corporation, but that the finances were to be arranged so that the School should be self-supporting.

The statutes regulating the relationship of the School to the University were to be amended on the 25th March, 1863, and adopted in the following form:

1. Sections 9, 10, and 11 of Chapter V of the Statutes of the University are hereby repealed.
2. The control of the High School department shall be vested in a High School Board, the members of which shall be appointed from time to time as occasion may require, by the concurrent vote of the Governors and Corporation.

3. The Rector of the High School shall have general oversight of the affairs thereof, under such regulations as may be in force for the time being, and shall in all things be and act as the chief instructing and administering officer.
4. The accounts and funds thereof shall be kept separate and distinct from those of the other departments of the University, and all engagements of its teachers and other employees shall be conditioned as to salary and emoluments upon the sufficiency of such separate funds thereof, so that all such salaries and emoluments shall be reduced pro rata in case of any deficiency of these funds; and no other funds of the University shall be paid out or charged therefore unless under distinct and special vote of the Governors on application formally made by the High School Board, and recommended by the McGill Corporation.
5. The Governors shall have the power of finally regulating and ordaining as to all matters of appointment and removal of employees, or affecting otherwise than as limited by the foregoing section, the finances of such department.
6. The Corporation shall in like manner have the power of finally ordaining as to all mat-

ters of permanent regulation of such department not affecting the finances.

This readjustment terminated one of the most satisfactory decades in the history of the High School. The building was satisfactory, the staff was sufficient, the attendance gradually increased, and the standing of the pupils at the University examinations was creditable. The School merited the confidence of the Montreal public.

*The High School: A Self-Supporting
Department of McGill University*

What we may term the third division of our school history was a time of stress and anxiety. It was a period of financial difficulty, of divisions in the staff, and of resignations and retirements. But in the midst of difficulties and discouragements on every hand the Rector continued his efforts to maintain a high standard.

The revised statuts provided for the appointment of a High School Board for the general management of the school; and the regular masters were constituted a committee for the immediate control of school matters. This committee was designated the "Caput".

The new financial conditions under which the work of the school was to be managed necessitated reorganization so as to bring the expenditure within the limits of the probable revenue. Accord-

ingly, we find that the "Caput" submitted under date, May 8th, 1863, the following report and recommendations for the consideration of the High School Board of Directors:

To the Board of Directors of the High School Department of McGill College.

Gentlemen,

In accordance with directions received by us from you at a meeting of your Board on the 18th April, we have been endeavouring to arrange a plan for carrying on the work of the High School. We have met frequently for consultation, and have given much time to the consideration of this matter.

We agree that the school may be conducted without serious loss of efficiency by a staff as follows: a Rector, three classical and English masters, and one for arithmetic and mathematics. The time of these five would be fully occupied, and they would compose the regular staff of the school. The assistance of occasional masters would be required as follows: a master for elocution, to take part also in the work of the preparatory class and in the geography and history of the junior Forms, a French master, a writing master, and a master of drilling and gymnastics.

We have, in view of the above staff, drawn up several schemes for the school work. . . . We do not

give the details, but we have well considered these and can explain them to your Board.

The points which we agree should be left for you to decide are salaries, rank, and rotation of work. We have not ventured to discuss the first of these, but it was suggested that after paying all fixed salaries, that is to say, those of occasional masters, and all contingent expenses, as first charges, a fixed sum should be paid to the Rector as such, this also to be a fixed charge, and that the balance of revenue should then be divided into five equal parts, one part for the Rector, and one for each of the four regular masters. The alternative to this plan is to determine the five salaries in some ratio. The question of rank among the four assistant masters is also one which must be left to your Board.

As to rotation of work, the question is one in which the three classical masters are mainly concerned since the Rector would always take the Fifth and Sixth Forms, while the work of the master for arithmetic and geometry would be fixed as well. It is for your Board to determine how the work of the First, Second, Third, and Fourth Forms shall be divided among the three masters concerned.

We are ready to state our views on these points, or on any one of them to your Board, together or

HIGH SCHOOL DEPARTMENT

OF

MCGILL COLLEGE.

1856-7.

Rector.—Professor H. ASPINWALL HOWE, M. A.

First Assistant Master.—T. A. GIBSON, Esq., M. A.

Second Assistant Master.—DAVID RODGER, Esq.

Third Assistant Master.—W. BOWMAN, Esq.

Fourth Assistant Master.—J. D. BORTHWICK, Esq.

Fifth Assistant Master.—(Vacant, but to be supplied by Sept. 1856.)

German Master.—Prof. C. F. A. MARKGRAF.

French Master.—Prof. L. G. FRONTEAU, B. A.

Drawing Master.—J. DUNCAN, Esq.

Music Master.—J. FOLLENUS, Esq.

The Preparatory Class is under the charge of Mr. BOWMAN.

THE COURSE OF STUDY FOR THE YEAR AUGUST 21st, 1856, TO JULY
12th, 1857.

In drawing up the following course, care has been taken on the one hand not to promise more than can be performed, and on the other hand not to offer less than is expected from an Institution professing to give what is termed a *Liberal Education*. Whilst every year enlarges the sphere of human knowledge, the time for acquisition is not extended in a corresponding degree. In most cases the youth is withdrawn from School at the early age of fifteen, to commence his professional education, abandoning entirely his general education, even where, as in Montreal, he has an opportunity of carrying on the two simultaneously. At a certain point, therefore, near which lies the boundary line between the School and the College course, some judgment has been necessary in selecting for the advanced school-boy, who is not proceeding to a University, those of the higher subjects of study of which a knowledge is more generally useful and desirable. Thus, for instance, *Natural Philosophy*, of an elementary character, is included in the School Course, whilst *Natural History* has been left to the pupil's future opportunities. In carrying out the Course, great care will be taken not to indulge partiality for any one study to the neglect of others, but to give to each that time and attention which its difficulty compared with its importance may require.

A reproduction of a page from the Calendar of McGill College in the year 1856, showing the prospectus of the High School Department.



A High School football team in the "nineties", showing Dr. Gammell
as a player (*middle row, second from right.*)

separately, as you may think best, and we are very respectfully,

Your obedient servants,
Henry Aspinwall Howe,
for self,

and Messrs. Gibson, Rodger, Johnson, and Kemp.
Montreal, May 8th, 1863.

The questions raised in this report gave rise to prolonged and vigorous discussion, and the Board found it practically impossible to settle the questions of "salaries, rank, and rotation of work" to the satisfaction of the members of the staff. After careful consideration of strong representations the Board agreed to approve the principle of rotation of work, and thus the work of each assistant classical master changed from year to year. Some members of the staff strongly opposed such rotation as they held that not all the masters were qualified to take pupils up to the end of the Fourth Form with advantage.

The Board next adopted the following scheme for the payment of salaries. The salaries of occasional masters, together with the cost of light, fuel, rent, and stationery were to form a first charge upon the revenue of the school. After deducting these fixed charges the remainder of the annual revenue was to be divided into one hundred shares, of which the Rector was to receive twenty-nine, Mr. Gibson and Mr. Rodger eighteen and a half

each, Mr. Johnson, seventeen and a half, and Mr. Kemp sixteen and a half. The prospect of a variable and uncertain income was not an inviting one for those who had the responsibilities of a family resting upon them.

These points created serious dissatisfaction among the masters of the school. Mr. J. Maitland, M.A. retired before the reopening in September to accept an appointment in Lower Canada College. Mr. John Johnson, B.A. resigned in October to accept the appointment of Professor of Classics in Dalhousie College.

Mr. George Murray, B.A., who had been appointed to succeed Mr. Johnson, had just entered upon his duties when the resignation of Mr. David Rodger, B.A., was submitted to the Board of Directors. He felt that his share of the proceeds did not justify him in continuing his connection with the school. Mr. Rodger was a very successful and popular member of the staff, and his retirement at this time would have imperilled the very existence of the school. Fortunately the remaining members of the "Caput" recognized the seriousness of the situation and volunteered to guarantee that Mr. Rodger's salary should not fall below \$1200. Upon this condition Mr. Rodger withdrew his resignation and continued his connection with the school. By this means the High School was carried over one of the most critical points in its history.

The first year under the new organization had proved a very eventful one but the "Caput" succeeded in working its way through the serious difficulties which presented themselves so as to submit a satisfactory report at the close of the year. Great credit is due to its members for their self-sacrificing efforts to save the school from complete disorganization at this crisis.

During the next few years the work of the school was carried on under great difficulties. As the revenue was inadequate the management was unable to provide suitable salaries or to insist upon a high standard of service from all members of the staff. In supervising the work of his staff the Rector had to contend with the weakness incident to age, with failures in discipline, and even with intemperate habits on the part of members of the staff. It was natural, therefore, that there should be a falling off in attendance, which at this time was about 160.

In 1867 Mr. Gibson who had been connected with the school since its foundation retired with a pension of \$400 to be taken from the annual revenue of the school; and Mr. Archibald Duff was appointed to the staff. During the next two or three years several new names appear for short periods. These frequent changes did not tend to improve conditions; and the Rector experienced some difficulty in securing the order that is requisite for successful school work.

There were at this time some slight modifications in the course of study. Mathematics, classics, English, and French formed the main part of the daily program, while some attention was given to history, geography, Scripture, and physics. Up to the end of the Fourth Form all pupils were required to follow one uniform course. At the commencement of the Fifth Form pupils were allowed either to continue their classical studies or to take up commercial subjects instead of Latin and Greek.

Pupils who took the regular course in the Sixth Form were prepared for the University School examinations. Notwithstanding the serious difficulties under which the High School work was being conducted the University reports show that the High School managed to send up each year ten or twelve strong candidates for the Associate in Arts examinations. At first these were held in the month of January, and later on in the month of March. But as these dates were found very inconvenient and unsatisfactory for the schools generally, the first of June was finally chosen as the date most acceptable to all concerned.

Effect of British North America Act

The history of this period brings the school into relation with the great movements which led up to the confederation of the provinces of British North

America and to the formation of the Dominion of Canada. By the terms of the British North America Act, education was included in the list of subjects placed under provincial control. The educational interests of the religious minority in the Province of Quebec engaged the attention of the leading men of the province until they secured in the provisions of the Education Act of 1869 terms that satisfied to a large extent the demands of the Protestant minority.

Two of the provisions of the Act had an important influence upon the history of the High School. By the terms of this Act the revenue of the Protestant Board of School Commissioners was largely increased, and the Board for the first time was enabled to provide in a satisfactory manner for the educational needs of the Protestant children of the city. This Act of 1869 also provided that the total grant for superior education should be divided into two portions proportionate to the Roman Catholic population and the Protestant population of the Province, and that these portions were then to be distributed among the Roman Catholic and Protestant institutions respectively.

As soon as the Protestant Board of School Commissioners entered upon the enjoyment of its new privileges the University authorities opened negotiations with the Board concerning the transfer

of the High School to its control. As a result of these negotiations the School Board purchased the Burnside property, and took charge of the school.

For seventeen years the High School had carried on its work as a department of McGill University. Notwithstanding the difficulties with which it had to contend the school prepared more than half the total number of candidates who took advantage of the Arts course during these years. The advantages which the University derived from this connection were not limited to the supply of students. The Rector's name had occupied a prominent place in the list of officers of instruction. During a critical period the Rector was appointed Professor of Mathematics, and subsequently, Professor of History, and he discharged the duties of these offices in addition to his school work without additional remuneration. It is evident therefore that this connection between the High School and McGill was mutually advantageous, and it is difficult to see how either could have carried on so well at this time without this close co-operation.

The High School under the Protestant Board

First Period: 1870-1880

AT the beginning of this period the High School appears for the first time as an integral part of the public school system of the province, under the control of a public school board. The most noticeable result of this change at the outset was the relief from all financial responsibility which it brought to the members of the teaching staff. They had struggled for years in the attempt to equalize revenue and expenditure, and now, under the new order of things they found themselves in the enjoyment of fair salaries regularly paid.

At first the work of the school was conducted on the old lines. But the staff was weak at certain points, and this seriously interfered with the general discipline of the school. Indeed, in 1875 conditions were so unsatisfactory that a proposal to secure a strong man from England to take charge of the whole school was seriously considered. But conditions soon became more encouraging. This was a transition period in which the school was gradually being brought under the control of rules

and regulations issued by the School Board. With the assistance of a Superintendent of Schools the Board had been developing a system of regulations governing the proceedings of the schools under its control.

These regulations were first tried out in the public elementary schools, then in the Preparatory Department of the High School, and finally in the High School itself. The principle of supervision and inspection by a special officer was thus introduced gradually. With these changes the work of the School came more directly under control of the Board. The management was now more sympathetic, and the weaknesses being more clearly understood were more easily provided for. One or two of the weaker members of the staff were retired; and the staff as a whole was strengthened by new appointments.

A New Set-up

The minutes of the Protestant Board record that at a meeting of the Board on March 7th, 1870, the High School Committee brought in a report recommending that the office of Rector should be abolished. The recommendation was adopted. It was furthermore decided at this meeting that the school should be organized in two divisions: a classical department with Dr. Howe as Headmaster; and a commercial department

with David Rodger as Headmaster. Each of the two Heads was to be supreme in his own department. The minutes of the Board's meetings in 1870 contain no explanation of the motives of the Commissioners in making these changes.

A few months later, July 1st, to be exact, it was decided that the two lower classes of the School should be made the nucleus of a Preparatory Department, with Dr. S. P. Robins in charge. As this department was from this time forward conducted as an independent school in a separate building it will not be necessary to follow its history further than to say that under the able and experienced leadership of Dr. Robins, and with the efficient services of trained and experienced assistants, the school immediately gained the confidence of the Montreal public — a confidence which it still enjoyed when it was again merged in the High School management in 1891.

Further Changes

In 1877 the commercial department was discontinued, the upper school (i.e., the Third, Fourth, Fifth, and Sixth Forms) now consisting of a classical side and a scientific side both under one Headmaster. All pupils (including those in the Preparatory Department) were required to study the same subjects up to the end of the Fourth Form. In the Fifth, those wishing to enter the

scientific division were permitted to omit the regular work in Classics, substituting German or a lighter course in the classical subjects, together with additional work in mathematics and science. Special provision was now made for effective instruction in subjects of the science courses such as drawing, German, botany, and chemistry. This new arrangement proved satisfactory, and everything went on smoothly for the next three or four years.

Death of David Rodger

DAVID RODGER died on April 8th, 1875. It is hard to imagine how keenly his loss was felt by his colleagues and by his pupils. He had been connected with the school since 1847. Born in Edinburgh in 1819, he received his education at Heriot's Hospital, and at Edinburgh University, where he had the advantage of studying under Sir William Hamilton and Professor John Wilson (Christopher North).

After leaving the University he spent six years in commercial life in Australia. At the end of this time he returned, and engaged in journalistic work in his native city. In 1847 he accepted an appointment as mathematics master in the High School of Montreal, where he laboured with great acceptance until the Easter holidays, 1875. Mr. Rodger won the respect of all who knew him by his strong moral character, his devotion to his work, and his success as a teacher.

It is doubtful whether anyone engaged in educational work in Montreal in Mr. Rodger's time

ever gained and retained the affection and esteem of his pupils in such a marked manner as he did. Among the various influences contributing to this result, the following were, perhaps, the most important. The boys recognized in Mr. Rodger a man whose character was above reproach. They found him a strict disciplinarian in whom they had implicit confidence. He possessed teaching powers of a very high order, and the boys felt that they were in good hands. He took an active interest in all athletic games, and took a prominent part in promoting all healthy sports, with curling and cricket as his favourites.

When his former pupils learned that Mr. Rodger's health was failing they organized a committee to raise a testimonial fund to be presented to him. But before the committee had completed its labours he had passed to his rest. The committee was then empowered to complete the fund, and to dispose of the sum collected in the manner and form which they shall consider best for the advantage and benefit of Mrs. Rodger." It was finally decided to pay over the interest, and revenue derivable from the fund (which amounted to about four thousand dollars) to Mrs. Rodger during her lifetime, half yearly, and at her death to divide the principal equally between her two daughters.

The pupils in attendance at the time and the former pupils gathered at the High School build-

ing on the day of the funeral, and passed resolutions of condolence with the bereaved family. They then moved out in procession to attend the funeral service, the pupils in attendance, first, under the control of Major Barnjum, followed by the former pupils of the School. There was a large gathering of the citizens of Montreal present to pay their last tribute of respect to a much loved teacher.

New Appointments

The removal of one who had held a leading position in the School for nearly thirty years naturally led to a number of changes. F. W. Kelley, B.A., Ph.D. and A. W. Shewan, M.A. joined the staff in 1875. During the year 1877-78 upon the readjustment of the course of study the Rev. Elson I. Rexford was appointed to the staff to teach arithmetic and English. Two years later in order to relieve the Rector of some of the details connected with the management of the School, the position of Assistant Headmaster was created, and Mr. Rexford was selected as the first occupant of this responsible position.

The work of the School during this period (the 1870's) was regularly tested by written examinations from printed papers in the several grades, School Board regulations determining the number of marks assigned to each subject in each grade. The regulations determined not only the

number of marks to be assigned for written examinations, but the marks for daily recitations throughout the year as well. In determining the standing in class of the boys, and in awarding the prizes and medals, credit was given for work done during the year as well as for the results obtained in the sessional written tests.

In order to bring the work of the School directly under the notice of the parents and other friends of education, public oral examinations formed a regular feature of the school year. On these occasions each class was examined orally by its teacher in as many subjects as the time would permit, in the presence of School Commissioners, parents, and friends. While these examinations were a trying ordeal both for teachers and pupils, they served the purpose of bringing directly under the notice of the public some of the most valuable features of the School.

In addition to writing the regular sessional tests, the Sixth Form boys now presented themselves for the University School examinations. In the early part of this period these examinations were allowed to lapse for a couple of years because of lack of co-operation on the part of the other schools of the Province. But they were revived in 1875 at the urgent request of Dr. Howe, and with the promise of financial support from the Protestant Board of School Commissioners. From

that date onward, Sixth Form boys have been presented annually at these examinations.

While the attendance at the Preparatory School under the new management increased rapidly, the attendance in the classical and commercial sections was somewhat disappointing. There were several influences at work which tended to keep down the numbers. For one thing, there was a strong feeling on the part of a good many pupils and parents that the High School no longer occupied the select position that it had when closely associated with the University in its school life and in its school functions. For this reason a good many did not take kindly to the change which transferred them to the charge of a public school board where they would be associated with all the public schools of the city: a snobbish attitude shared by the private schools.

Notwithstanding these difficulties the attendance gradually increased to two hundred; and when the school entered the new building on Peel Street in 1878 there were about two hundred and fifty names on the roll of the upper forms, exclusive of the Preparatory Department.

The New Building

In taking over the High School of Montreal in 1870 the Protestant Board of School Commissioners had purchased Burnside Hall (now, the Fraser

Institute) for the sum of \$24,000. Eight years later new quarters were provided in a fine new three storey stone building above St. Catherine street between Peel and Metcalfe.

It might be well at this point to clear up one or two matters relating to the two Peel Street homes of the school. In the first place, the building to which we have just referred was the one burned in 1890, supposedly by naughty boys. It faced south, and covered a relatively small area. Between it and the row of houses on the north side of St. Catherine Street was a playground extending from Peel Street to Metcalfe.

The second Peel Street building was the two storey dark brown brick building occupying approximately the site of the Mount Royal Hotel. This building, erected in 1892, is the one visualized by old boys in their 50's when the High School of Montreal is mentioned in their hearing. It continued to be the home of the school until 1913.

The earlier of these two buildings provided for a boys' school on the first floor, a girls' school on the second floor, and a large assembly hall on the third. Each school had seven classrooms. There was one large central room, and opening off from this were six classrooms in gallery form arranged in a semi-circle about the central room, and separated from it by folding doors.

This compact arrangement brought the whole school under the immediate supervision of the Head from the desk in the central room. At any time during the day by throwing open the large doors separating the galleries from the central room, the whole school could be brought into view from the Headmaster's desk. By this arrangement the Headmaster was able to conduct the opening exercises each morning for the whole school without loss of time; and announcements or words of advice could be given to the assembled school at a moment's notice.

The building had, however, some serious defects. In the smaller classrooms the light was insufficient, and from the wrong direction, being admitted from the rear at the top of the galleries. In the centre room the light was in front of the pupils so that no satisfactory blackboard space could be provided. No adequate provision was made for ventilation, and as the air space was small for the number in attendance it was difficult to keep the classrooms in a wholesome condition. These defects in the structure of the building caused people to close their eyes to its more satisfactory features.

In taking possession of the new building it was found necessary to discontinue a number of practices which had been followed in the old school as the structure of the new building made it impossi-

ble to continue them. Among these was the custom of requiring the pupils to change classrooms for different subjects. In the past, the masters had remained in the classrooms assigned to them, and at the end of each lesson period the classes moved out to the proper room for their next lesson.

Some classes downstairs went to classes on the second floor, and some classes upstairs made their way (by the same staircase) to rooms on the lower floor. This old custom had its advantages as it necessitated a change of position and change of air at the close of each lesson period, and enabled the classmasters to arrange their rooms for the special work they had in hand. As the practice could not be carried on to advantage in the new building it was discontinued. So also were the collisions and encounters in the passages and on the staircase which were prominent features of High School life in the old building.

"Taking places" in class recitations had also been a characteristic feature of High School practice for many years. By this plan the class was conceived to be in the form of a circle with a certain point arbitrarily marked as head. When a boy by a series of correct answers reached this point a gain was recorded. While the scheme stimulated competition, the recording of the places at the close of each lesson and the arranging of the boys in their proper places at the opening of

the next lesson took a good deal of time. A few of the older masters continued the practice for a short time in the new building, but it was soon given up completely.

In these classrooms, however, despite difficulties and occasional setbacks, good work was done. The classes were large. The attendance slowly but surely increased until there were over two hundred and fifty in the school in addition to the three hundred in attendance in the Preparatory Department. The standing of the boys in the Associate in Arts examinations indicates the quality of the work, High School boys generally standing high in the list of successful candidates.

Last Years Under Dr. Howe

The ten year period whose history we are about to trace is one which presents strong contrasts. In the early 80's we find the school at a high point of efficiency and strength; but before the period closes we see disorganization and disaster. This unfortunate change was brought about by a controversy (to be discussed a few pages ahead) concerning the course of study. The disagreement, which began among the members of the staff and of the Board, extended to the pupils, the parents, and the press, finally resulting in the dismissal of teachers, the burning of the school building, and the resignation of the Headmaster.

Staff Changes

BEFORE discussing the disagreements leading up to the unfortunate events of 1890 and 1891 it might be well to refer briefly to a few of the members of the staff who in one way or another rendered their work memorable during these years. Two masters long and favourably known passed to their rest: John Andrew, instructor in reading and elocution, and Fred Barnjum, instructor in gymnastics and military drill.

Professor Andrew, as he was generally called, enjoyed a high reputation for many years as a successful teacher of reading and elocution. He was a man of fine literary taste, and very happy in his interpretation of selections from our great English writers. He was very successful in awakening in his pupils a keen appreciation of the sentiments of a writer so that their rendering of a selection was characterized by a spirit and enthusiasm that seldom failed to delight an audience. His services in developing a taste for the best in literature over a long period deserve this tribute.

Mr. Barnjum held the position of director of physical training at a time when there was little systematic work in that subject. He organized a thorough system of exercises, and drilled his classes with great success by means of these exercises for many years. He was recognized as an authority in the department of physical training, and his published work was favourably received and widely used.

These were among the popular figures of the past. We shall now have a word about a few of those who continued to do their work unobtrusively, but with great acceptance, up to the crisis of 1890 and 1891.

Mr. George Murray, M.A. (Oxon), the Senior Master of the School, continued as classical master until Dr. Howe's retirement. It is not too much to say that the high reputation which the School enjoyed as an institution for classical education was largely due to his outstanding scholarship. Mr. Murray was classics master in the High School for Girls as well; and here as in the Boys' School he won the respect and admiration of all.

In 1882 the Rev. Elson I. Rexford, who had been given the position of Assistant Headmaster, resigned to accept the appointment of English Secretary of the Department of Public Instruction for the Province of Quebec.

But despite these breaks the School Board succeeded in providing a competent staff. Dr. F.

W. Kelley was appointed to the position rendered vacant when Mr. Rexford was given the appointment in Quebec. During the same year Mr. John W. Tucker, B.A., who later established a rival school was appointed to replace Mr. George E. Jenkins.

Mr. Wellington Dixon, B.A. joined the staff the next year — 1883. His appointment proved to be one of great interest and importance to the School. The French and German masters followed one another in rapid succession until Mr. H. H. Curtis, who later showed that he possessed first class organizing ability, remained in the School for many years.

The work of Dr. Robins affected the fortunes of the High School indirectly. In 1876 he gave up the Headship of the Preparatory Department to become Secretary and Superintendent of the Protestant Board of School Commissioners. As Superintendent he was responsible for the welfare of all the schools under the Board's control, including, of course, the High School. Indeed, it was Dr. Robins, more than anyone else who was responsible for the organization of the Protestant schools of the city into a well regulated system under the control of the board. His executive ability, wide knowledge of educational matters, and pleasing personality had made his term of office as Superintendent most satisfactory to all concerned. Thus when he retired from the service

of the Board to become Principal of the McGill Normal School, the friends of the High School felt that it would be difficult to find a successor who would be equally efficient and co-operative.

Varied Activities

The School life of this period manifested itself in several organizations of which the Library Association and the Athletic Club call for special mention. The boys of the Fifth Form in 1881 had collected a little money under Dr. Kelley's supervision in order to render their classroom more attractive. After the necessary repairs and decorations had been provided for, a small amount of money was left over, which one of the pupils, Nevil Norton Evans, suggested should be made the nucleus of a fund for a High School library.

Accordingly a committee was organized under Dr. Kelley's supervision to make the necessary arrangements. Contributions of books and money were solicited by the boys from the friends of the School and from the parents. Entertainments were given in aid of the fund; and in a short time a School library of several hundred volumes was ready for the use of the High School boys. The library continued to increase in importance as a popular feature of the School life until it was destroyed in the disastrous fire of November, 1890.

Provision for a School library was, of course,

made in the new Peel Street building; and the new library was soon larger than the one that had been destroyed. The Board gave generous assistance, and many kind friends helped out. One bequest of particular interest consisted of ninety-three volumes of "Notes and Queries" from 1840 to 1894 presented to the School by Dr. Howe. They are in uniform and very handsome binding, and fill two very useful and ornamental shelves.

The Course of Study

In order to understand the lively discussions over the course of study during this period (the 80's) it is important to bear in mind that from 1870 to 1877 one of the two departments of the High School was a non-Latin, or commercial department. When the commercial side was abolished in 1877, and Latin made compulsory upon all pupils seeking admission to the High School classes, it took some time for those who had begun a commercial course to complete their work.

Thus the School management had to look after the interests of these holdovers from the old system, and at the same time meet the demands of parents who were anxious to have their children enjoy the advantages offered by the High School, but who were not willing that they should study Latin or Greek. Such pupils entered classes where they were required to give a great deal of time

and hard work to these subjects. Some parents openly encouraged their children to neglect their classical studies; and this neglect became a constant source of irritation, with the teacher on one side, and the pupils supported by the parents on the other. In this situation one may trace the beginnings of that controversy which led to such disastrous results.

In the requirements laid down for the Associate in Arts examination we find another cause of dissatisfaction with the High School course of study. In order to obtain the certificate of Associate in Arts, candidates were required to pass examinations in a number of preliminary, or elementary subjects, and also in a number of advanced subjects. As the preliminary subjects, such as history and geography, were all imperative it was necessary for pupils to keep them thoroughly reviewed until the last year of their course, while at the same time they were devoting their energies to the more advanced subjects. In order to meet these requirements great pressure was brought to bear upon the candidates, some of whom were unable to do the heavy work required of them.

To understand the situation it is necessary to bear in mind that there was a uniform course for all pupils from the lowest class in the Preparatory Department up to the end of the Fourth Form. In the Fifth and Sixth, pupils might take Ger-

man, science, and additional mathematics instead of Latin and Greek. Latin was begun in the First Form, and, except for those who chose the science side in the Fifth and Sixth, was continued throughout the course. Pupils began Greek in the Third Form, and those electing the classical side continued it during the four years of their high school course.

In 1884 the British Association for the Advancement of Science met in Montreal, and during the discussion some very strong statements were made concerning the relative values of the classics and scientific studies in a school course. Shortly after this meeting the low murmurings of discontent concerning Latin and Greek requirements in the High School Course became more pronounced, and definite steps were taken to secure some measure of relief.

Dr. Howe, referring to these movements in his annual report, pointed out that the critics were personally indebted to the classics for their mental equipment. The first result of this agitation was to make Greek an optional subject in the Third Form. As it was already optional with German in the Fourth, Fifth, and Sixth Forms, this action removed it from those classes whose members intended to follow the science course. About one half of the Third Form immediately availed themselves of the opportunity to omit Greek.

Encouraged by this success in reference to the study of Greek, those who wished to have less time devoted to the classics now went ahead with an attempt to have Latin done away with in the Preparatory Department. This proposal met with strong opposition. A second move was designed to reduce the number of subjects studied in the senior forms. It seemed almost impossible under existing conditions to find any satisfactory solution of this difficulty. Persistent representations concerning over-pressure in the senior classes, both in the Boys' School and in the Girls' School finally compelled the School Board to take action. A committee was appointed to make a careful enquiry into all questions connected with the course of study, to confer with the members of the staff, and to report to the Board as to the best methods of overcoming existing difficulties.

As the enquiry proceeded it became evident that there was a wide difference of opinion among leading members of the High School staff concerning the most desirable course to be adopted in order to provide relief. Some members of the staff, represented by the Assistant Headmaster, held that Latin should be dropped from the Preparatory course, and that the time be given to advanced subjects of the Associate in Arts examinations up to the end of the Fourth Form should be greatly reduced in order that the preliminary work might be

more thoroughly done in these grades. If this were done more time would be left for the advanced subjects in the Fifth and Sixth Forms.

These proposals were strongly opposed by a section of the staff represented by the Headmaster, on the ground that the scheme did not provide courses of sufficient length to secure thorough work in the optional (i.e., the advanced) subjects.

The report of the sub-committee was presented to the School Board, and carefully considered. The general purport of the decision reached by the Board may be seen from the following items in their decisions. These were:

1. That the services of two members of the staff should be discontinued after due notice.
2. That Latin should be excluded from the First and Second Forms.
3. That Greek, algebra, and geometry should be reserved for the Fifth and Sixth Forms.

This decision naturally awakened grave apprehension in the minds of the friends of classical education, and strong protests against the proposed changes were submitted by Dr. Howe, and by parents and others in the daily press. At the opening of the session of 1890-91 when some of these changes came into operation the controversy reached a very acute stage both in the School and in the press, and the Board was subjected to severe criticism for the course which it had adopted.

As there appeared to be good reason for believing that there was a close connection between some of the letters appearing in the press and the strong feeling existing among the members of the staff, the School Board decided to hold an investigation. As a result of this enquiry one of the masters was informed that his services would not be required after the end of the session.

These incidents only served to intensify the unpleasant relations existing among members of the staff. When the pupils heard the open criticism of those in authority, and saw in their daily routine at school evidences of dissension among their masters, they took sides for and against particular masters, and soon lost all respect for authority and all sense of responsibility in their endeavour to serve the interests of those whom they had selected as their favourites.

Moreover, the building in which their classes were conducted had been severely criticized; its chief defects had been greatly magnified; and, no doubt, the pupils had heard that its total destruction would prove a blessing to all concerned. Under the influence of the lawless spirit that prevailed several efforts were made to set fire to the building. Finally, on Friday afternoon, November 28th, 1890, just after the close of school a fire broke out which destroyed the whole building, leaving nothing of the former structure except the bare stone walls.

The Burning of the High School

Described

By E. C. Woodley, M.A.

AT the time that the old High School was destroyed by fire I was living on St. Famille Street. I recall the circumstances very clearly. The fire occurred on November 28th, 1890. The first intimation that a large building was afire was the steady and increasingly bright glow in the sky. It was not long, however, until a report spread that the High School was burning; and we boys, rather unworthily thrilled at the prospect of such an event, ran west along Sherbrooke to Peel, and down that street to mingle with the large crowd that had already gathered. We wormed our way through the crowd, as small boys will, until we were actually inside the fence that enclosed the school grounds, and looking at the fire from a position near the bottom of the field.

The building, which was a rather forbidding limestone structure, stood at the upper part of the grounds which extended from the back of the houses and shops on St. Catherine Street to Burnside Street. The broad front of the building faced

south, and, as I recall, the chief entrance was on this side. Behind the High School building, between it and Burnside Street, stood a brick structure, entered from Metcalfe Street. This was known as the Senior School and was the progenitor of what later became the Commercial and Technical High School, as it was largely connected with commercial studies.

The building that was destroyed was the High School for Boys. The girls who were taking high school work occupied two houses on the north-east corner of Metcalfe and Burnside Streets.

The fire was spectacular, as the building was well constructed and the flames within could be seen through the windows. The firemen tackled the fire boldly but it was soon evident that they could do little more than confine it to the doomed building.

The water, poured into the building or against it, soon began to flow down the incline of the grounds to where we stood, much to our delight, even if to the discomfort of our adult neighbours in the crowd.

While the fire was raging there were many conjectures as to how it originated. Subsequent investigation satisfied the authorities that it was the work of some disgruntled or mischievous boys, and some were actually taken to task for it.

At this time Peel Street was entirely residential,

and St. Catherine Street had not yet become a main shopping street. There was an intermixture of dwellings and shops. I remember a small confectionery shop that stood at the corner of Peel and St. Catherine which was extensively patronized by the High School pupils. Even after more than half a century, I can remember the buns and especially the little cakes with domino icing tops which used to tempt boyish appetites. Further east on St. Catherine Street, between McGill College Avenue and University stood the finest uptown block, the Queen's Terrace, containing a number of shops, and in its centre the Queen's Hall where public lectures were given. For several years a series of travel lectures, illustrated with dissolving limelight views was given in this hall, and I remember one particularly to which my father took me, as it impressed upon my youthful mind the wonders of the Yosemite Valley.

Temporary Arrangements

Temporary arrangements were immediately made for the accommodation of the High School classes in the Berthelet and Victoria Schools and in the Fraser Institute. The High School was again without a home; the staff was divided; and the Headmaster was out of sympathy with the proposed changes in the course of study. The outlook was not encouraging.



Photo by S. J. Hayward

Above: The High School as it stands today on University Street near Milton. This six-storey building was first occupied in 1914.



Left: The second Peel Street School building, which was built in 1892, two years after the first Peel Street School was destroyed by fire.



Photo by Rice

MURRAY MCNEALY ESQ.,
1906-31



Photo by Markow

A. R. MCBAIN, M.A., *Editor*
1907-44



Photo by Rice

K. C. DENTON, B.A.,
1909-40



Photo by Rice

T. B. REITH, M.A.,
1905-31

Dr. Howe Resigns

AFTER a short delay Dr. Howe determined to resign his position as Head of the High School with which he had been connected for more than forty years. When it became known that the Headmaster of the High School intended to retire at the close of the session immediate steps were taken to provide some suitable mark of recognition of the outstanding services which he had rendered to the cause of education in Montreal. The masters and pupils arranged to have his portrait painted; the old boys organized a committee to raise a testimonial fund; and the Protestant Board of School Commissioners under whom he had served for more than twenty years caused a suitable address to be prepared which was presented in due form at the closing exercises of the session. These various movements in honour of the venerable Headmaster's retirement were all carried forward to a successful issue; and together they formed a very effective testimonial of the high esteem in which he was held by all in the community.

The Protestant Board's Address

The last closing exercises with Dr. Howe as Headmaster were held on June 24th, 1891, in the gymnasium hall of the Montreal Amateur Athletic Association. Dr. McVicar, Chairman of the Board, presided. Apart from the records of standing and the distribution of prizes, the occasion was one of the most notable in the history of the High School. The Venerable Archdeacon Evans read the following address:

“Sir:

In consenting to your retirement from the charge of the High School of Montreal, we, the Protestant Board of School Commissioners, desire to record our sense of the value of the service which, as Headmaster of the most important school under our control, for a period of forty-three years you have rendered the cause of Protestant education in the city. We bear willing and grateful testimony to your many excellent traits of character, to your wide scholarship and deep culture, to your manly and Christian bearing, to the zeal, skill, and rare capacity with which you have discharged the onerous duties of your responsible position, to your high principle that has stamped the tone of the School, and to your sound policy that has directed its course of study, and not less to your readiness and tact in all official acts and relations, quali-

ties the exercise of which has greatly promoted the pleasure and satisfaction with which we have together prosecuted a common work.

It has been your privilege to have consecrated your life to a work worthy of man's best efforts. You have moulded the characters and influenced the lives of successive generations of pupils, many of whom now occupy high and honourable positions. Of you, the Nestor of our Schools, the lines of your familiar poet may be aptly spoken:

"Two generations of mortal men already had
he seen perish

..... and he was king among the third."

We rejoice that you retire in the enjoyment of good health, crowned with a well earned success. May the increase of time only mellow your renown. May you be spared for many years of honourable ease to see the full fruits of your labours, and to feel yourself live in the memory and affection of your pupils, friends, and fellow workers."

Dr. Howe's reply to the address of the Protestant Board was as follows:

"Gentlemen:

Whatever of conceit possessed me has been, I can conscientiously affirm, knocked out of me by frequent contact with men individually my superiors in every one of the branches of learn-

ing to which the studies of my youth were devoted. But the flattering address with which you have presented me tries that modesty to which I pretend, so severely that it needs all the weight of over three score years and ten to keep it in equilibrium.

The preacher has said: 'Whatever thy hand findeth to do, do it with thy might'. And a modern philosopher, discoursing on the dignity of labour, says, 'Happy is the man who has found his work and does it.' To him *labor, ipse voluntas*, his toil is a pleasure. I well remember that my engaging in the occupation of teaching over half a century ago was more the consequence of accidental circumstances than of deliberate choice, and that after I had spent a year or two in that work I was roused and rather perplexed by meeting with a passage in Cicero where he advises young men not to enter into any business of life without maturely considering their fitness for it, but then not to rashly abandon that which they have adopted.

How was I to know whether I was engaged in that for which I was best fitted without trying at least another or two of the occupations open to me? I had been moderately successful in the work I was doing, and so being naturally of a conservative turn I resolved not to waste time in running the risks of a change, but to continue in what I had begun.

I have had great reason to be satisfied with that decision. The success in life of hundreds who have gone out of the High School into the world makes me feel that, under God, I have been useful in my day and generation, or indeed, as you have put it, two or three generations. I do not doubt that I have found my proper work, and I find confirmation of this in the gratifying address in which you stamp with your approbation the close of a life which has been consecrated to a work worthy of man's best efforts. Consecrated, you will say; for there is a sacredness in the teacher's service analogous to that done by those who minister at the altar.

That I have been successful in my career is due not more to the qualities for which you compliment me, than to the kind support of your Board and to the co-operation of able and conscientious fellow workers in the field. I can claim only the credit of having always tried to do my best, influenced by a subdued ambition.

There must always be a feeling of solemnity and indeed of sadness in retiring permanently from a sphere of usefulness. I am not without this feeling, but I am comforted by the reflection that in my successor you have one who will not only maintain the efficiency and reputation of the School, but extend these.

Gentlemen, I thank you sincerely for your

very handsome recognition of my labours, and have the honour to be

Your very obedient servant,

H. Aspinwall Howe.

The Chairman requested that a copy of the reply be given to the School Board that they might have it engrossed.

Mr. George Murray, B.A. (Oxon), the Senior Master of the School then presented to Mrs. Howe on behalf of the teaching staff and the pupils of the High School, a fine portrait of Dr. Howe, in oils, by Robert Harris, B.A. With this presentation Mr. Murray terminated his connection with the High School.

Dr. Howe's Farewell

After Dr. Howe had replied to the address presented by the Board and had acknowledged the presentation to Mrs. Howe, he gave his farewell address, and as he concluded his voice broke and he was moved to tears. He spoke as follows:

"May I be allowed, Mr. Chairman, if all who desire to address this meeting have done so to say a few words in the way of farewell:

It is a subject on which I hardly dare trust myself, so that I deem it wise to be brief and to beg the kind friends who are here to grant me the indulgence of believing that if the little I have

to say does not express all that I think and feel, neither could any number of words do so.

And first to the pupils whom I shall no more meet in daily intercourse as their teacher, but in whose progress and success I shall continue to take great interest. I shall miss you very much, my dear boys, for though I must call myself what people know me to be — an old man — I am really but an old boy, and every year added to my age makes me fonder of things that are young.

Let me give you at parting a word or two of advice on only two points. Do not let any difficulties that you may meet with in learning discourage you. What a tasteless thing your school life would be if it were all smooth and easy. Life is made up of trials and difficulties, and well that it is so, for the overcoming of these is the salt that makes life palatable. The other point is the temptation to neglect and to do wrong. When this comes in your way, as it must often do, be brave, and answer the tempter with a resolute 'No'.

Secondly, to parents I would say that in determining the kind of education their children had better receive, it would be wise not to decide this by too early a consideration of what the future pursuit of the child is to be. This error has, I have often found, led to subsequent deep

regret for lost opportunities. Frequently have lads after passing through the High School without availing themselves of all the advantages which it offers, come to ask my advice as to what they must study in order to pass the preliminary examination for admission to the study of a profession. The sorrow that they have expressed at having been allowed, while at school, to neglect some now necessary study has sometimes been more like anger.

And now to the members of the teaching staff who so ably fill the places of old time colleagues of mine who have long since passed away, let me say that although I may still look forward to the pleasure of occasional meetings, I shall look back with longing to the regular daily intercourse arising out of the necessity of our consulting with one another about troubles or difficulties connected with our common work.

I am not sure that I shall be able to keep away from the High School altogether, and if I break in upon you at inconvenient times with a visit, I hope — I may say I am sure — that you will take a friendly view of the interruption.

To you, Mr. Chairman, and to the members of the Protestant Board of School Commissioners, I may say that my long sojourn in Montreal has been attended with so much happiness, and I have so many kind friends residing in this

city that it will probably continue to be my home. By the blessing of God I enjoy to a great extent the *mens sana in corpore sano*, and can still do some work. I have had long and large experience in conducting examinations, and if, in the yearly round of these, I can be of service to your Board, it will indeed give me pleasure.

And now to each and all of you let me say: 'God be with you'."

This farewell address closed what the Chairman called a memorable meeting for the city of Montreal.

The record of this remarkable period in the history of the High School would be incomplete without some extended reference to the venerable Head and Father of the School, who, at the age of seventy-six, resigned the headship which he had held for forty-three years. At the close of the session, in June, 1891, he removed from Montreal and made for himself a charming villa home at Richmond, Que., overlooking the beautiful valley of the St. Francis. Here he spent nine years in excellent health for one of his years.

During his busy life Dr. Howe had found time to indulge his love for gardening, and when he laid down his life's work he found his chief enjoyment in cultivating with his own hands, fruits, flowers, and vegetables on one of the most beautiful sites in the valley of the St. Francis. He was very

successful in this work, and quite proud of the reputation which he had gained in this connection.

The many-sidedness of his attainments was one of the leading characteristics of the former headmaster of the High School. He was a good classical scholar and an able mathematician. He drew well, and was an accomplished violinist. Dr. Howe also held a prominent place among the best chess players of his time. Moreover, he maintained an active interest in all these attainments up to the very close of his life.

The writer had the pleasure of spending a short time with him at his Richmond home the last summer of his life. Of the many happy remarks which fell from his lips at that time, the most interesting was the statement: "Time never hangs heavily upon my hands. I can always find something interesting to do." His garden, his workshop, his classics, his mathematics, his library, his violin were in turn laid under contribution to provide useful and interesting entertainment for this refined English gentleman of over eighty years of age.

During his life at Richmond Dr. Howe kept in touch with the educational work of the Province. He continued to act as examiner for admission to the study of the learned professions, and he also engaged in private tuition. He paid frequent visits to the High School where he always received a warm welcome.

Dr. Howe passed to his rest February 13th, 1900, after a serious operation. He will always be remembered as a courteous Christian gentleman, remarkable alike for his varied intellectual gifts and for his devout and exemplary life. His death closed an unbroken line of one hundred years (1800-1900) of secondary education in the city of Montreal.

The first of these is the fact that the United States is a young nation. It has only been about 150 years since it was founded. This is a very short time in the history of the world. Yet in this short time, the United States has achieved many great things. It has become a world power, a leader in science and technology, and a model of democracy. This is due to many factors, but one of the most important is the fact that the United States has a strong sense of national identity and purpose. The people of the United States believe in the values of freedom, equality, and justice. They are willing to sacrifice for these values, and this has made the United States a great nation.

Another important factor is the fact that the United States has a large and diverse population. This has allowed the United States to draw on the talents and skills of people from many different backgrounds. This has made the United States a more innovative and dynamic nation. It has also allowed the United States to become a more tolerant and accepting nation. The people of the United States have learned to live together in peace and harmony, despite their differences. This is a great achievement, and it is one of the reasons why the United States is a great nation.

Finally, the United States has a strong military. This has allowed the United States to protect its interests and maintain its position as a world power. The United States has a large and powerful military, and it has used this military to defend its freedom and the freedom of other nations. This has made the United States a more secure and stable nation. It has also made the United States a more respected nation. The United States is a nation that stands for freedom and justice, and it is a nation that is willing to defend these values. This is why the United States is a great nation.

A New Regime: 1891-1929

A Changed Set-Up

BY ISAAC GAMMELL, B.A., LL.D.

THE session of 1890-91 had been a disastrous one for the High School of Montreal. The High School building had been destroyed by fire, and the staff disorganized. A large section of the pupils had withdrawn to form a rival school, and Dr. H. Aspinwall Howe had resigned his position as Headmaster.

The School Board acted promptly. Three days after the fire the classes assembled and resumed their work. The Fifth and Sixth Forms were housed in the Fraser Institute, the Burnside Hall of olden days when High School boys and McGill Arts students both occupied it. The Third and Fourth Forms found refuge in Berthelet School, and the girls in Victoria School. This arrangement, necessary though decidedly inconvenient, lasted for two years.

The School Board was now confronted with the task of reorganizing the teaching staff. Mr. George Murray, senior classical master, had retired with Dr. Howe, Mr. J. W. Tucker, junior

classical master, had also withdrawn and had organized the Montreal Collegiate Institute as a rival of the High School. An attractive teacher, energetic and popular, he was able to draw to this new school a large number of boys from the old High, now in a somewhat disorganized condition. Under ordinary conditions Dr. Kelley, Assistant Headmaster, a man of broad educational views and of much executive ability, would have been Dr. Howe's logical successor. But he had been an active participant in the recent controversy, and had aroused a measure of hostility. The Board therefore wishing to preserve an impartial attitude, and to avoid the appearance of partizanship, endeavoured to smooth over the troubles of the time by appointing a Headmaster independent of faction, one of rank and influence in the educational world who would win the support of the community for the reorganized school.

The success of the man ultimately chosen was so outstanding that we of a later time are sometimes inclined to think that his selection for the post was a foregone conclusion from the first. That this was not so is indicated by the following news item:

(From the Montreal Herald, March 21, 1891)

"WHO WILL BE THEIR CHOICE?"

**"A LARGE NUMBER OF APPLICANTS
FOR THE HEADMASTERSHIP OF THE
HIGH SCHOOL**

A little over a week remains for applications to be sent in to the Protestant Board of School Commissioners for the position of Headmaster of the Montreal High School vacated by the resignation of Dr. Howe. The Herald has already noted that quite a number of well known educationists throughout Canada have sent in their applications and are candidates for the position. All applications must be in by April 1, and as that date is near at hand there is considerable speculation as to who will be the successful man.

The names of F. W. Kelley, present Assistant Headmaster, the Rev. E. I. Rexford, President of the Province of Quebec Teachers' Association, Mr. J. W. Tucker, one of the present junior masters, and Dr. Anderson of the Prince of Wales College, Charlottetown, have already been mentioned in connection with the vacant position. Among the applications sent in is that of Mr. Howard Murray, B.A. (Lond.) who is now classical master in the Halifax Academy and lecturer in classics in Dalhousie University.

Prominent among Ontario teachers who have applied is Mr. E. L. Currie, B.A. (Cantab.) classical master in Trinity College School, Port Hope. He is highly spoken of and will rank among the leading applicants. When the School Commissioners meet to consider the applications there will be a formidable array of names to deal with."

The choice of the Commissioners was the Rev. E. I. Rexford of Quebec. He was a graduate of McGill and of the Anglican Theological College. But his chief interest was education. He had already served for three years on the staff of the High School, first as master, then as Assistant Headmaster. His success here was so marked that he was promoted by the Provincial Government to the responsible position of Secretary of the Protestant Committee of the Council of Public Instruction. His enthusiasm, his organizing power, and his success in achieving results attracted attention and won unstinted praise. Now, after nine years absence, he was invited to exercise these gifts in the interests of his old school. Realizing that here his talents would have full scope he accepted the Headship, with the title of Rector, revived from earlier days.

*The High School under
the Rev. E. I. Rexford*

THE new Rector stated his aims clearly in his first annual report part of which is introduced here. After expressing his pleasure at returning after an absence of nine years, Dr. Rexford continued:

“Notwithstanding the difficulties with which we have had to contend the work of the school has, we believe, been satisfactory to the teachers and beneficial to the pupils. Our aim has been to develop the moral, physical, and mental powers of the boys. We have observed with great satisfaction the marked growth of the moral powers. This is a kind of improvement which does not submit itself to written tests, and is not usually recorded in reports. But it becomes very apparent in the schoolroom.

“The boys have gradually increased their power of self-control; and notwithstanding our disorganized condition, there has not been a serious case of discipline in the school during the year. The proper development of the moral

powers seems to me to be the most important part of a boy's education. A school that fails to develop sound character in the pupils fails, I hold, at the most important point of its work.

"We propose to give special attention to character building. We intend to do this, first, by definite teaching based upon religious instruction and the everyday occurrences of life; next, by eliminating any customs and practises of school life which may tend to vitiate the moral atmosphere of the school; in the third place by securing masters whose example shall be for good; and finally, by promoting physical health. There is a close connection between the moral and physical powers. A healthy physical development tends to good morals, as well as to good mental action.

"For these reasons we have given considerable attention to the physical development of the boys during the past year, and we propose to give physical culture a still more prominent place in our work in the years to come. With the airy classrooms, the spacious corridors, and the well-equipped gymnasium of our new building, and with experienced instructors, we should be able to provide for the physical development of our pupils according to the most approved methods.

While endeavouring to develop the intellect we shall strive to avoid over-pressure of work in

school and at home without attempting the fruitless task of providing a royal road to learning. Mental power can only be developed by use; and the proper function of the teacher is to get the boys to use their own endowment."

It was to the younger boys that Dr. Rexford gave most of his attention during his first year as Rector. In a report to the Board at the end of the first half-year in February he said: "I have given most of my time to the classes from the First Preparatory to the Fourth Form, inclusive. The Fifth and Sixth Forms are older pupils in smaller classes taught by men who are specialists in their respective branches. In such cases the results may well be left in the hands of a competent and faithful staff under general supervision.

These juniors, who received so much attention, had most of their school career before them, and working with them the Rector observed, corrected, and planned; resolved that here the foundations of future school success should be laid. The strong personality of the Rector, his hearty kindly manner, his practical acquaintance with the problems of teaching and teachers, his sound judgment, and his wide knowledge of educational principles won the confidence of the Board, the staff, the parents, and the pupils.

This report closed with an appreciative reference to the work of the staff of lady teachers in the

Preparatory Department which was now, for the first time, "included in the High School so as to form one school under one head."

Old boys of the 30's and 40's might be given a word of explanation here. The classes later officially referred to as the Eighth, Ninth, Tenth, and Eleventh Years, were until the early 20's known as the Third, Fourth, Fifth, and Sixth Forms respectively, following the Old Country practice.

The New Home

Meanwhile the authorities had been hurrying on the completion of the new building. The cornerstone was laid with due formalities in June, 1891; and in September, 1892, the school moved into its new home. Externally the structure presented an imposing and dignified appearance. It was in the form of a square, enclosing a quadrangular court. There were two facades, one fronting on Peel Street, the other on Metcalfe. The north wing was occupied by the High School, and the south by the High School for Girls.

Between the two schools, and communicating with both, were two central blocks, one on Peel Street, the other on Metcalfe. The front central block provided offices for the School Board, the Rector, and the Lady Principal; also a library and a teachers' common room on the first floor, and a very fine assembly hall, seating 1200 on the sec-

ond. The boys' lunch room was in the basement. The corresponding block on Metcalfe Street had a large gymnasium for the use of both schools. Beneath it were classrooms, and laboratories for chemistry and physics; above it there were art rooms, lunch rooms for the girls, and a pupils' library.

The convenient entrances and exits of the building, its cheery, well lighted, well heated, well ventilated classrooms, its spacious corridors, its open and easy stairways, the warm homelike colour in which it was finished, and its up-to-date equipment left little to be desired. At least the occupants thought so; and the school felt that it had taken on a new lease of life, with a happy and successful future in prospect.

The Staff

A noteworthy feature of the school during Dr. Rexford's tenure of office was the relatively small number of changes on the staff. As the number of pupils increased — but this was in the junior school especially — new teachers were required; but from 1892, year after year, the list of assistant masters reads: Kelley, Curry, Dixon, Curtis, Strong, Macaulay, Gammell, Stephen, Walker, Donald. Each of these will have a brief tribute later on, so at this point we shall do little more than record an item or two relating to those who came in about the time of Dr. Rexford's appointment.

Curry, who took George Murray's place as senior classical master, was a Cambridge man who came to the High from Trinity College School, Port Hope. Strong, who was put in charge of physics and drawing, was a young McGill graduate in science. Gammell, now made junior master in English and history, came to the High from Pictou Academy, a school as old as the Royal Grammar School itself, each being founded in 1816. Gammell was in the school during Dr. Howe's last year as Rector. J. P. Stephen, appointed to teach elocution, taught effectively for many years.

There was now a commercial course in addition to the classical and science courses. This was designed for boys looking forward to business rather than to the University. It replaced the Latin and Greek of the one side, and the drawing and science of the other, by commercial subjects and additional English and French. A competent instructor in commercial subjects was found in James Walker of St. Johns, Nfld.

In the later 90's a larger enrolment necessitated additions to the staff. Hall, who came in as an instructor in French in 1898, was one of the first of the new arrivals. Smiley came in a few years later. Each of these men had sound scholarship, and each was much loved by his pupils and by his colleagues. But the task of teaching French in large classes again proved too exacting a one, and

they both succumbed under the strain. Powter came in '95, while Ives and Orrin Rexford were added in the last two or three years of Dr. Rexford's term of office.

The Junior Department

Nowhere was the progress of the school more marked in the '90's than in the junior department. In 1892 this department was housed on the second floor of the new building, and for the first time it felt itself an integral part of the school in all its activities, coming directly under the influence of Dr. Rexford.

We have already noted what intensive attention the Rector gave the junior school. Several new additions were now made to the staff, Miss Kate Wilson becoming First Lady Assistant. She proved to be an excellent teacher of boys. As a specialist in Art during her four years in the school she organized a course in drawing and art for the junior department leading up to the course in drawing in the senior classes conducted by Miss Ada James. A manual training course in wood-work was established to run parallel with the drawing course of the last three years of the junior grades. This proved to be of special value in the all round development of boys of twelve and thirteen.

Miss M. J. Clarke was now the French specialist in the junior school. In conjunction with Mr.

H. H. Curtis, Head of the French Department in the upper forms, she re-organized her work so that in French, as in drawing, there was unity of method and system throughout the school. Miss Margaret Ross, another French specialist, and a lady of scholarly tastes, succeeded Miss Wilson as First Lady Assistant in the junior school. She held this post until 1908, when she resigned to do more advanced work in the Commercial and Technical High School, Miss McBratney taking her place.

In the mid-nineties the Board established a kindergarten, and, a little later, a transition class to bridge the gap between the kindergarten and the First Year. In 1897 another year was added in the junior division; so that before the end of the century the eleven year course (seven years in the junior school, and four in the upper) came into being. The additional time made it possible to enlarge the curriculum, and to do more thorough work without undue pressure.

Contact with the governing authorities was made closer by the appointment of a High School Committee, consisting of the Rector, the Lady Principal, and the members of the Board, with the Rector as Convenor. The domestic affairs of the school, however, such as methods of teaching, weaknesses and needs of individual boys, and examination results were dealt with in monthly meetings of the staff. That this co-operation was use-

ful was indicated, to a certain extent, by the results of external competitive examinations. While it is true that the public too often measures the success of a school's work by the standing of the pupils in written examinations, such results are not without value; and the High School in Dr. Rexford's time had a fair share of the honours.

But there were many activities besides those of the classroom. As aids to the regular work in various subjects and as a means of stimulating wider interest, in other spheres of knowledge, Dr. Rexford, through the kindness of old boys and other friends of the school, secured a fine electric lantern and a six foot telescope of considerable power. Both were put to frequent use. Roof parties studied the heavenly bodies on favourable occasions. Illustrated lectures were given in the Assembly Hall by the Rector, by Dr. Kelley, and by other members of the staff. These demonstrations and lectures aroused the interest of the pupils in such subjects as geography, history and literature; and proved most profitable.

Outside speakers were frequently secured for addresses of a more general character. One year, for example, a series of gatherings of the older boys was arranged in which prominent citizens, a number of whom were old boys, told of men who had made good in this or that walk of life. About this time also were begun the monthly Monday Morning Assemblies.

Athletics and Major Macaulay

THE Athletic Club was organized to encourage physical training and school sports. The efforts to carry on military drill and gymnastic exercises under Barnjum were attended with many difficulties. There was no suitable room in which to conduct military drill, and a special fee had to be charged for those wishing to take the course in gymnastics. When the physical instruction fell into the hands of Messrs. Elliot and Gregor after Barnjum's death more attention was given to the subject.

But it was in 1888 with the appointment of Mr. W. B. T. Macaulay to the staff that physical training really got under way in the High School. At his suggestion a medal was provided for the encouragement of military drill. This medal was to be competed for annually, and held by the company which showed best at the annual competition. Under Macaulay's enthusiastic encouragement, military drill and physical training became very popular features of High School life. The High

School Cadets were reorganized, and the membership increased until several companies were provided with arms and uniforms, under proper officers. The entertainments given in connection with this movement attracted much attention, and reflected great credit upon the organizing powers of Macaulay.

Physical Training

In his first annual report to the Board, the Rector had stressed the importance of the three-fold and balanced development indicated by the school motto: *corpori, menti, moribus*. Body, mind, and morals were all to be given careful attention. From the very first days of the new regime it became the aim of the school to promote physical well-being as an essential of sound mental development.

Physical training was at first placed in charge of Mr. W. B. T. Macaulay, a young and enthusiastic member of the staff, who had already received a military and gymnastic training. He had been in command of the cadet corps of the school, and later gave a large part of his time to the physical work. Every class was allotted a weekly period under him. There was, in addition, a ten minute period of calisthenic drill each day in the classroom.

What a break that must have been for the boys! At a crisp order each boy stood beside his desk. Then came the order: "Arms extended! Arms

raised! ONE, TWO, THREE! ONE, TWO, THREE!" All very decorous! But when the order was given to bend the body, Backward! Forward! and to the side, there was a perceptible loosening up in the matter of decorum. Collisions were probably more frequent than a strict martinet would approve of. But the grand finale was the cabman's clap which will hardly need any explanation.

An Athletic Association was now organized to take charge of outdoor activities. Representatives of the staff and of the boys met in September each year to elect officers and to conduct the routine business of the association. The masters and boys attending this annual meeting were usually those representing the various athletic clubs of the school, such as the football club, the hockey club, and the track team.

According to the constitution the President of the Association was a master; the Vice-President and Secretary were boys. Other masters and boys were elected to positions on the executive committee, each interesting himself throughout the year in matters relating to the club he represented. The first President was Mr. Macaulay, and the first Secretary, G. A. Holland. Mr. C. Binmore, treasurer of the School Board, acted as treasurer for the Association in an honorary capacity. He proved himself on many occasions a good friend of the boys.

The officers of the Athletic Association occupied important positions in the school. The elections were held — after 1913 — in one or other of the Sixth Form rooms opening off the north-south corridor on the third floor. The office holders retained their positions throughout the school year from September, onward.

The elections were hardly carried on in a purely democratic way. As a matter of fact the boys composing the executive committee were as affectionately knit together as the members of any Family Compact, while they retained the complete confidence of all the boys in the school.

At the September meeting there were usually some ten or twelve present, boys and masters in about equal numbers. The masters by reason of some tacit understanding, or simply as a matter of habit, occupied seats, it will be recalled, in the two rows nearest the blackboard. In the row next the wall there would be, let us say, Mr. Powter and Mr. McBain exchanging dark confidences. Or perhaps Mr. Powter would ensconce himself directly in front of the Rector. Two or three seats farther back, near the centre of the room, there might be Messrs. Lockhart and Dyas, old standbys, with, perhaps, a couple of understudies being broken in to serve as senior members of the executive — at a later date.

The boys, with the more experienced members of the executive guiding them, had their candidate

for the position of Secretary already picked out — at the same time the Sports Day Secretary was selected. These probably were the two most important positions in the gift of the boys. There were certain hard and fast requirements. To hold either of these two positions a boy had to have executive ability above the average; and he had to be a fair scholar, so that time lost from his studies would not cause him to be penalized too severely. In the row next the windows would be a group of some half dozen boys representing the various clubs.

There were nominations moved in due order but this was a matter of form, as it was taken for granted that nomination was equivalent to election. The meeting was always a most harmonious and enjoyable occasion, looked forward to from year to year.

The masters felt as they noted the able and representative boys present, that confidential and affectionate relationships were being established that could hardly have been brought to fruition in a larger gathering. All this was very formal, and it served as excellent training; for the clubs settled down in due course to attend to their own specialties in competition.

Letting off Steam

But boys must let off steam at one time or another; and there was one hilarious celebration that every boy in the school looked forward to with de-

light. This was the annual sleigh-drive, as noisy and informal as the organization meeting was formal and decorous.

Each class had its own drive. And as soon as the snow was deep enough, a six-horse team drawing a lengthy straw-filled sled could be seen twice a week perhaps, drawing up to the school on Peel Street, the driver and his understudy awaiting their noisy passengers as patiently as they could. At last with half the passengers running alongside they were off. The route was always the same — round the mountain. And the entertainment never varied much, being, in the main, a desperate struggle between the “ins” and the “outs”. Occasionally a master found himself among the “outs”; and he had to take his medicine. If he took it all in good part he gained in popularity what he might have lost in the preceding months by reason of over-severity; although, to tell the truth, severity in the classroom seldom lost a master any friends. And the boys told with delight, for many a long day, of the desperate struggle put up by one of the more dignified members of the staff to avoid being chucked headfirst into a snowbank.

But there were certain responsibilities that the master in charge had to keep in mind. It was not exactly a picnic for him. He did not wish to spoil the fun; and yet when some young rascal began pulling off trolley wires it seemed like time to interfere. But all were in good humour.

Half way round the mountain, at Lumpkins, to be exact, there was often a stop. But there was no drinking. Our boys were full of fun and mischief, but we never felt that they needed close watching when exposed to what might be termed adult temptations. But what a jolly resting place! Oh, dear Tony! Dear Tony Lumpkin! Can a master who loves boys make a more sincere wish for those he has taught than that they may be introduced to great English masterpieces via Goldsmith's priceless play?

But now we were to meet Lizzie in the dining room, where she was waiting for us with a steaming supper. Next, it was the gym. and basketball until near midnight, when we said our reluctant "good nights."

Organized Sport

THE first annual field and track games were held on the M.A.A.A. grounds (Westmount) in October, 1892. It may be of interest to note that the winner of the Aggregate Prize on that occasion was the late Walter G. Mitchell, the well known lawyer, afterwards Provincial Treasurer, and still later Chairman of the Protestant Committee of the Council of Public Instruction. In 1893 Dr. Rexford offered a cup — the Rector's Trophy — to the boy winning the greatest number of points in the day's competition. From that day to this, the winning of the Rector's Trophy has been the most sought for athletic honour in the school. The Assembly called to award athletic prizes and honours worked up to a climax with the announcement of the name of the lucky winner. Anticipating this announcement the boys at the rear of the hall were on their toes, ready to rush to the platform to bounce the recipient of the cup.

Another historic trophy, still awarded, is the Old Boys' Cup for the 440 yards race, presented

by the Sixth Form of 1882. The names of the winners have been engraved on it; and it is interesting to note how many of these winners were later among the most distinguished of Canadian athletes.

The rapid expansion of gymnasium work soon required the full time of an instructor. As Mr. Macaulay did not wish to retire from regular class work, a new Head was put in charge of the physical training department in 1895. This was Mr. C. B. Powter. After graduating from the Springfield Training College, Mr. Powter had had two years experience in the Boys' Department of the City Y.M.C.A. Here he had proved himself in every way qualified for the important work to which he was now called. In addition to being responsible for the physical training of the various classes of the school, he organized "Voluntary Classes" held after school hours, which proved immensely profitable, as any old boy of the time will testify.

He gave a lot of time to basketball. In addition to all these activities, there were outdoor games to be looked after. In this work Mr. Macaulay and the masters who were associated with him on the executive co-operated loyally. The system worked well, the easy and informal relations creating a friendly atmosphere that made conditions pleasant for both boys and masters.

A little later Powter organized a special class for boys who wished to do more advanced work in physical training than was being done in the ordinary groups. Incidentally these advanced students, or leaders, as they were called, did most valuable work as instructors in the voluntary classes. The leaders' class was given the use of the gymnasium on Saturday mornings during the winter season, the members carrying on their work under their own management, but always under the eye of the instructor.

Masters and old boys often dropped in on Saturday mornings to watch the proceedings. Or perhaps Mr. James Taylor, or some other friend from the M.A.A.A. would be on hand. The boys worked in squads — one squad at the trapeze; another at the parallel bars; a third doing tumbling acts, and so on, each group being given friendly and expert counsel by one or other of the more competent boys.

But the aid was not confined to counsel. A mere touch — so it seemed to the observer — would change what threatened to be an awkward landing to a graceful one; and next time the boy who was helped would do better, and perhaps be able to do his act unassisted. One feature that the observer recalls is this: the cheerful, smiling, competent way in which everything was done.

Later in the year there were pyramids and other show pieces, with every one getting ready for the

grand display which brought the work of the leaders to a close for the session. The official closing was a gala affair. The Chairman of the Board or some equally important functionary presided, flanked by Commissioners or other prominent citizens. At a given signal the boys trotted in, spic and span in their blue and white gym suits. A tall, rather gaunt, figure in white, standing near the centre of the floor, barked out an order; and the boys stood at attention ready to begin the performance. The tall figure in white was Mr. C. B. Powter: Charlie Powter, as he was affectionately known to his colleagues, and to his friends in all parts of the Province.

In the old days when the High School boys occupied the Belmont Street building they had a fairly spacious playground. At Burnside Hall there was very little ground. From 1878 to 1890 the boys had the open area between Peel and Metcalfe Streets, in front of the first Peel Street school. They used it a great deal despite the somewhat restricted area, the cindery surface, and the decided slope.

But from 1891 to 1894 the school had to get along without grounds. Then for a time the boys were allowed to use the old Shamrock grounds, later known as Atwater Park. In 1897, however, Macaulay prevailed upon the Montreal Amateur Athletic Association to grant the High School the use of their fine field on afternoons and Saturday

mornings for a nominal sum. It is but fair to say that this organization has always shown a most considerate, helpful, and generous attitude towards the High School.

Another forward step in physical work marked the same year. Exercises in the gymnasium and on the field revealed many bodily defects. It was therefore arranged that every boy should have a medical examination at the beginning of the school year to determine whether or not he should be exempted from vigorous exercise or whether he should have remedial exercises to correct less serious weaknesses. This was followed up by a further examination at the end of the session to find out what improvement had been made. The first medical examiner was the physical director of McGill University, Dr. F. Tait MacKenzie. He carried on this important work to the satisfaction of all until his removal from Montreal to undertake similar work in the University of Pennsylvania. Here he won a world-wide reputation both as a physical director and as a sculptor.

In 1902 the school lost the services of Mr. W. B. T. Macaulay, who as a young Scot recently arrived from the Old Country, had joined the Preparatory Department of the school in 1887. He served as physical director with us for many years. He was well known in the city through his connection with the Victoria Rifles, in which he held the rank of Major. He was also an active mem-

ber of the Montreal Amateur Athletic Association of which he became President. It was not surprising, therefore, that when the Principalship of Westmount Academy fell vacant he should have been chosen to fill that important position. Here his qualities of leadership found full scope. His attractive personality, his brisk, energetic, and enthusiastic temperament, and unusual powers of organization and management all contributed to make him a highly successful Head of the great school which has been our traditional rival.

It was in his last years as Principal here that Major Macaulay's great qualities became apparent to all. During these years he was completely blind; but his high spirit enabled him to perform his duties almost to the end. And today there are thousands of Westmount Academy old boys who look back with love and admiration to a man who was the Captain of his Soul.

A New Playing Field

High school boys had enjoyed the privileges of various playing fields for some twenty-five years, the last and best being the M.A.A.A. grounds. But they were now to be deprived of the use of these grounds as the hours formerly available were now required by the newly established junior department of the Association. The school had always regarded grounds as a vital necessity. Its spirit now rose with the need. A committee from

the Athletic Association consisting of Messrs. Gammell, Orrin Rexford, and Powter was appointed to look for a suitable property, the Rector and Dr. Kelley undertaking the canvassing for the necessary funds.

The committee in charge of the search for grounds soon found an excellent site below Sherbrooke Street, west of what is now Grey Avenue, and reaching to Decarie. But the price of land so near the city proved prohibitive. Ultimately, however, a farm with level stretches was found farther west. This land was encumbered with debt, and therefore reasonable in price. It was not as yet easily accessible but transportation facilities seemed promising.

The Westmount Athletic Association was also looking for grounds at this time, and offered to purchase a portion of this farm for \$10,000. Fortified with this proposal, and with the favourable opinion of real estate experts, the school authorities now approached the Protestant Board, who alone could bring the matter to a conclusion. The Board proved sympathetic, and the bargain was closed. The results were completely satisfactory. After the location of the playing fields had been decided on, one of seven acres for the High School, and a similar area for the Westmount Association, there remained large blocks of land to the north and to the south. Sherbrooke Street and Monk-

land Avenue were opened up shortly afterwards, and building lots were offered for sale, realizing good prices. Ultimately the whole area was disposed of; and after the High School grounds were fenced, and a small but suitable clubhouse erected, the School Board found itself with a surplus of \$20,000 on the whole transaction.

In the meantime Dr. Rexford and Dr. Kelley had been approaching the old boys with much success; and the sum of \$1500 was ultimately collected. The athletic committee was now able to keep its promise to put the surface of the playing field in order. It secured a reliable farmer to grade, smooth, roll, and sow the field for a sum less than one-quarter of the lowest tender put in by any of the regular contractors. The grounds, however, were not ready for use until 1905. At first, transportation was a problem; and omnibuses were used for a time; but in 1908, when the lines of the Montreal Street Railway were extended west from Girouard Avenue along Sherbrooke Street the problem was solved.

Patriotic Activities

The closing years of the century were marked by the South African War. Canadian contingents volunteered for service and took their places beside the Imperial forces. Among these were numbers of old boys of the school. When long delayed suc-

cesses in the field began to come patriotic emotion flamed forth in the school as elsewhere. Boys and girls were frequently assembled in the hall; national songs were sung with great enthusiasm; and half-holidays were often granted. Possibly routine school work suffered, but in the breasts of these boys and girls an enduring loyalty to the Empire was strengthened.

There may still be seen on the walls a number of pictures reflecting the time. But much had already been done towards the decorating of the halls. Concerts and entertainments in which the pupils of both schools took part were given, and these netted from \$200 to \$400 per year. Much of the money thus raised was spent for pictures and statuary. A notable collection of pictures was that given by Mr. John Horn. Mr. Horn, an enthusiastic student of Canadian history, had spent much time and money in making a valuable collection of portraits and scenes, one hundred and fifteen in number, relating to his favourite subject. These were framed, artistically grouped, and hung on the corridor walls.

Rewards of Merit

WHEN the High School of Montreal absorbed the Royal Grammar School in 1846 it became heir to twenty Government Scholarships with which the Royal Grammar School had been endowed. The number was increased to thirty when their maintenance was assumed by the Provincial Government. These were not competitive, being awarded by the Lieutenant-Governor in Council on the recommendation of the Protestant Board of School Commissioners.

When the High School was taken over by the Protestant Board in 1870, the Board created Commissioners' Scholarships, which granted exemption from fees to those continuing their course in the High School who had led in the final examinations in the various public schools under its control. These scholarships were later made available to the Head Boys from public schools entering other high schools under the Board's control. For many years they were held by the winners throughout the entire high school course without

further competition; but from 1922, onward, they were awarded to the **Head Boys** at the end of each year's work.

The first medal mentioned in the High School records is the **Davidson Gold Medal** offered in 1858 by **David Davidson**, a prominent member of the first Board of Directors. It was to be "given during pleasure" to the **Head Boy** of the school, and was to be presented annually. It ceased to be awarded when the High School was merged in the city school system in 1870. **Lord Dufferin**, who was Governor-General at the time, offered to present a silver medal during his term of office; and later Governors-General have followed his example.

The **Murray Bronze Medals** were the gift of **William Murray**, a colleague of **Davidson**. They were to be presented to the head boys of the **Fifth Form** (i.e., the 10th Year), and of the **Second Form** (the 7th Year). These **Murray Bronze Medals** should not be confused with the **George Murray Bronze Medal** given to the boy or girl who takes the highest marks in the subject of **Latin** in the final year.

In the school prospectus of 1900-1901 we read: "The **Aspinwall Howe Gold Medal**, founded by the kind generosity of His Lordship, **Donald Alexander, Baron Strathcona** is the first **General Proficiency Prize** in the common subjects of the **Sixth**

Form of the High School and of the section in which it is awarded." This offer was made, accepted, and announced in good faith, in memory of the services to the school of its revered Rector, Dr. Howe. Preparations for the stamping of the medal were begun, but never, apparently, completed, for some unexplained reason. And so for some years all that the winner of this medal received was an empty case. By 1909, however, the endowment for the Murray medals had sufficiently increased in value to permit the granting of a silver medal to replace in the Sixth Form the one mentioned here.

The name Rodger has over the years been a household word in the High School. David Rodger was the much-loved master of mathematics from 1847 to 1875. Equally well beloved in the Girls' School was his daughter, Susan Rodger, teacher of mathematics until 1896, when she was appointed First Assistant to the Rector. In 1903 James Rodger, a prominent business man in the city, and *Dux* of the High School in 1867, deposited \$1000 with the School Board as an endowment for two annual prizes of \$25 each in memory of his father and sister. These were the David Rodger Mathematical Prize for the Fifth Form of the High School of Montreal, and the Susan Rodger Mathematical Prize for the Fifth Form of the High School for Girls.

The same year the school was the recipient of another prize given by the Alliance Française. In the Prospectus we find the announcement: "The Alliance Française Prize, founded in 1905, is awarded annually to the pupil of the Eleventh Year who — his native tongue not being French — takes the highest marks in the subject of French in the final examinations." A few years later two other prizes were offered in French. These, the "R. Squire Hall Prizes in French" were to be awarded to the two English-speaking students taking the highest marks in French in the High School Leaving examinations.

Fees and Enrolment

From the time that the High School had come under the authority of the Protestant Board in 1870 until 1903 the fees had remained unchanged. They ranged from \$20 a year in the lowest class to \$60 a year in the highest. As was customary in the Old Country, payments were made quarterly. By 1902 the enrolment in the Boys' School was approximately 700. Ten years earlier it had been approximately 350; so the classrooms had become overcrowded. The superior educational advantages offered by the High School had attracted many pupils from districts beyond the city limits, and from Roman Catholic families. These were accepted willingly while there was room for them.

In 1903, however, the growth of the school costs and the lack of space compelled the Board to increase by 75 per cent the fees to be paid by Roman Catholics and by pupils from non-resident families who did not pay taxes to the city of Montreal.

Two years later the same rate was required of all non-residents whether they paid such taxes or not. Naturally the number of non-resident pupils was diminished. In due course more school space became available. The "Little High" building near Burnside Place became vacant when the "Senior School" was moved to new quarters on Sherbrooke Street. It was now taken over by the High School juniors, who occupied five classrooms, in addition to manual training quarters, and play rooms. With additional space available, the Board reduced the additional fee for non-residents, and once more many pupils from outlying districts were in attendance.

Memorable Gatherings

IN 1901 Dr. Rexford completed his tenth year as Rector of the High School of Montreal, and his fifth year as Rector of the High School for Girls. In honour of the occasion the members of the staff met in the library on December 20th, and presented him with an illuminated address, signed by fifty-three teachers of the two schools. In addition to this they presented him with a silver salver bearing a suitable inscription. The address (in part) follows:

“To the Reverend Elson I. Rexford, B.A.,
Rector of the High School of Montreal,
and of the High School for Girls.

Reverend and Honoured Sir:

Ten years ago you became Rector of the High School of Montreal, and during the last five years you have added to your work the Rectorship of the High School for Girls. Under your wise rule we feel that not only have the good traditions of the school been maintained, but also that the well considered changes

you have made have shed additional lustre on them. As assistant teachers we feel that more than ever we have become co-workers, imbued with common aims and interests, and bound together by that loyalty and unity which have been the natural outcome of your strong and vigorous, yet kindly and sympathetic leadership. We cannot fully express to you our gratitude for the qualities in you that have brought about such happy results — the stimulating and encouraging effect of your cheerful and hopeful disposition, your tender and genuine goodness in time of sickness and bereavement, your clear and deep insight into the meaning of life, teaching us both by example and precept the true value of arts, habits, and destiny; and causing us to think not so much that a thing is *our* right as that it *is* right."

The address closed with an appreciative reference to Mrs. Rexford's kindly interest in the teachers; and with the expression of the hope that the Rector might long be spared to give the cause of education in his city the benefit of his "sound and progressive ideas."

Two years later he was offered the Principalship of the Montreal Diocesan Theological College. In accepting this offer he severed his official connection with the High School. On December 23rd, 1903, the school met in the Assembly Hall, where pupils and teachers were

joined by many of the leading men of the city and the province.

At this gathering the Very Reverend Dean Evans, Chairman of the Protestant Board of School Commissioners, read a resolution adopted by the Board in which the Commissioners recorded their great esteem for Mr. Rexford personally and their recognition of his distinguished services in the cause of education as Rector of the High School, as Principal of the High School for Girls, and as English Secretary of the Department of Public Instruction of the Province of Quebec. In conclusion the Commissioners expressed the hope that he would have every success as Principal of the Diocesan Theological College.

This resolution was signed by Dean Evans, Chairman of the Board, the Reverend Dr. Shaw, Farquhar Robertson, H. A. Ekers, T. H. Stearns, and the Reverend Dr. James Barclay.

At this point Sir William Peterson announced that McGill University had recommended the Rector, Elson I. Rexford, for the degree of Doctor of Laws, *honoris causa*, and that the degree would be conferred at the May Convocation following.

Dr. Rexford in reply concluded with these words: "And what shall I say to you all for the very kind words of your address, for this generous gift which you have placed in my hands, and for this splendid program which you have prepared

for the closing day of my official connection with the school? I can only say that I am deeply touched with these manifestations of your interest and affection, and wish you one and all a very happy Christmas season."

It was perhaps significant that Dr. Rexford should have closed by wishing pupils and teachers a happy Christmas season instead of bidding them farewell, for he came back to see us year after year.

We have tried . . . inadequately, we fear . . . to give for readers of a later day an outline of what Dr. Rexford accomplished as Rector. There are no two opinions concerning the extent to which his constructive ideas and lofty idealism influenced the school after control had passed to other hands. If any confirmation were needed it would be furnished by Dr. Wellington Dixon's generous recognition of the nobility of character and administrative power of his distinguished predecessor; and Dr. Dixon's successor in office is happy to add his own tribute.

The High School Under Wellington Dixon

There were several men on the staff with qualifications which entitled them to consideration as candidates for the position of Rector. First there was Dr. Kelley. But, mellowed with years and occupied with many congenial outside interests,

he had no ambition to undertake so heavy a task. As Head of the classical department, Mr. Curry was first in rank; but Mr. Dixon was senior in years of service, had a thorough understanding of school problems, and was happy in teaching English, Latin, or his favourite subject, mathematics. Thus when the School Board chose him as the next Rector, his colleagues accepted him with the utmost cordiality. Knowing him at closest range, they had confidence in his qualifications for leadership. There were few new appointments for the first year or two; and the Rector, supported by an experienced staff, may well have looked ahead with a feeling of confidence.

Memorials

When an appeal was made to the old boys to help in the purchase of athletic grounds it was explained that any surplus might be devoted to the erection of mural tablets in memory of the notable men who served the School in earlier days. The response was generous, and as a result bronze plaques were engraved, and placed on the walls of the School corridors, mounted on bases of oak. The School Board contributed one to that earliest of the great teachers of the city — Alexander Skakel. Others were contributed, thanks to the generosity of the old boys.

Such plaques are valuable. They serve to per-

petuate the memory of the leaders of earlier days, and in so doing they serve to inculcate in the minds of the pupils of later days a pride in the history and fine traditions of the old School. Such pride in the history and traditions of the School may well cause present day pupils to appreciate more fully what they owe to their own teachers.

Two Schools Under One Roof

WITH the change of Rectors came a change in the relationship between the High School of Montreal and the High School for Girls. The two schools had occupied the first school building on Peel Street (the one that was burned in 1890) as separate and independent organizations, though with similar constitutions and regulations. At first the same relationship continued in the new building. But there were so many parts of the building used in common by the pupils of both schools that difficulties arose. Therefore when Mrs. Findley retired from the Principalship of the Girls' School, the Board thought it wise to make Dr. Rexford Rector of both schools with Miss Susan Rodger as Lady Assistant. This placed the parts of the building used by the pupils of both schools, as well as the general administration of the whole building, under one authority. When Dr. Rexford retired, Miss Hunter who had succeeded Miss Rodger, was given the old title of

Lady Principal, with full responsibility for matters relating solely to the Girls' School.

The main corridor connecting the two schools, and paralleling Peel Street, had iron gates north and south of the main entrance. To tell the truth, however, these were seldom shut and never locked. The gymnasium in the rear of the building was locked on the one side, while being used by the pupils from the other side. But boys will be boys and girls will be girls, so there was probably more communication than was supposed. Then again Dr. Kelley, in the kindly hospitality of his heart, helped to break down these barriers by sometimes inviting the Sixth Form boys and girls to meet in his home. It would be interesting to know the number of old boys who found their wives south of the iron gates marking the threshold of the High School for Girls.

More Staff Changes

In June 1905, the High School sustained a heavy loss in the tragic death of its senior master, Mr. E. L. Curry. He had gone out of town for the weekend. On returning to his empty house Sunday evening, he was stricken with a fatal heart attack, and his condition remained unknown until late Monday night when Mr. Dixon went to inquire. Mr. Curry had been a prominent member of the staff for fourteen years. He was a fine up-

standing figure of a man, tall and portly, thoroughly English in temperament. Apparently reserved and undemonstrative, he was known by his friends to be kind and sympathetic. Above everything, he had a hatred of cant or pretence. While his boys regarded him as a stern disciplinarian they bore ungrudging witness to his fairness and justice.

The Chairman of the Board, Dr. Barclay, now undertook to search for a successor to Mr. Curry while visiting the Old Country. When the school reopened in September it welcomed his choice, Mr. T. B. Reith, M.A., an honours graduate in classics of Aberdeen. Mr. Reith had had much experience as a teacher, especially in the famous George Watson's College. He fell easily into the ways of his new school, and won popularity with the boys through his proficiency in the typically Scottish sports of shot-putting, golf, and curling; for if Mr. Curry was thoroughly English, Mr. Reith was a Scot through and through. With him as a teacher, the school maintained its fine classical traditions. It may be noted here that both Mr. Curry and Mr. Reith long conducted the Sixth Form Latin classes in the Girls' School

For years Mr. Curtis, the senior teacher of French, had been wrestling with the problem of securing proficiency in French conversation by boys whose mother tongue was English. He was the pioneer here in the adoption of the "natural

method" — requiring the pupils to learn French by speaking French. To assist in his work he wrote a series of manuals for teachers, and for pupils of the various grades. These were revised several times, phonetics being incorporated later.

In addition to his work in the senior classes of the High, Mr. Curtis had for years been devoting his time in the afternoons to the supervision of the work in French in the elementary schools. Convinced of the great value of his services, Mr. Silver, the Superintendent, persuaded him to give his entire time to visiting the schools controlled by the Board. And so in 1906 he retired from the staff of the High School, Mr. Hall now becoming French master in the Fifth and Sixth Forms, and Mr. Smiley the French master in the Third and Fourth.

With the assistance of Mr. Frank R. Robert, Mr. Curtis afterwards revised his texts, which were then authorized by the Protestant Committee of the Council of Public Instruction for use throughout the Province. The life-long labours of Mr. Curtis as a teacher of French in English schools attracted the attention of the French Government, which bestowed on him the coveted honour of the *medal d'officier d'instruction* of the French Academy.

The school staff gained a most valuable recruit in 1906 in the person of Mr. Murray McNealy, the

pioneer of that second group of Nova Scotians who reinforced the teaching strength of the School at a little later period — McBain, Denton, Skinner, McIntosh, Dyas, MacNeily, and Lockhart. Evidently in the Nova Scotia of those days the call of a business career did not sound so loudly in the young men's ears as it did in Montreal.

The boys in the Fifth and Sixth Forms in science now needed instruction in descriptive geometry in addition to the instruction in freehand drawing that they had been receiving so that they might be more thoroughly prepared to carry on the work in drawing in the University. The School was fortunate, when this additional work was undertaken, to secure the services of Professor Henry Armstrong of McGill, who was able to give one morning a week to this important subject. Old boys of two decades can bear witness to the thoroughness of his teaching.

Scholastic and Athletic Standing

THE commanding position held by the School in scholarship and athletics in the late 1800's and the early 1900's has already been noted. But it was not to be expected that such supremacy could be maintained indefinitely. The reason was not that the quality of the work of the School had deteriorated in these fields. The wisdom of its educational policy and the skill of its teaching staff remained as marked as ever. The physical training in the gymnasium and on the playing field had in no way been impaired. But in the meantime the quality of the work in other schools had greatly improved, and competition had greatly stiffened. The educational standards of County Academies, such as Sherbrooke, Huntingdon, Lachute, and Valleyfield had been raised, while city rivals, such as Westmount, Strathcona, and Lower Canada College had grown stronger in every way. And yet the High School of Montreal continued to make a very fine showing, both in

scholarship and athletics. Let us look at the record for the years 1908, 1909, and 1910.

In June, 1908, one of our own boys stood first in the Provincial High School Leaving Examinations; while four out of eight Junior Exhibitions, and four out of nine Senior Exhibitions were won by High School boys. Naturally, with such a record the results in individual subjects were extremely gratifying. Our boys, in the same school year, also won the senior and junior football championships, and the senior and intermediate hockey championships of the Protestant Interscholastic League. The School also won the junior athletic championship of the whole city in field and track events conducted by the Montreal Amateur Athletic Association.

The following year, 1908-09, the School won four out of eight Matriculation Exhibitions, and four out of nine Advanced Exhibitions, besides winning the senior football, and the senior and junior interscholastic hockey championships. The city championship in field and track events also came our way.

The session of 1909-10 was apparently an off year as far as scholarship was concerned. Granby had a fine record in June, but the honours of the year went to Westmount Academy, whose pupils did remarkably well, carrying off First Place, with many others in the leading twenty. In ath-

letics, however, the High did not do too badly, winning two football and two hockey championships, in addition to winning the junior city field and track sports.

But our sport remained *sport* in the best and most exacting sense of the term. The competitors as well as the members of the staff who might be overseeing the events usually managed to get a fair share of fun out of the proceedings. Thus, when one of the younger members of the staff in charge of a track team competing in Sherbrooke returned with glowing accounts of the hospitality of the staff at Bishops', he may have been inclined to touch lightly on the jolly entertainment of the night preceding the sports, preferring to wax enthusiastic over the breakfasts provided by this or that member of the faculty. But why should he not give a full and an uncensored account of the evening's entertainment? What is there so reprehensible about a midnight supper with a bit of music, and a re-telling of old tales? The master in charge probably assumed that his own charges were in bed storing up energy for the events of the next day.

That they were actually storing up energy in the way suggested was probably not the case. It was not so easy to get these young sprouts to settle down. Perhaps an account of another evening will help to round out the picture. On

this occasion two teams were being sent to Ottawa; one to play basketball, the other to play hockey. The basketball game was to be played Friday evening; the hockey match Saturday afternoon; both teams returning Saturday night. That was all to the good. Friday night one team would be tired; the other team (this was the theory) would be getting in a few licks of sleep preparing for the match next day. But some imp of mischief suggested that both teams get permission to remain in Ottawa until Sunday to see the Wanderers play the Silver Seven, or a late edition of the Silver Seven, on Saturday evening.

That was all very well. The boys and the master in charge (a junior, by the way) enjoyed the game. But the task of ending the rumpus in the hotel corridors when the games were over was no easy one; and as late as midnight the boys were enjoying the fun of keeping out of sight of a greatly harried junior master. But half an hour or so later they were in bed — to all appearances. At any rate the hotel management made no complaint; and all returned to the city with an untarnished reputation. In all probability the master did the bulk of the worrying. But what sport it all was!

*Dr. Kelley, the Senior Master,
retires*

"Take him for all in all
I shall not look upon his like again".

SO must have thought many a one when Dr. Kelley said "Good-bye" in 1911. For whatever else he may, or may not have had, the good Doctor certainly possessed a picturesque personality, which forcibly impressed itself upon all who knew him: so alert, so positive and forceful, and yet so kindly attractive, and winning. He was a keen fighter in any cause that appealed to his heart; and would, in the interests of that cause, tread ruthlessly on his opponents' toes. But no one had a more tender heart, and no one would exert himself more generously to relieve distress, or to help the deserving.

Speaking at an informal School gathering, Dr. Wellington Dixon summed up with these words: "Strong in your convictions, and fearless in expressing them, you were always a force in every movement, religious or secular, in which you took part."

Dr. Rexford stressed Dr. Kelley's work as a pioneer in the movement to secure incorporation of the Provincial Association of Protestant Teachers. He was always fighting for the rights of teachers; and it should not be forgotten that he was a prominent participator in the organization and development of the Graduates' Society of McGill University.

Tribute to Dr. Kelley
By W. M. Birks

The following tribute by W. M. Birks, LL.D., an old boy of the School, appeared in the High School Magazine, June, 1914, three years after Dr. Kelley retired.

"As little lads in the younger forms we looked up to Dr. Kelley, or rather, forward to him, with something akin to awe. Then in the Fifth and Sixth we belonged to the Doctor, and the Doctor belonged to us. We see him more truly and appreciate him even better now, from the perspective of thirty years after graduation, and for us it is hard to realize his three score years and ten.

"Of that province which has bred so many of the best of Canada's sons, of Scotch-Irish blood, and of the best Presbyterian traditions, the Doctor did not belie his surname; for his impulsiveness, his warmth of heart, his generosity in both time and money, and his profound

love for boys were truly Irish. In argument his hard hitting, too, showed, we thought, an Irish love of fight producing sometimes a boyish desire to hit back.

"The Doctor was a great teacher, equal, I am sure, to him who drew forth Robbie Burns' famous teacher's epitaph:

"O, Satan, when ye tak him,
Gie him the schoolin' o' your weans,
For clever de'ils he'll mak' 'em."

"The Doctor was indeed a great teacher; his history lived — especially the history of our own country — really lived with us, and lives with a thousand of his old boys today. Dearly did we love, by some adroit question, to draw him off the given lesson into some by-path of the subject. Thanks to the old Doctor, many of us appreciated, as we would not otherwise, Sir Arthur Conan Doyle's eulogy of Canadian history this week** before the Canadian Club, ending with the phrase: "When the spirit of history has left the land — merely rock, earth, and water remain.

English literature was history's only rival with the Doctor; and "Julius Caesar", Longfellow's "Evangeline", and Scott's "Lady of the Lake" will never forsake us.

"Our Sixth (1885) was a smaller class than usual — Sixth Science and Sixth Classical —

**June, 1914.

in all, eighteen boys. Twenty-five years after graduation, when we came to count heads, we found that death had taken three. Of the remaining fifteen, one was manager of a bank in a neighbouring province, and twelve were still in Montreal — all doing well: among them, Messrs. J. W. Ross, A. F. C. Ross, General Meighen, Col. Victor Buchanan, D.S.C. (since killed in action in Flanders), Dr. Milton Hersey, etc.

“The trio of old teachers honoured and so often referred to by my father, of the class of 1857, were Rodger, Gibson, and Howe. Dr. Howe, Dr. Rexford, and Dr. Kelley form the trio which will live in the memory of our class of 1885; and, again, Dr. Kelley dominates the thoughts of my eldest son, in the class of 1910.

“All of us knew his outlook on life outside of his profession: his presidency of the Y.M.C.A., his great and unselfish service to his church — unsurpassed by any of her laymen.

“We who have given ourselves to the building of great businesses — the building of mills rather than the building of men — honour him because he chose to give his life to the development of the characters of a thousand boys. Which of us can stand before such a scale of values and be unashamed?

“Now, in the sunset of his life, his old boys wish him well”.

Growth of the Upper Forms

WHEN Dr. Kelley retired, the Sixth Form, which had become unwieldy, was divided into two parts, the science side and the classical side, under Mr. Gammell and Mr. Reith respectively. The proportion of boys in the upper forms was steadily increasing. In 1902, for instance, the Fifth and Sixth Forms contained 15% of the total enrolment; whereas in 1912 the two upper forms had 20% of the total enrolment. This increase of numbers in the upper forms was due not so much to a greater desire on the part of the boys to enter the University as to a truer perception on the part of the general public of the educational value of a completed high school training.

In earlier days business men were looking for boys of thirteen or fourteen from the Third or Fourth Forms, who would get their special training in the office. But as time went on, it was found that a boy whose mental capacity had been developed by the full high school course could quickly pick up the technical details of business,

and was better equipped for executive responsibilities than the boy who had taken a partial high school course, only. In later years the demand of business men for high school graduates has usually exceeded the supply.

More Staff Changes

The five years preceding the First World War saw an unusually large number of changes on the staff. The French department was hit hardest. Mr. R. Squire Hall, who taught the Fifth and Sixth Form French, had to give up his work in 1909 through ill health, and died the next year. A little later Mr. F. C. Smiley who taught the Third and Fourth Form French had to resign because of illness. He died in 1912.

Mr. Hall's place as senior French master was taken by A. Watson Bain, M.A. (Glasgow), a man of scholarly tastes, who left us after a few years to return to the Old Country. Mr. Benson Steele, B.A. (Lond.) succeeded him, but enlisted and went overseas in 1915. Mr. D. H. Christie joined the classical department in 1911, and Mr. Allan McGarry, the French department, two years later. It should be recorded here that during the summer of 1932 Mr. McGarry took the course for foreigners offered by the *Institut de Touraine* (under the auspices of the *Université de Poitiers*) at Tours. He stood first among the

students who took the examination for the diploma *des Etudes Françaises*.

At this time the junior school lost two devoted teachers — Miss McBratney and Miss Clarke. Miss McBratney had succeeded Miss Ross as First Lady Assistant, and now after thirty-two years of outstanding service she was leaving us. Miss Clarke had been for many years a proficient teacher of French. Each of these ladies deserves a much more extended notice than we can give them here. Over the long stretch of years there has been a succession of noble women in our junior school. By their kindness, their sympathy, their understanding of the nature of young boys, and by their proficiency in teaching, they have exerted an influence for good on the boys they have taught that can hardly be overestimated.

In May, 1913 Mr. Dixon had to ask for leave of absence because of ill health. His unremitting toil in supervising the details of administration, his generous readiness to take the place of a teacher who was ailing, was too heavy a strain. But he pluckily resumed his work as Rector in September although he was not at all well. He soon found, however, that he would have to take the year off. Mr. Gammell, now the senior master, acted as Rector during Mr. Dixon's absence, Mr. McBain taking over the Sixth Form English and History.

Another High School Building

THE Peel Street building so commodious in 1892 became uncomfortably congested twenty years later. Even the transfer of the offices of the School Board to the old High School building on Belmont Street afforded only temporary relief. It was at first proposed to add a third storey to the Peel Street building; but the architects feared that the burden on the old walls would be too great. Moreover, school work would be seriously interrupted if such a plan were carried out.

It was therefore decided to build elsewhere. Some favoured the building of two smaller and less expensive structures at different points as being more convenient for the pupils of the widely scattered constituency of the two schools. Finally, however, the Commissioners decided against this plan and chose University Street near Milton as the site for the new building. Here the sixth home of the High School of Montreal came into being — the seventh, if we regard the Bingham house as the first home.

The structure was one that the old boys and the old girls of the two schools had every reason to be proud of. And a school with a record such as that of the High School of Montreal surely deserved the best. The new building embodied the most approved structural features and educational equipment. Restriction of building space necessitated the erection of six storeys. In the deep sub-basement was placed the mechanical plant for heating, lighting, and ventilation. A rifle range, two gymnasiums, play rooms, and dressing rooms occupied the basement.

As at Peel Street, a corridor running north and south connected the two schools; with this difference: the new building had this north-south corridor on the first, second, and third floors, whereas in the Peel Street building the connecting corridor was on the first floor, only. The building has had notable additions made to it since it was first occupied in September, 1914. For some years both boys and girls used the boys' gymnasium for physical training, and the girls' gymnasium as an assembly hall. The great Assembly Hall now used by both schools and the splendidly appointed swimming pool beneath it came later.

Moving in

When moving time came each class packed its own belongings for transportation to the new home. There was naturally a good deal of con-

fusion; and for a day or two some of the bulkier pieces of furniture could have been seen ornamenting the front of the building, as they hung suspended by block and tackle on their way to the upper floors. But things were soon straightened out, and everyone was in good spirits and enthusiastic over the fine new quarters.

Mr. Dixon was again in command, and in good health and good cheer. He was warmly welcomed by both staff and pupils. As was his custom he summoned a meeting of the staffs of the two schools on the evening before the opening day. After invoking divine blessing on the schools now entering a new era, the Rector welcomed everyone, and introduced the new members of the staff, numbering eight on the boys' side alone. Next day the old pupils were received and distributed to the various rooms; the new pupils were examined, and by the end of the week the school had resumed its normal running order.

Enrolment and Staff: 1914-1915

As this year was a milestone in the life of the school a further word regarding attendance may be permissible. The number of boys enrolled was slightly less than 800, an increase of about fifty over the previous year. This increase was in the upper forms. The junior school rather surprisingly held its own; for many of the small boys lived a long distance from the school.

THE STAFF 1914-1915

Wellington Dixon, B.A., Rector of the High School of Montreal, and Master of the Royal Grammar School

I. Gammell, B.A., Vice-Rector

T. B. Reith, M.A., Classics

James Walker, Esq., Commercial Subjects

J. T. Donald, M.A., D.C.L., Chemistry

Orrin Rexford, B.A.Sc., Mathematics and Physics

Murray McNealy, Esq., Mathematics

A. R. McBain, M.A., English

K. C. Denton, B.A., Fourth Form and German

D. H. Christie, M.A., Fourth Form and Latin

Benson Steele, B.A., French

Allan McGarry, B.A., Fourth Form and French

D. S. MacIntosh, B.A., Third Form

Louis R. Skinner, B.A., Third Form

Charles R. Dyas, B.A., Third Form

Harry C. Lockhart, B.A., Third Form

W. H. MacNeily, B.A., Third Form

W. V. Holt, Esq., Reading and Elocution

C. B. Powter, Esq., Physical Training

Prof. Henry F. Armstrong, Senior Drawing

Miss C. M. Smith, Form Study and Drawing

Miss L. Binmore, Manual Training

Miss B. Irving, First Lady Assistant -- Second Form

Miss A. O'Grady, Second Form

Miss A. S. DeWitt, First Form

Miss A. Louise Shaw, B.A., Fifth Year

Miss M. E. Bennet, Fifth Year

Miss M. L. Allan, Fourth Year

Miss E. Featherstonhaugh, Junior French

Miss Lola Radley, Third Year

Miss E. B. Kneen, Third Year

Miss M. Hanington, Second Year

Miss L. Beadie, First Year

Miss E. H. Lundie, Assistant in Chemistry

Mrs. Wilson Irwin, Greek

Miss Charlotte Houston, Librarian

Miss Mona Watson, Dietician

The appointment of a Vice-Rector without teaching responsibilities was an innovation. In the division of duties the Rector took full control of all purely academic matters; and the responsibility for the well-being and progress of the school, as a whole, was, of course, his. To the Vice-Rector was assigned the supervision of the building, and of the engineers and caretakers. Many of the activities of the school of which we shall speak in the next few pages were his special charge, the High School Athletic Association perhaps occupying first place in his affections.

School Activities

SOME account has already been given of the outdoor work of the Athletic Association. Great emphasis was now being laid on inter-class competitions, both in the gymnasium and on the field. junior and senior schedules of basketball games were drawn up, to be played in the gymnasium. Each spring also there were indoor athletic contests, with nearly all the classes represented. Prizes were offered to the classes in the various groups — senior, intermediate, and junior — which won the highest aggregate of points. Similar class trophies were offered in the out-door field and track events. In the senior, intermediate, junior, and juvenile relay races, class teams consisting of six or twelve boys competed.

Inter-school games of football and hockey had been played as far back as the 1880's, and such games were played every season. Now, however, inter-class games were becoming more and more popular. Indeed the development of team spirit was one of the characteristics of the school's ath-

letic activities. And it was right that it should be so; for now the average boy had his chance. And even boys who had less than average ability, boys much too distrustful of their own athletic powers to enter a seventy-five or a hundred yard dash, or the 880, would enter a relay race to help out the class. That co-operative spirit was what the school was trying to develop, and *did* develop during these years.

At this point the reader (especially if he happens to be an old boy of the school) might turn back to an earlier page of this record where Dr. Rexford in his first annual report has something to say about games and physical training. We can see that a useful tradition has prevailed.

The High School Magazine

The High School Magazine had its beginnings in the Girls' School. The girls got out a small quarterly publication during the session of 1912-1913. The next year the pupils of both schools joined forces, and produced a really excellent "Annual" in June. During the first year two of the senior teachers acted as advisers, but the Magazine was the work of the pupils, reflecting great credit on editors and contributors alike. The Editors-in-Chief for the first year were Betty Massey and Rudolph Dorken. The bound volumes present an interesting record of school activities from year to year.

It would be interesting to know what appeal the humour, and what passed as humour with the boys in the 1920's, makes to the men of forty, or thereabouts, as they look back a quarter of a century. They might give a good deal to

“..... recapture

That first fine careless rapture”

that prompted their carefree love of fun. Isn't it too bad that the grown-ups can't realize that a good way to enlist interest is to see things as the youngsters see them?

One section of the Magazine much beloved by the pupils was the section containing the class write-ups. The fact that certain alleged witticisms appeared year after year did not seem to affect its popularity. Opposite the photograph of some boy appears the legend: “great men have been dying on every hand, and I myself have not been feeling very well”.

Not so wildly funny when you see it repeated again and again; but think of the thrill felt by a boy when he realizes that his classmates have singled him out for this special notice. He has not been neglected or forgotten. In certain years a descriptive paragraph appears opposite each photograph. These were often very crude; even some of the editors must have felt that it was a very low form of humour which found that some boy or other resembled a celebrated movie actor in that

each of the two had big ears. But imagine the hilarious scenes when the magazine was opened at this page. Another boy, it was noted, resembled Shakespeare inasmuch as he had "little Latin". Not so frightfully original; but it was all good fun.

Here and there an editor strikes a serious note. In the 20's there was a haunting melody with the arresting couplet:

"There's a long, long trail a-winding
Into the land of my dreams".

Taking these lines as his text, the thoughtful editor develops the theme that after he and his classmates have left the school — a sheltered and happy valley — it might be interesting for them to reflect how far they have succeeded in achieving their dreams. The editorials, from year to year were the product of an editor's brain; and surely an editorial such as that commented on here would warrant the Magazine's appearance for that particular year.

The Board of Prefects

It has always been the policy of the High School to lay responsibility on the shoulders of the boys; and it is gratifying to recall and record how well they have responded. Early in the session as soon as the new boys become acquainted with their classmates, it is the duty of each class to choose its representative, who has a variety of duties to per-

form. He is the medium between the class and the office: if the teacher is away from the room he takes charge; if the class is moving to, or from, the room it is his responsibility to see that everybody moves along in fairly orderly fashion; if there is some matter of interest to the class to be voted on, the representative presides, and, instructed by the class-master or the teacher of English, sees to it that any motion or amendment is moved and seconded, and put to the meeting in the most approved manner.

In 1914 this principle of self-government was extended in the upper classes by the appointment of a Board of Prefects, six from the Sixth Form, and three from the Fifth. Of these, five were chosen by the boys, and four by the Rector, who usually selected his four from those who had been well supported by their classmates, but who had failed by a narrow margin to be elected.

The Prefects represented the whole school, and showed tact and judgment in their relations with the other boys. In the library, the dining room, the gymnasium, or on the football field they made their presence felt in unobtrusive fashion. As a reward they were granted privileges not extended to all. For one thing they were allowed a half-holiday each month. But a more important return for services well performed was the feeling on the part of the masters that a Prefect could be re-

lied upon to do the right thing. This is not to imply that the rank and file of the boys are not to be depended on. They can. A boy may get into mischief and trouble, but as a usual thing he can be depended upon to tell the truth, even if he believes that the immediate consequences may be unpleasant. The Prefect system has worked well and in nearly all cases the judgment of the boys has been vindicated.

The High School Club

Another feature of school life was the High School Social club organized in conjunction with the Young Men's Christian Association. Its officers and members were boys from the upper forms of the School. The club met at the Association building for supper at six o'clock on Fridays, with the Vice-Rector. After supper all sat round an open fire discussing problems in ethics, and their relation to discipline. Various other problems connected with school life came up from time to time. One example will serve as an illustration of the nature of the topics discussed — is a school boy ever justified in informing on a culprit who persistently screens himself by falsehood, and so throws, by implication, the blame on someone else? The advantage of inculcating correct ethical ideas in this way is obvious.

The Boy Scouts

The High School Club was a concern of the older boys. The boys under sixteen were deeply interested in the Boy Scout movement. With the cordial approval and financial assistance of the School Board the Fourteenth (High School) Troop of Boy Scouts was organized in 1915. The success of such a venture depends largely upon the quality of the scoutmaster; and in this respect the school was fortunate, for the man secured was H. A. Lordly, Secretary of the Provincial Association of Boy Scouts. With him were associated Mr. H. P. Lockhart of the School staff as assistant scoutmaster, Mr. L. R. Skinner as rifle instructor, and Dr. Duncan Anderson as instructor in ambulance work. The Rector, Vice-Rector, and Mr. Powter acted as an advisory committee.

The troop now entered upon a prosperous career. They were granted the use of the gymnasium and its dressing room for Friday evenings meetings. In their picturesque uniforms with the High School colours of blue and white, the scouts served at all public functions of the school, and on many occasions they assisted in patriotic work on behalf of our soldiers.

In the earning of proficiency badges for scout work, the 14th Troop led the Province for many years. Of the eleven King's Scouts from the seventy troops of the Province the High School con-

tributed five in 1915. In the Assault at Arms and in the Scout Craft competition held in March of that year the troop was an easy first, scoring 500 points against 280 secured by its nearest competitor. In the same year and in the following year it carried off the Sir Edward Clouston Cup for proficiency in life saving and swimming; and in addition to this, trophies for shooting and for ambulance work.

The Rifle Range

The indoor rifle range provided by the School Board in the new building was well equipped. It was arranged to accommodate a squad of sixteen at a time, shooting with small bore rifles at a distance of twenty-five yards. Boy Scouts used the range twice a week. Picked squads from the various classes kept it busy after school hours and on Saturday mornings. In accordance with High School policy, there was always a master in charge; and Messrs. Denton, Skinner, Miles Walker, and Powter gave much time to the supervision of the shooting. Denton and Skinner were expert shots, and their help was invaluable.

As the rifle range and the gymnasium had been provided by the Board at a considerable expenditure of public money, they were regarded as public utilities; and responsible groups — often of old

boys — were allowed to use them in the evenings at a purely nominal charge, and under the supervision of school authorities.

The Cafeteria

As a great many of the boys and girls were unable to go home for their midday meal, an up-to-date kitchen and two large dining rooms, each with accommodation for about 250 pupils, were provided by the Board. A smaller dining room was provided for the teachers. The hot luncheon served in the cafeteria proved a great boon; and two relays of diners, day after day, was evidence of its popularity. The charges were exceedingly moderate, the authorities being satisfied if expenses were met. Miss Mona Watson (later, Mrs. Walter Brown) proved most efficient as a dietician; and her successor, Miss Edith Hunter, has been equally successful. Both these ladies have earned our thanks for the special teas and suppers they have provided for the School and its friends on numerous occasions.

But no record of the cafeteria would be complete without recognition of the services of "Lizzie" (Miss Elizabeth Jamieson) who has proved a veritable "mother-in-Israel" to the younger patrons of the dining room, and a friend to all the boys and girls.

The Library

Visitors to the school are never allowed to leave without seeing the Library. The fine reading room, its walls adorned with prints and portraits is most attractive. It is an inspiring sight to see a hundred boys and girls so absorbed in their reading that almost no one looks up as you enter. The record of the books taken home will give us some idea of the number of readers and of what they like best. During the session of 1920-21, 1500 pupils (in round numbers) took out 15,000 books. Fiction came first, with the Victorian favourites, Scott and Stevenson, Dickens and Thackeray, still holding their own. But biography, history, science, and poetry were not neglected. Miss Charlotte Houston, the Librarian deserves our gratitude for the way in which she has helped to mould the tastes of the pupils; and whatever improvement there may have been in the appreciation of good books must be attributed, in large measure, to her guidance.

A period in the library comes as a welcome break to boys and girls who are becoming a bit tired of the too familiar scenery of the classroom. So class after class comes and settles down for a quiet read. It is worth a visit to the school to see a class of very small boys or girls lined up at the library door, each with a prized copy of "Red Riding Hood" or some similar favourite.

The School and World War I

FROM 1914 to 1918 the world was confronted with the grim spectre of war; and the activities of both schools were greatly affected. Before the first session in the new building was a week old, the Vice-Rector, speaking in Assembly, told the boys that already more than thirty old boys were in camp in Valcartier. As the struggle in Europe grew more intense and more deadly, enlistment here went on apace. A year after the beginning of the war 450 old boys were with the colours; and before the war ended the number reached 1200. Of these more than 160 made the supreme sacrifice.

It is an interesting fact that there are three or more old High boys from each of forty-three families on the list of those who served overseas; and further that there was not a son of any teacher on the staff, or of any member of the Board, or of any official of the Board, who did not join up if physically fit. Four members of the staff (five, if we include — as we should — Mr. Duncan Mackenzie, of the staff of the High School for Girls)

and three ex-members served overseas. These were Messrs. D. H. Christie, Benson Steele, W.H. McNeily, and Gordon Heslam, of the staff; and Messrs. J. A. DeLancey, K. C. Morrison, and Archibald Stalker, former members. Of these eight, DeLancey was the only one who did not return, being one of that noble band of Canadians who fell at Vimy Ridge. Major J. A. DeLancey, B.Sc., M.C. must have due honour paid him in the history of the school in which he served with notable success. He came to the school when he had completed two years of the Engineering course at McGill. After two years as Principal of Dufferin School he resumed his work in McGill, and then carried on as an engineer in Panama and on the West Coast until he enlisted. He was a gallant soldier and a loyal friend.

Comparatively few old boys had had military training before the war; but what they had learned from Mr. Powter's courses in physical training qualified them for quick promotion in the field. The consequence was that more than half of the old boys who enlisted won their commissions. Our records show that of the old boys who served overseas there were:

4 generals	318 lieutenants
41 colonels	613 non-commissioned
79 majors	officers and men.
142 captains	

Any departure from accuracy in this list is on the side of understatement.

The call of patriotic service was promptly responded to by the pupils of the school as well as by the old boys. A Pro Patria Society was organized by the girls to provide hospital supplies for the Red Cross, and to assist in other good work. These young workers were indefatigable. Both boys and girls made collections for patriotic purposes. Joint gymnastic exhibitions were given, and the proceeds — some \$300 or \$400 a year — helped to swell the contributions of the schools.

When the Canadian Government called for a Victory Loan in 1917, the pupils, boys and girls alike, took only a week to collect money among themselves for a thousand dollar bond as a nest egg for a fund to provide a memorial tablet in honour of the boys and old boys who served at the Front.

Again, in 1918, the boys helped out by working on farms. There was an abundant supply of food being grown, but it was almost impossible for the farmers to get help in their harvesting operations. In this emergency there was an urgent call for "soldiers of the soil", and high school boys responded to the call from city schools throughout Canada. Of these some hundred and forty were our own boys from the upper grades. Apart, however, from this special aid, the pupils contributed in support of the war effort not less than \$20,000.

The Memorial Tablet

WHEN the War was over, the lists completed, and the money provided, the task of erecting a suitable memorial tablet to the soldiers from the High School was confided to a committee of six, with Dr. Symonds as Chairman. The other members were W. S. Weldon, Esq., representing the Board, General Armstrong and J. W. Ross, Esq., representing the old boys, and the Rector and Vice-Rector representing the school. In the technical part of the work the committee had the services of Professor Armstrong, whose expert knowledge and good taste in matters of artistic design were of the greatest value.

Of the many tenders received that of the Photographic Arts Company was accepted. The memorial when completed proved to be one of the largest and most imposing of its kind ever erected in Canada. In style it harmonized perfectly with the architectural features of the hallway in which

it was placed, and it was marked by an appropriate simplicity and impressive dignity.

At the top there is this inscription:

This Tablet is erected
In honour of the
Former Pupils and Masters
of
The High School of Montreal
who served in the Great War
and in loving memory of those who fell.

The names of the fallen are raised in large type in two central columns with rank and honours. The list of the returned in the three columns on either side gives the name, alone, the humble private of the line being regarded as equal in honour of service with the officer of high command, with his Victoria Cross or his Distinguished Service Order.

The Tablet Unveiled

When completed, the tablet was temporarily erected in the Assembly Hall in preparation for the ceremony of formal unveiling on the evening of January 11th, 1921. On that occasion the audience consisted mainly of returned old boys with their friends, and the relatives of the fallen. After devotional exercises, addresses were delivered by Dr. R. W. Dickie, Chairman of the School Board, the Hon. Hugh Guthrie, Minister of Militia, and

by Dr. Symonds. Then came the unveiling by General Sir Arthur Currie, Principal of McGill, who in solemn words dedicated the tablet to the Glory of God in loving memory of those who had fallen in the performance of duty, and in honour of those who, serving, had been spared to return.

The event was worthy of the occasion. The great monumental bronze aglow with reflected light, framed with flowers and folds of the Union Jack, the Boy Scout guard of honour grouped around the platform with lowered colours and bowed heads, the company standing in hushed and reverent attention, the reading of the long Honour Roll of the dead, each name a sacred memory to this one or that one listening, the wailing bugle notes of the Last Post, followed without a pause by the triumphant shout of the Hallelujah Chorus — all combined to fix an enduring memory in the mind of every one present.

After the benediction, and the singing of the National Anthem, the audience passed silently out, many lingering a little for a nearer view of the names of their loved ones.

The gathering of the School next morning was hardly less impressive. The pupils to the number of thirteen hundred were getting their first view of the tablet. On the platform were the returned soldiers of the staff, and old boys with distinguished war records. Appropriate Addresses were de-

livered by Lieut.-Col. Canon F. G. Scott, General G. E. McCuaig, D.S.O., Lieut.-Col. F. C. Scrimger, V.C., and by Major Benson Steele, M.C. The school then quietly dismissed for the day.

The Memorial Tablet stands guard at the main entrance of the School, admired by all who enter, and reverently saluted by pupils marching past on each recurring Armistice Day.

OUR HEROIC DEAD

Their name liveth for evermore

Capt. Augustus W. Agnew, Lieut. Charles V. Allan, Flt. Com. Roy Allan, D.S.C., Lieut. Bert Allen, Lieut. G. Irvine Baillie, Lieut. Wilfred Barnes, Capt. Thomas M. Beagley, Pte. Stephen Beatt, Capt. Charles S. Belcher, Lieut. Edgar Black, Sergt. Dawson Blundell, Bomb. W. E. Philips Bowie, Corp. John E. Braley, D.C.M., Corp. Reginald O. Bremner, Capt. W. C. Brotherhood, Lieut. H. D. Brown, Gnr. David A. Bruce, Pte. James Bruce, Lieut. Erskine Buchan, Lieut. R. H. B. Buchanan, Lt.-Col. V. C. Buchanan, D.S.O., Lt.-Col. R. P. Campbell, M.D., Lieut. Donald Cameron, Lieut. A. Gordon Campbell, Lieut. K. M. Carmichael, Major J. Kelvin Carson,

MacPherson, M.C., Lt. Liddell McLean, D.C.M., M.C., Pte. Norman Miller, M.M., Sergt. J. C. MacFarlane, Cdt. Athol F. P. MacNaughton, Lieut. Ian MacNaughton, Capt. Norman A. Magor, D.S.C., Capt. Gerald A. Magor, Lieut. Eric McCall, Pte. Duncan S. McFadyen, Pte. Bryson McGill, Sergt. Maurice L. A. McGreer, Pte. Stanton McGreer, Lieut. Kenneth W. McLea, Pte. Archibald McLeod, Lieut. Donald McLeod, Lieut. William McLeod, Major Eric O. McMurty, Lieut. Kenneth Mathewson, Flt. Com. Lester L. Meyer, Pte. Charles Michaud, Sergt. Lysle Milten, Capt. Percival Molson, M.C., Pte. Hugh B. Morris, Major John S. Moyse, Lieut. Allan Murphy, Sergt. Henry Nesbitt, Lieut. Frank R. Nesbitt, Lieut. Frank R. Newman, Lieut. Russell Notman, Lieut. Wilfred Notman, Major Talbot M. Papineau, M.C., Pte. Fred Patterson, Sgt. Pilot A. D. Pelton, Pte. Bruce Peterson, Lieut. Nolan Patterson, Capt. Hugh Pedley, M.C., Pte. John C. Pilot, Lieut. H. Eardley Pinhey, Lieut. Verner Plante, Sergt. Wesley C. Rae, Major Alexander Renaud, Lieut. Alan Richardson, Sergt. Louis Robertson, Corp. Norman Robertson, Lieut. Trevor G. Penny, M.C., Lieut. Arthur C. Ross, M.C., Major A. V. Roy, Lieut. Donald L.

D.S.O., Lieut. Edward H. Chauvin, Pte. Elson P. Cunningham, Lieut. Geoffrey E. Cushing, Lieut. R. Macaulay Cushing, Lieut. C. S. DeGruchy, M.C., Major J. A. Delancey, M.C., Lieut. Vincent Denne, Corp. Arthur C. Drysdale, Lieut. Herrick S. Duggan, Pte. John Dunlop, Lieut. Archer Ekers, Major William H. Evans, Pte. John C. Ellis, Pte. Archie Ewing, Lieut. Norman F. Gammell, Lieut. Lawrence Gass, Lieut. R. A. Gault, Capt. Douglas Gilmour, Gnr. Edgar H. Goldstein, Lieut. Leslie F. Gordon, M.C., Lieut. Walter H. Gordon, Pte. Malcolm Grant, Capt. M. Greenshields, Lieut. Owen C. F. Hague, Gnr. William M. Hamilton, Corp. Walter R. Harkness, Lieut. W. Roy Hastings, Pte. James H. Henderson, Lieut. Donald Henry, Lieut. Edward C. Eaton, C. de G., Gnr. William E. Holder, Lieut. Charles E. Hyde, Sergt. Frank Johnson, Lieut. L. Arthur Johnson, Pte. John R. Kilgour, Lieut. Arthur King, Sergt. Alfred J. Knowles, Major Charles Lamontagne, Lieut. Murdoch Laing, Lieut. E. G. Arthur Lane, Pte. Andrew LeMesurier, Lieut. George LeMesurier, Sergt. William R. Lester, Pte. James Locke, Gnr. Henry J. Aylward, Cdt. Fergus Elliott, Pte. A. Stanley Jones, Corp. Melville C. Kearns, Maj. H. C.

Changes

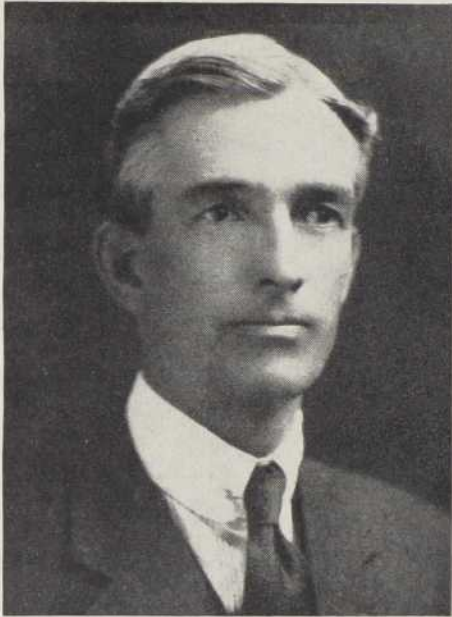
ALTHOUGH the minds of all had been more or less distracted by the long strain of the war years, the routine class work did not suffer to any appreciable extent. While success in the School Leaving examinations is liable to be stressed too much at times, examination results *do* mean something. While it is not a matter of first rate importance to secure first place in competition with the other excellent high schools of the city and province; it *is* a matter of importance to have a large number of candidates securing high percentages in their final tests of the year. Judged then in this way, we were doing good work in these war years. But the unbiased judgment of experienced teachers is a more dependable source of information concerning the nature of the work being done; and from such teachers we learn that standards were being maintained.

In athletics we had stronger opposition than in the older days. After McGill had organized the Canadian Field and Track Championship meets

in 1900, the strongest teams from Quebec and Ontario came to the Molson Stadium every year. Hamilton proved to be our most formidable competitor; and we more than once had to take second place. On these occasions we took defeat, we trust, with good grace. While it is gratifying to win, as we did frequently, a hard fought contest with good feeling all round, win or lose, has always been the aim of the school.

During these years the attendance of both schools had been increasing; so that once more space was at a premium. The junior classes were now being reduced in number to make room for boys coming from the public schools; but the numbers continued to grow until classrooms and corridors were greatly overcrowded. The School Board was alive to the situation, and took measures to relieve the congestion. West Hill High School was taken over, absorbing most of the school population in the western part of the city. Also the Baron Byng High School was opened for pupils living between Park Avenue and St. Denis Street; and between St. Antoine and Craig to the south, and Bellechasse and Van Horne to the north. In this way the congestion was relieved for the moment.

In the elementary schools of the city promotions had been made twice a year for a long time. Inasmuch as promotions in the High were made in



C. B. POWTER,
1895-1930



G. H. HESLAM, B.A.,
1916-43



Photo by Rice

D. H. CHRISTIE, M.A..
Vice-Rector, 1929-34



Photo by Rice

J. D. CAMPBELL, B.A..
Vice-Rector, 1945-

June only, those pupils who completed the elementary school course at the end of January had to mark time until the following September. Such a break was obviously unsatisfactory; and it was now arranged that these January "graduates" of the elementary schools should be given a chance to do a whole year's work — the work of the Third Form — in half a year — January to June. Some were able to do it; and these clever boys, the pick of the "rush" class, began their Fourth Form work in September, having saved half a year.

The Board about this time — the early twenties — authorized promotions twice a year in the classes of the High School. But the plan was never wholly satisfactory. The break in mid-session with the consequent rearrangement of classes resulted in loss of time, and probably in loss of efficiency. At any rate the majority of the members of the staff thought so; and the plan was discarded after a lengthy tryout of ten years.

More Staff Changes

In 1917 Dr. J. T. Donald retired after being a member of the staff for **thirty-nine years**. **He was** an old boy of the School; and it is interesting to recall that he was the first Commissioners' Scholar. Upon the completion of his course in chemistry at McGill, he was asked by Sir William Dawson, then a School Commissioner, to take charge of

the department of chemistry in the High School. At Bishop's College Medical School he had made his reputation as a brilliant scientist and teacher, and this reputation was sustained throughout the long years of service in the High .

As head of a successful firm of chemical analysts, Dr. Donald showed himself to be the possessor of great business talents as well as of brilliant gifts as a scientist. His ability was early recognized by the Dominion Government, which for years retained him as Inspector in pure food research, and later, during the war, had him undertake research in the department of high explosives. It was the latter appointment that necessitated his retirement from the staff, respected and loved by all.

Four years later two of the younger men retired: Major Benson Steele and Mr. T. M. Dick. Major Steele's buoyancy of disposition helped him to overcome difficulties that all teachers of French in an English school encounter. Mr. Dick after five very successful years on our staff resigned to take over the duties of Principal, first in the Earl Grey school and later in the Mount Royal and William Dawson schools. His first-rate ability brought its reward when he was elected an Associate Member of the Council of Education. He was made Chairman of the educational sub-committee of that body in 1941, a position which he

still retains. His first rate executive ability, gave him continued success. It should be noted here that Mr. Russell Patterson, an old boy, and the Secretary of the Provincial Scout Association, succeeded Mr. Lordly as Scoutmaster of the 14th Troop of Boy Scouts at the close of the session of 1921-22.

On May 25th, 1922, the school flag was lowered to half mast. Dr. Symonds had passed away. He had been a member of the School Board; and for a number of years its chairman. But the school knew him not so much as an official as a kind friend who took the warmest personal interest in all the school's activities. He was a neighbour, a friend at hand, and an old schoolmaster, with all a good schoolmaster's love of boys and schools. His own three boys had attended the High, and had their names inscribed on the tablet, with one in the list of "our honoured dead". He came to see us often; and perhaps he was seen at his best presiding at school closings in the Assembly Hall, with smiling congratulations for prize winners, and a word of encouragement for the others. A portrait of Dr. Symonds, presented to the School by the Sixth Form of 1922 hangs on the south wall of the library, recalling to those of us who knew him our association with an enlightened and sympathetic friend.

Dr. Dixon Retires

FOR twenty-one years Dr. Dixon had served as Assistant Master in the High School, and for nineteen years he had guided its fortunes as Rector. He had taxed his strength to the utmost in its interests, and his labours had been crowned with success.

When celebrating her centenary in 1921 McGill had conferred the honorary degree of Doctor of Laws on a number of her most distinguished sons. One of these was Wellington Dixon. He was rightly honoured as one who had devoted his life to the cause of education, and who had had played a notable part in the training of youth.

His success as a teacher may be ascribed to certain well marked qualities of character. He was unswervingly devoted to duty; and duty, with him was, first of all, service to his school. His work there was for him meat and drink, and life itself. In all his dealings with pupils and staff he showed a transparent honesty and sincerity of purpose. No one was ever in doubt as to where

he stood, what he meant, or by what motives he was actuated. He had a fine contempt for anything that savoured of cant or pretence; but in dealing with minor transgressions he tempered justice with mercy. His judgment in educational matters was sound. He paid scant attention to fads and fancies, but he was ever ready to try out new ideas that gave promise of better things.

At the end of the session the staffs of the two schools met in the Place Viger Hotel on the evening of June 24th, 1922, to do honour to Dr. and Mrs. Dixon. Mr. Gammell, the Vice-Rector presided. After the Toast to the King had been honoured, the Chairman rose and presented to Dr. Dixon a well-filled purse of gold. No chief, he said, more strongly championed his staff; and no staff ever more thoroughly respected and trusted their chief.

Mr. T. B. Reith, speaking for the staff, pointed out that three qualities in the make-up of a good headmaster — thoroughness, tact, and sympathy — were always found in Dr. Dixon in a very marked degree. After further tributes by Dr. Rexford and Dr. Silver, the proceedings of the evening were brought to a close by Dr. Dixon's grateful acknowledgement of the kind words spoken by his friends who had come together to do him honour.

The High School under Isaac Gammell

ISAAC Gammell succeeded Dr. Dixon as Rector. In spite of his long years of service as class-master and as Vice-Rector he retained his youthful zest in working with boys and in associating with them. The school was in fine order and everything went on smoothly. A few changes were made at the outset. In the first place no Vice-Rector was appointed. Mr. Reith became head of the Athletic Association, relieving the Rector of a great deal of heavy work connected with school sports. Mr. Walker now gave all his time to history and English, the work in commercial subjects being discontinued. Mr. Steele was succeeded as senior French master by A. Primeau-Robert, B.A., an adept in the natural method of teaching French, who was destined to spend twenty successful and happy years in the school. Mr. Thomas Kerr, an old boy, and "Dux" of the school in 1918, now joined the Classics department. Mr. Kerr had led the Province in the School Leaving examinations in his final year

with us, and had graduated from McGill with First Class Honours in Classics, winning the Chapman Gold Medal.

School Clubs

At this time two new school clubs were organized — the Scientific Association and the Cercle Français. These clubs served not only to bring teachers and pupils together in a social way outside the classroom; they served also to be of direct value in supplementing work done in class.

Mr. M. C. Coll McFee and Mr. Orrin Rexford were the guiding spirits of the Scientific Association. Monthly meetings were held on Friday evenings in the recreation room. Lectures on scientific subjects were given from time to time by outside speakers. These lectures proved most stimulating. Let us look at the programme for a single year — rather, part of the programme. Professor Eve of McGill spoke on radium; Mr. Roast, of the British Metals Company, on the internal structure of metals; Mr. Bardorf, manager of the St. Lawrence Sugar Refinery, on the chemical qualities of sugar; and Professor Reilley on the X-Ray. In addition to these lectures, there were papers read by the boys, on scientists such as Rutherford and Pasteur, and on inventions such as radio, and the gasoline engine. The programme for another year included Saturday morning visits to industrial establishments, where explanations

were given of the various scientific processes involved, by some expert of the staff.

The Cercle Français was the creation of Mr. Primeau-Robert, Head of the French department. The President, the Secretary, and the members of the committee were boys, with the teachers of French acting in an advisory capacity. Business was conducted, minutes were written and read, songs were sung and speeches delivered — in French. Speakers such as Professor Bieler, Professor DuRoure, Professor Villard, the Rev. Mr. Joliat, and Miss Tanner, Provincial Supervisor of French, addressed the club. From time to time the boys gave representations of "Perri-chon", a school text. Then on several occasions the Cercle Français collaborated with Les Bavardes of the Girls' School in a more ambitious effort, and acted before a large public audience in the Assembly Hall, such classics as Moliere's "Le Medecin Malgre Lui" or "Le Bourgeois Gentil-homme".

On one such occasion, Mr. Carteron, the French Consul, on behalf of his government, presented Mr. Primeau-Robert with the *medal d'officier d'instruction* of the French Academy as a mark of appreciation of his success as a teacher of French.

It will have been gathered from the preceding pages that the High School has always stressed the importance of educational activities not di-

rectly connected with the curriculum. We give here a list of features presented during the session of 1927-28 as representative of what has been done along this line.

In October Professor Waugh of McGill told the story of Wolfe's capture of Quebec, illustrated by a graphic motion picture film prepared and owned by Yale University. In November there was a recital of French-Canadian folk songs by Charles Marchand. On December 16th the Cercle Français and Les Bavardes presented Moliere's "Le Malade Imaginaire" under the guidance of Mr. Primeau-Robert and Miss Mackenzie. In February Mr. Harry Irvine, the well known Shakesperian actor, gave an interesting "hour with Shakespeare", taking up four of the plays studied in the school — "A Midsummer Night's Dream", "The Merchant of Venice", "Julius Caesar", and "Macbeth". Finally, in March, Mr. Dan McGowan, the naturalist, portrayed by word pictures, lantern slides, and motion picture films the wild life and marvellous scenery of the Canadian Rocky Mountains.

The Cadet Corps

The 26th Cadet Corps is three years older than Confederation, but after an early career of nearly thirty years, it suffered thirty years of suspended animation. In 1923, however, it was revived at

the instance of the military authorities, with the approval of the School Board. Mr. G. H. Heslam, one of the masters who had served overseas, was appointed instructor, with F. Weldon as Cadet Major. Boys enlisted to the number of 154, with the consent of a parent in each case. When equipped with their new khaki uniforms, with a distinctive shoulder badge of blue, and with their rifles, the Corps presented a very smart appearance. The Cadets had already been given military drill as part of the regular school course; so they soon became proficient in cadet formations and movements. They acquitted themselves with credit at the first annual inspection by the district commanding officer.

The school felt more than a little proud of the record of the cadets from year to year. In their second year under Mr. Heslam, sixteen of the signalling squad earned their certificates in semaphore, and nine in Morse. Eight completed the course with the St. John's Ambulance Association. For three years in succession the Corps won the Provincial championship of the Dominion marksmen's competition. In 1927 it took a first place in competition with the other school cadet corps of Military District No. 4, marks being awarded in military drill, physical drill, marksmanship, signalling, and first aid. In 1927 it won the Strathcona Trophy for signalling for the third time.

More Staff Changes

In 1923 the School lost the services of Mr. James Walker. To more than one generation of boys any picture of a School Assembly without Mr. Walker on the platform directing the singing would be incomplete.

The junior school was also hard hit about this time. Miss Binmore, after teaching for some years in the lower grades, specialized in Art, following her natural bent. Later she gave her time to manual training. In the cheery and spacious manual training room Miss Binmore was in her element, surrounded by lively youngsters who were glad to be relieved from the routine of class lessons, and eager to get on with whatever special task Miss Binmore might assign them. She, herself, was always busy and alert. Whether directing the efforts of a lad at work on his model, rendering first aid to the injured, or helping her colleagues with their statistics and reports in the strenuous rush of the June closing, she was always efficient and deeply appreciated. When Miss Binmore retired, it was not to a life of ease and rest, but to other fields of active effort.

Miss DeWitt retired some years later. She had long been in charge of the Seventh Year; and by her quiet words of encouragement had pointed the way to success to many pupils. In dealing with her boys she most assiduously cultivated their

growth in manliness, and in upright and honourable character. It is interesting to recall the extent to which Miss DeWitt kept in touch with the boys she taught long after they had passed through her hands; and in many a case long after they had left the school.

The small boys of eight and nine were the losers when Miss Marguerite Hanington retired. Had she accepted the promotion that was her due she would have had charge of older boys, but she elected to stay with the little chaps. Here she ruled supreme. Under her kind, but firm rule, no lad with tousled head, grimy hands, unpolished shoes, or untidy exercise books, could regard himself with a feeling of satisfaction if he were in Miss Hanington's presence. Nor could he long resist her efforts to make him spruce up.

Assembly Hall and Swimming Pool

Reference has already been made to the fact that, through lack of funds, it had been found impossible in 1914 to construct an Assembly Hall and swimming pool for which provision had been made in the architect's plans. Ten years later, however, the money was forthcoming and our long awaited hopes were realized. The Assembly Hall exceeded expectations. It has a seating capacity of 1400, and a roomy stage, with lights, dressing rooms, and all the paraphernalia necessary for an

up-to-date dramatic performance. Then there is the rich and magnificent curtain at the front of the stage, the most striking single feature when viewed from the body of the hall.

A motion picture machine in a fire-proof booth, and a lantern with slides make it possible for teachers to conduct illustrated lessons in history, geography, science, or art. Then there are the debates, public speaking contests, concerts, club meetings, and lectures, such as those enumerated a few pages back — all forming part of the activities of a great modern school.

The swimming pool directly beneath the Assembly Hall is appropriately finished in white tiling with blue trimmings. The whole apartment is delightfully proportioned and decorated, forming a pleasant setting for the crystal clear sheet of water. The actual water surface is fifty-six feet in length by thirty feet in width, and the depth varies from three feet to seven.

The city water, filtered on entering the main building, is again more thoroughly filtered before it enters the pool, and, in addition to this is treated with chlorine as a protection against bacteria. Daily tests are made by the engineer and by the school chemist. The Provincial Analyst examines the water once a month, and his figures show that in purity the High School pool ranks easily first among all the pools of the city.

The swimming is very carefully supervised, and

even the quite small boys and girls are taught to swim. There is hardly an hour during the day that the pool is not occupied. Life saving is strongly emphasized among the older boys. In 1927-28 twenty boys won the elementary certificate of the Royal Life Saving Society; fifteen were granted the Proficiency Certificate; ten received the Bronze Medallion of the upper grade; and five won the Award of Merit, highest honour of all. These figures may be taken as indicating the nature of the work done from year to year. There remains to be mentioned here the annual aquatic games, and water polo, both of which have become popular features of the activities of the Athletic Association.

We have already mentioned the indebtedness of the High School to Mr. Powter for his services as physical director. The longer boys were with him, the more they respected him. The principles he employed in his school classes were continued in his vacation camp for boys in the Laurentians. There the boys were trained in the responsibilities of leadership in camp sports, camp discipline, and in the week-long hikes through the wilderness.

Mr. Powter was an active member of the American Association of Physical Education, and always attended its annual conventions. In 1928 his *alma mater*, the well known International Y.M.C.A. Training College at Springfield, bestowed on him the very sparingly granted degree

of Master of Physical Education in honour of his success in his work. The following year his health began to show the effects of overwork. The School granted him a year's leave of absence, but he failed to improve. He passed away in February, 1930.

Two Notable Losses

The year 1931 saw the retirement of two senior masters each of whom had spent more than a quarter of a century in maintaining the reputation of the mathematical department of the High School. The following are from Mr. McBain's tributes to these two masters contained in the High School Magazine of June, 1931.

ORRIN REXFORD, B.A.Sc.

Fifty years ago a husky youngster with a surprising burst of speed was playing on the senior football team of the High School of Montreal. This was Orrin Rexford. A few years later the same youth entered McGill, and here, again, he made the senior team, playing on the teams of 1887, 1888, and 1889. After taking his degree he spent a year in British Columbia on a survey, taught eight years as Principal of the McGill Model School, and returned to the High School in 1899 as an assistant master where he served thirty-two years in the mathematical department.

"For some years Mr. Rexford taught both senior physics and senior mathematics, until the in-

creasing number of classes necessitated a division of the work; so that for the later years he has given his time exclusively to physics. In this department the soundness of his work has been indicated not only by the high marks taken by his pupils year after year, but by what is a much truer index of success — the testimony of the boys, and of the instructors in the University. In 1922 Mr. Rexford was appointed Principal of the Evening Technical Classes, where again his quiet unobtrusive work brought him success; and these Evening Classes, under his direction, have enjoyed a well merited popularity.

“Something should be said of what Mr. Rexford has done in the past to aid the athletic activities of the School. He was particularly interested in football, hockey, and field events. Twenty years after a well fought hockey match, he was still thrilled when he called to mind how a certain plucky team played the game. His ability to detect athletic talent was uncanny; and more than one boy in whom other advisors saw only mediocre material owes it to Mr. Rexford that he made the School team.

“Now that he is leaving the High, the boys are losing a devoted and earnest teacher, and the masters, day by day association with a good friend and companion. When he leaves us in June, the High School of Montreal will be without a Rexford.

This will seem strange; so we shall just appoint him "Master Emeritus" in our memories.

MURRAY McNEALY

Mr. McNealy came to the High School in September, 1906, after a year in the Provincial Normal School in Truro, Nova Scotia, and two years in Pictou Academy — in those days in the very forefront of Canadian high schools. Here Mr. McNealy's work was distinguished for accuracy and brilliancy, and he stood near the head of a group of mature and brilliant students recruited from all three of the maritime provinces.

"Of the quality of his work as a teacher of mathematics in the High School of Montreal, little need be said here; his colleagues and his pupils know how good — how superlatively good — it has been. His exact knowledge of mathematics, his enthusiasm, his tireless industry, his skill, his sympathy — sympathy none the less real because sometimes tempered by caustic comment — these are qualities that bid fair to build up a legend around his name.

"Mr. McNealy is retiring at a time when he can still enjoy his work; so we shall not predict or wish for him years of quiet leisure. Rather, we shall express the hope that he may long retain, unimpaired, that zest and intellectual vigour that have been so characteristic of him throughout his long career in the High School of Montreal.

Dr. Gammell Retires

Editorial note: The following account of Dr. Gammell's retirement has been contributed by Dr. Rexford.

After thirty-nine years of faithful and efficient service in the High School, Dr. Gammell resigned his position as fifth Rector of the High School of Montreal in June, 1929 — a position which he had held with great honour to himself, and with great benefit to the School for a period of seven years.

On leaving he was presented with beautiful and useful parting gifts by the staff and by the boys; and he was very generously remembered by the Protestant Board of School Commissioners as well. Shortly after his retirement he was granted an honorary LL.D. by his *alma mater*, Dalhousie University, in recognition of his long and valuable service to the cause of education. The Protestant Board accepted Dr. Gammell's resignation as Rector of the High School of Montreal with regret, and with a sense of indebtedness to him for the long and splendid contribution he had made to Protestant education in the Province, and more particularly in Montreal. In recognition of his long and meritorious service the School Commissioners granted Dr. Gammell a year's salary on his retirement, and the usual augmentation to the amount of his pension from the Government, un-

der the Pension Act. They expressed their appreciation of his influence as a teacher and as a Christian gentleman in terms of the following resolution:

The Board decided to accept with regret the resignation of Dr. Isaac Gammell as Rector of the High School of Montreal to take effect at the end of the present year, and to request the Acting Secretary-Superintendent to express to Dr. Gammell the Board's appreciation of the wholesome influence he has exercised so effectively upon the lives of so many boys as teacher and Christian gentleman, and of the devotion he has ever shown to the ideals of a noble profession in the various positions he has filled, as Assistant Master, Vice-Rector, and Rector during the long period of thirty-nine years.

In his final report Dr. Gammell gave expression to his gratitude to the Board, to the staff, and to the boys in the following words:

"Of my long connection with the High School as class master, Vice-Rector, and Rector, I have the pleasantest memories, and I must record my grateful thanks — thanks to the pupils, present and former, for their ever ready response to my wishes and directions; my warmest and most heartfelt thanks to my friends and colleagues of the staffs of both schools, with the Lady Principal, for their fine *esprit de corps*, their

whole hearted loyalty to the School and to myself I have always felt that I could rely on the help of Dr. Silver and of Mr. Logan, his assistant — now his successor, an old boy of this School, by the way. Finally I must express my deep gratitude to the School Board for their kind expression of appreciation of my services here — appreciation recently signified in the most thoughtful, generous, and tangible way.”

On his retirement some of the old boys, mainly from the last class Dr. Gammel had taught as class master, presented Dr. and Mrs. Gammell with a trip to the Canadian West. Later, another old High School boy, always generous in his remembrance of the School, presented Dr. and Mrs. Gammell with a Canadian Pacific cruise around the world.

Upon his return, Dr. Gammell was elected an Associate member of the Protestant Committee of the Council of Public Instruction, where his experience and sound judgment were much appreciated.

At his death the members of the Protestant Committee placed themselves on record in the following terms:

“The members of this committee desire to express their deep appreciation of the serious loss which the educational work of the Province

has sustained in the death of their late colleague, Dr. Isaac Gammell, for nearly half a century a valued member of the staff of the High School of Montreal, and for several years Rector of that institution.

His wide educational experience, his diversified gifts, his sterling integrity, and his sound judgment secured for him an honoured place in the counsels of this committee, the members of which desire that this expression of their appreciation be inserted in the minutes of this meeting, and that a copy be sent to Mrs. Gammell, with the assurance of their sincere sympathy.

Nineteen Twenty-Nine and After

By A. R. McBain, M.A.

IN making appointments to the staff of the High School, the Protestant Board has, as a rule, provided replacements for losses that time inevitably brings. In the four year period beginning 1929, the School lost five outstanding men: Dr. Gammell, C. B. Powter, Orrin Rexford, Murray McNealy, and T. B. Reith — the Rector, and the senior men in the departments of physical education, physics, mathematics, and classics. Professor Henry F. Armstrong had resigned his position as instructor in drawing — a very great loss. In addition to these the School lost four younger men of great promise about this time: Malcolm MacLennan, David Munroe, J. W. Perks, and Donald Watson. Yet the School carried on without any appreciable loss of efficiency.

While Canon Fee who succeeded Dr. Gammell as Rector in 1929 had had little experience in the actual management of a large school, he had for some years been actively observing the work of high schools in Montreal, Toronto, and some of the large

American cities. He was thus in touch with recent and progressive ideas relating to school work. Then again he had an able and experienced staff who gave him such whole-hearted support that the School was able to maintain its established standards. But ill health compelled Canon Fee to resign the Rectorship in June, 1935. He died two years later.

But the relatively short period during which he was Rector saw one of the most notable innovations in the history of the school. This statement will be justified by the following extract taken from a letter dated July 4th, 1930, sent to Canon Fee by Mr. Frank B. Common regarding the Gammell Cup.

The extract is as follows:

"The cup should be awarded to that boy who in the graduating year shall be deemed to represent the finest type of boy graduating from the School in that year. In making the selection predominant weight would not be attached either to his academic record or to his athletic prowess, it being intended that a boy not physically equipped to excel in athletics would not be eliminated from the chance of winning this cup. Regard would be had to the boy's manly qualities, his integrity and soundness of moral principles which would be reflected in the influ-

ence which he exercised on the boys of his class and the esteem in which he is held by them”.

The first presentation was made to Peter Williamson by Dr. Gammell in person at the closing exercises of the School in the Autumn of 1930. The writer was on the platform with other senior masters, and he can vouch for the approval of the nature of the award, and for the approval expressed by the audience when the winner's name was announced.

The award has always given satisfaction. James Worrall and Kenneth Laidley, the winners following Williamson were both popular selections, thus vindicating again the judgment of the boys. In fact, year after year, since the Cup was first awarded, the winners have been, at least, fairly good scholars, and always boys who have exercised an influence for good among their classmates. It was a happy thought on the part of Mr. Common to offer such a cup; indicating as it does, the main objective of the School.

*Thomas Sommerville, M.A.,
Rector, High School of Montreal,
1935-1945*

THOMAS Sommerville, M.A., a graduate of Glasgow University, succeeded Canon Fee as Rector of the High School of Montreal. Mr. Sommerville (b. 1893) attended Hamilton Academy in Lanarkshire as a high school student. Entering Glasgow University, he took the Arts course, specializing in classics and English. Two years in medicine came next; and then the First World War.

He was commissioned in March, 1915; and served in the Mediterranean area: for two years as adjutant of his battalion (the Seaforth Highlanders), and as Brigade Staff Captain. At the conclusion of hostilities he resumed his duties as adjutant in the Seaforths, remaining with them until the battalion was disbanded.

Back in civilian life, he re-entered Glasgow University, this time taking the course in education offered to ex-service men. He came to Canada in 1923; and was successively teacher and Vice-Principal in the West Hill High School, Rector

of the High School of Montreal, and Director of Education for the Montreal Protestant Central School Board.

Mr. Sommerville was "mentioned in dispatches" in World War I, and a prized possession is the citation signed by Winston Churchill as Secretary of War. But interesting as the past has been, today he looks to the future, convinced that Canada is the land of opportunity.

In view of what has been already said, it might be supposed that science would have first place in Mr. Sommerville's affections. It is difficult, however, to make any definite pronouncement with regard to this. He had planned a medical course which was cut short by his activities as a soldier and officer in the First World War. And his pre-med. science was probably making its influence felt when the junior science courses, which have become so important a part of the curriculum, were being established in the High School.

But he would not have been a true Scot if his love for the Humanities ever lapsed; and the writer recalls seeing the robust figure of the Rector, with flowing gown, turning briskly into the Sixth Form corridor, headed for Six A with a copy of Book Two of the Aeneid in his hand. It was clear to any observer who knew him that he was looking forward to a pleasant hour.

Speaking to the School on his last appearance as Rector, Mr. Sommerville confided to the boys

that his was a dual personality. He had an ever present enthusiasm for new plans; but acting as a brake there was the nature of the canny Scot. It will be interesting to note which of these two personalities will get the upper hand now that he is Director of Education for the schools controlled by the Central Board.

One of Mr. Sommerville's first tasks as Rector was to make arrangements for a 12th Year course, which was now being introduced for the first time.

At this point it might be well to indicate the scope of the work done in this additional class, and its relation to University courses. In general the work of the 12th Year is regarded as the equivalent of the courses in Arts and Science offered in the first year of the University; and many of our students who have entered the sophomore classes in Arts or Science, or the First Year classes in engineering from our 12th Year, have demonstrated that their preparation has been, to say the least, adequate. The able student can get what he wants either in the 12th Year or the Freshman class, one advantage of the former course being that the fees are something less than half the college fees. If it is urged that Freshmen have more diversified social contacts, it is nevertheless true that our own senior students seem to have ample opportunities for a well-rounded social life.

But the 12th Year has probably found its greatest usefulness in giving aid and encouragement to

students who are maturing slowly. Such students, diffident of their powers, find here a continuation of the individual guidance and of the methods of instruction to which they have been accustomed. In this class they have an opportunity of developing that self-reliance which they need if they are to undertake the problems of University life successfully.

If the University is not their goal, they will have had an extended and enriched high school course, and in many cases will have satisfied the less exacting requirements needed to gain the Provincial Senior High School Leaving Certificate.

In recent years there have been changes in the work of the other senior classes, some courses being added because of wartime requirements. But if an old boy were to walk into a Sixth Form class today (in the late 40's) he would find that the time-honoured cleavage separating the classical and scientific divisions still exists.

But there are more boys and necessarily more classes in these later years. In the middle 40's there were some thirty-three or thirty-four classes in the upper school alone, five of these being in the Sixth Form.

This increase in numbers necessitated the closing of the junior school in 1943. This department had been placed under the distinguished leadership of Dr. S. P. Robins when the Protestant Board took over the school in 1870; and it con-

tinued to be a most important feeder for the upper classes (Messrs. Arthy and Shewan being in charge) until 1891, when it came under the direct control of Dr. Rexford. From that time on, there was a succession of capable First Lady Assistants, each of whom with the co-operation of a staff of hard-working lady teachers kept up the high standard of the department.

Some idea of the varied activities of the school with Mr. Sommerville as Rector is given in the directory on the following pages. The information which it contains is copied word for word, *without the change of a single comma or dash*, from the programme for the evening of November 26th, 1943, when the Rector and the staff were at home to the old boys of the school and their wives, and to the old girls of the High School for Girls, with their husbands.

Directory for Visitors
November 26th, 1943

If, in your visit to the boys' gymnasium, you miss the "rough and tumble" exercises that our boys will have when they join the Armed Forces, come again in January or February. At the moment they are having free-arm calisthenics and games — all in line with the "keep fit" programme, useful in either military or civil life.

North-east from the gym. — same floor

You will find boys busy at woodwork.
Picture to yourself one of these boys fifteen years hence. He will be in his basement workshop putting the finishing touches to a chair or lamp table Meanwhile, among other things, these boys are making toys for under-privileged children: a very effective way of fostering benevolent impulses.

Move East ten steps

Two boys here (N.E. corner) are handling a sub-contract from Vickers. It may be on a small scale, but these machines are not toys. Are you planning to have your son take a course in mechanical engineering in McGill? If so, let him lay the foundation of his shop-work here. Very attractive, but we must leave. Now, we go

South — along the East side of the gym.

Turn left, and you are next door to our swimming pool. *Every boy in the school has the opportunity of learning to swim.*

This is our boast this, and *life saving*.

Before leaving the ground floor, many visitors will take more than a casual glance at the Air Cadets. We are proud of them.

Now for the first floor (either stairway)

In room 6 you will hear "the snarling trumpet". Appreciation of music is being taught here (vocal and instrumental); and in later years Wagner's "Evening Star" will come as an old favourite to the old boy at the opera. Or it may be the more popular "Drink to me only", or "Flow gently, Sweet Afton" If you now

Move to room number 3 (N.W. corner)

you will find Third Form boys laying the foundation of work in map reading. The school hopes to add to its equipment in this modern Geography room. We may not in the near, or far, future, have a Hayden Planetarium; but a planetarium of sorts — why not?

Experiment is the watchword in all our four laboratories. The disciples of Francis Bacon seem to be having it all over Homer and Virgil. Chemistry and Physics are old friends; biology and junior science are new. So is that engaging infant, visual education. . . . The library (second floor) and the very fine studio (fourth floor) deserve extended notice. . . . So do dramatics, public speaking, motor mechanics, aircraft recognition, practical electricity, and the various clubs.

The Old Boys and the 100th Anniversary

EARLIER in this record we find that a "High School Society" was organized in the 50's when the School was a department of McGill College; and that it was still — or again — a going concern in 1862. Then it lapsed, showed some signs of life in the late 90's, and was reorganized in 1914 with Allan McGarry, Arthur Scott, and Bobby Logan (Mr. R. T. Logan) as the moving spirits.

But it soon went underground again, emerging in 1935, with Munro Armitage as President. Armitage was President for three years, and, with the executive officers who followed him, notably Allison Walsh, Munro Bourne, and Fred Styles, should be given credit for keeping the organization alive at a time when the reunions were discouragingly small.

But the Association lived through this period of depression, and a series of well attended reunions followed. A dinner in the Windsor Hotel addressed by Mr. George C. McDonald was the first of this series.

Mr. McDonald, near the opening of his address, discussed the question: whether or not we in Canada are pooling our resources to the best advantage. He enumerated what he termed a few of today's problems. Among these he mentioned sectional jealousies, the waste of our national resources, — particularly in the newsprint industry — wasteful and out-of-date methods of taxation, and faulty distribution of population. All these causes (to summarize a Board of Trade brief) have contributed to make Canada nine selfish and distinct entities rather than a united nation.

This year (1939) is a time of crisis, and it is at such a time according to Thucydides — who seems to be a required reading with Mr. McDonald — that reform can be most effectively achieved. Among the remedies suggested by the speaker for our national ills are amalgamation of taxing authorities, a clearing up of any doubt as to where the money raised by taxation goes, a re-arrangement of population, and a pay-as-you-go system for meeting national liabilities. Most important of all, continued the speaker, would be a system of education that has taken pains to adapt itself to changing conditions.

Before closing, the speaker quoted a second time from Thucydides, and this quotation, in view of the present circumstances, must seem most timely. The historian of the Peloponnesian War

wrote: "It is a maxim allowed that no state can possibly preserve itself free unless it is a match for neighbouring powers." Here is a pronouncement on the whole subject of preparedness. This lecture was delivered near the beginning of the Second World War. From the close of that war, onward, preparedness has been one of the major issues.

Mr. McDonald concluded with these words: "May I suggest that we try to make the war pay for itself as we go, along, and see what can be done to avoid a too unbalanced economy at the end? May we pray that our leaders will have courage to make decisions, and the will to carry them out."

The year 1941 saw a second of this series of reunions, this time addressed by Group-Captain (later Air Vice-Marshal) Frank McGill, who delivered an inspiring address. Following this address came the reading of a poem with a patriotic theme by Dr. W. D. Lighthall. The day by day activities of the school were passed on to the Old Boys by David Morton, the Head Prefect of the School, and by Griffith Brewer. A lighter touch was introduced by Cameron Grant, who entertained the audience with some of his humorous sketches. Western McCallum, a most energetic President, presided at each of these reunions. Indeed, it was under his leadership that the Society reached its maximum size.

In 1942 the reunion was held in the Ritz Carl-

eton hotel. McCallum had by this time resigned, to be succeeded as President by Alex Decarie, Laurie Archer acting as Secretary.

The speaker on this occasion was another Old Boy, Marcel Gaboury, who held the position of Director of the Province of Quebec Provincial Police. He was also Chairman of the Civil Protection Committee. With his wide practical knowledge of these most important topics, Gaboury was listened to with great interest.

It should be noted here that the Hon. Philippe Brais was another speaker on this occasion, speaking in support of the Victory Loan. Indeed, it was a characteristic of all these addresses that they never strayed far from the subject of funds to win the war.

But now with the 100th anniversary of the founding of the School in 1843 approaching, the President and his associates were giving a great deal of thought to the best way of observing this important occasion. Early in the summer of 1943 a committee of influential Old Boys was named, and the 100th Anniversary Committee was organized. This Committee, according to the official announcement, was an extension of the Old Boys' Association, and did not in any way supersede it. Indeed, one of the most gratifying features of the preliminary meetings was the way in which the President and Executive of the Old Boys' Association and the representatives of the older

group worked together to make the undertaking a success.

It was finally agreed that an attempt should be made to raise \$100,000 to provide a memorial which would at once do honour to the old boys who fell in both world wars, and mark fittingly the 100th anniversary of the founding of the school.

A large campaign committee was now organized; and a smaller executive committee with Col. Irving P. Rexford as Chairman, and with Mr. Eric Leslie as Vice-Chairman. But it was clear that the arrangements could not be completed by September 25th; so the date of the final celebration was fixed for November 26th.

September 25th, however, did not go unmarked. There was an afternoon Assembly of the School the day before — a Friday — with a platform party which overflowed into the body of the hall. These illustrious old boys facing a Rector once more may very well have looked back with a touch of regret to their own old school days.

The gathering on the evening of November 26th was a memorable occasion. The School was in session; and for the first time in a hundred years a day's work was being carried on in the evening.

After leisurely visits to the various classrooms, laboratories, workshops, and art rooms, the guests adjourned to the Assembly Hall to hear Air Vice-

Marshal Frank McGill deliver the address of the evening.

After commenting on the service and sacrifices of the old boys of the High School of Montreal in both the world wars, the distinguished Air Vice-Marshal continued:

“There cannot be — there must not be — any unfinished business at the end of this war. The “D” of “Defeat” must be every bit as significant as the “V” for “Victory” . . . It is not enough for us to boast of our traditions; it is time for each one of us to take stock of himself or herself as a Canadian, and to see to it that our citizenship is one of work and service . . . We are fighting to preserve the democratic way of life; to preserve for ourselves and for our children after us the freedom which we have always enjoyed, the traditions of our broad-visioned, unselfish, and courageous forbears, and of the country we proudly call our home . . .

“Our minds as well as our bodies must be fitted to this service. This is no time for individual opinions to stand in the way of the good of the community. Heaven knows that we believe in individualism, but if that very individualism is to survive, the first thing we must do is to win this war: and we are not going to do that as anything but a team. Let the “rugged individualists” be just a bit more rugged, and

just a little less individualistic, and we'll really be getting somewhere.

" . . . Plans are under way to fit our servicemen into the life of Canada, when they come to us, so that they may derive the fullest benefits from the freedoms they have preserved for themselves and for us. Let us see to it that it is a true Canada that they return to. Let us make it our business to preserve, on the highest plane, the things they are now fighting for".

Meanwhile the campaign committee had been working energetically, the special names section, with Mr. Frank Common as Chairman, doing exceptionally well. While it was hardly to be expected that the \$100,000 objective would be reached, a surprisingly large sum was secured. Much of the credit in this connection must go to Mr. Eric Leslie, who assumed the responsibility of having the mailing lists prepared. Mr. Gordon Brown worked zealously from first to last, and only those in close touch with the proceedings know how much his initiative helped at every turn.

It was not decided until October, 1944, what form the memorial would take. Finally a meeting of the trustees who had been appointed to act as custodians of the fund was called, and the Rector made the suggestion that a planetarium should be installed in the School. The idea was favourably received by the committee; and the planetar-

ium was opened at an Assembly of the School on the afternoon of April 24th, 1945, Mr. William McG. Gardner, the newly appointed President, delivering an eloquent address. He stressed the importance of developing a spirit of reverence, and of the effect on mind and character of the study of the heavenly bodies.

The President then reminded his listeners how greatly mathematics and science have developed our knowledge of the heavens, filled as they are with innumerable stars; and how language fails us when we venture to speak of celestial distances, speeds, and power.

He dwelt on this theme — on the hopelessness of any attempt to give expression to the attributes of the heavens. When we attempt this, he said, we are lost in wonder. Only a world, he continued, created to glorify God can be understood. No earthly motive would be intelligible. Based on the one true foundation of Service to God the way is opened to peace and harmony in the world.

We stand in awe, he said, when we consider our utter helplessness "in the hands of celestial power infinitely beyond our control."

The President closed with an eloquent and moving reference to St. Augustine's tribute to humility in the face of the immensity of the heavens.

our English-speaking boys, who unfortunately fail at times to realize how valuable an asset a knowledge of French is bound to be, both in business and society. But if Mr. Robert did not quite succeed in making his subject popular, there was never any doubt about his own popularity. The boys realized his eagerness to help them; and were grateful for all his hard work, of which there was always abundant evidence.

Rehearsals of French plays, debates and speeches in French — all requiring the most careful coaching — these were but parts of the day's work. But the strain was too great; and another joined the ranks of those who have found the teaching of French to large classes too heavy a task.

There were always, it should be pointed out, a certain number of pupils who, under M. Robert's expert tuition, were enthusiastic over their French studies; and the fact that he had the *medal d'officier d'instruction* of the French Academy given him is sufficient indication of the quality of his work. If, one of these days we find a gradual improvement in the attitude of our boys towards the study of French, we shall feel that much of the credit must go to this devoted and brilliant teacher.

Mr. M. C. Coll McFee was the best of good companions. Meeting one of us in the corridor, he would stop, assume his accustomed attitude with

his elbows resting on the window sill; and a moment later his hearty and easily recognizable burst of laughter would be heard. If we dropped into his office, as we often did, he would find time for a word although he was always a busy man. And yet, despite his joviality with his close friends, his nature was one of intense earnestness; and one cannot help feeling that association with such a teacher must have been morally bracing for his pupils.

He enjoyed his work as a teacher of chemistry, and incidentally, his pupils always fared exceedingly well at the hands of the outside examiners in June. But he did not worry a great deal about such things as examination results. He knew that he did his work faithfully, and with that knowledge he was satisfied.

Mr. G. H. Heslam, a veteran of the First World War, has held virtually every important office in the gift of the Provincial Association of Protestant Teachers. He is still, and apparently will continue to be, a Pension Commissioner; as his election to that responsible position is regarded as a foregone conclusion.

He is a tireless worker, and has a knowledge of educational law at his fingers' ends. In addition to this he has the confidence, not only of the English teachers, but of his French colleagues in the Education Office, as well.

Mr. Heslam has first class administrative ability and sound judgment; so it was not surprising, when the position of Principal of the West Hill High School fell vacant in 1943, that he should be the choice of the Commissioners to fill the vacancy. Their confidence in him has been amply justified. He has tact and judgment, and is willing to listen to the advice of others, a trait that is most useful in these days when Home and School Societies have so much useful and constructive advice to offer.

It was not long after Mr. K. C. Denton joined the staff of the High School of Montreal until his colleagues found out how versatile he was. While mathematics was his favourite subject, he taught other subjects cheerfully and successfully; and when the opportunity came to him to devote all his teaching time to mathematics, he was successful from the outset.

He had one qualification that too few teachers of mathematics have. This was a practical knowledge of machines — a knowledge that stood him in good stead when, after retiring from the staff of the High School, he taught Veterans for several years. He enjoyed this work very much indeed; and only the realization that he had earned a rest induced him to retire.

Mr. Denton was always interested in athletics, in football, particularly. This interest and a keen

sense of humour have combined to make him a general favourite.

When Canon Fee became Rector the office of Vice-Rector was revived, and Mr. D. H. Christie, M.A. (Edin) was appointed to the position. His appointment was based upon eighteen years efficient service in the classical department of the school. He also had an overseas war record which included services as an instructor in Khaki University at Ripon.

His appointment was a most popular one, and in view of his standing as a classical scholar, was probably taken as an indication that Latin still occupied an important place in the curriculum. In addition to his sound scholarship, Mr. Christie has a delightful sense of humour.

Greatly to the regret of boys and masters, Mr. Christie retired in 1934, bearing away with him the best wishes of everyone. Members of the staff hear from him from time to time; and it is obvious that the High School is still very much in his thoughts.

Mr. H. P. Lockhart has outlasted all the group of Maritimers who came to the High in 1914. Bent and Reeves, other Blue Noses, are still going strong, but they belong to a later vintage.

Lockhart has probably done less to make English literature abhorrent to his classes than most teachers of English. There is with him no cram-

ming, or forcing of English texts down the throats of unwilling pupils. His method — and the present writer thinks it a good one — is to present the subject fairly; and then to say, in effect, "Take it, or leave it". This secures popularity for the subject, and, incidentally, for the master as well. This, it seems, is a requisite of successful teaching.

The Junior School — A Last Word

Junior School records are complete from 1870 to 1943, when this department ceased to exist as part of the High School. During these seventy-three years there were more than seventy teachers; so that only a relatively small number — those who served longest — can be mentioned here. In addition to these there are, of course, those given a word of appreciation by Dr. Rexford or Dr. Gammell.

Miss Sinclair and Miss Smith were members of the staff during Dr. Rexford's first year as Rector when he was building for the future by giving special attention to the younger boys. He realized how good the work of his junior teachers was, and gave it generous recognition. Miss Sinclair continued her teaching in the High School for Girls for many years, while Miss Smith added instruction in Art in the senior classes to her work in the Junior school.

Miss O'Grady came to the school at the begin-

ning of Dr. Rexford's last year as Rector; and his annual report for this year records his approval of her work. Dr. Dixon seconded this praise twenty years later on the occasion of Miss O'Grady's retirement.

Miss Metcalfe retired in 1913, and this time it was Dr. Gammell who paid a well deserved tribute. He said that the School had lost the services of "a most devoted, experienced, and successful teacher". Dr. Dixon, speaking on the occasion of Miss Irving's death a few years later, referred to her high ideals, adding that Miss Irving "had never shirked the hard work necessary to realize these ideals".

Miss MacFarlane was First Lady Assistant for a number of years before her retirement in 1933. She was energetic, vigilant, and industrious, proving herself a very competent administrative aid.

Miss Louise Shaw, B.A., and Miss M. E. Bennett taught for some years in the High School for Girls after leaving our Junior school. It now remains for us to second most heartily the many appreciative comments made upon their retirement from the Girls' School.

From time to time in the past, when a teacher has retired, a tribute, frequently written by a colleague, has appeared in the High School magazine. So, turning to the School magazine, we find that

Miss Lola Radley's scholarship was sound; and that Miss Dodds had poise and charm — a dictum with which we certainly agree.

Here, however, we might pause to remark that the qualities so fittingly credited to Miss Dodds were possessed by many of her predecessors, and in very generous measure by the three ladies to whom we shall now pay our all too brief tribute: Miss M. L. Allen, Miss E. B. Kneen, and Miss Marguerite McGreer.

It was always a pleasure to visit a classroom presided over by any one of these three ladies. They were so composed, and — to come back to the word — had poise. And the boys, treated politely, were being given an all-day lesson in correct deportment. The usefulness of the Junior school continued to the last. We regret its passing.

Courses and Classes

A BOY is rightly occupied when his amusement grows out of his work. Hence the first duty of a headmaster is to give his boys work that will interest them; hence the contrivances designed to arouse the curiosity of youth in an up-to-date school.

The High School of Montreal has kept in touch with modern innovations; and the Old Boy revisiting the scene of early successes and disappointments will see a number of what may seem novel features as he goes from room to room or from laboratory to workshop. Among these — to mention a few — will be the junior science laboratories, the mechanical arts classes, classes engaged in map reading, or seated in the planetarium trying to visualize the precession of the equinoxes, or a class functioning as a band or as an orchestra. The boys in these groups are interested in their work; and interest — if it is not the one thing needful — is always essential.

The old stand-bys, English, French, history,

and mathematics, known as the basic subjects, are still found in all four high school grades, although during the war years history was discontinued in the Fifth and Sixth Forms to make way for subjects connected with air cadet activities. Latin is taken by one class in each grade; and chemistry and physics by most of the boys in the two senior Forms. Such subjects as biology, music, or geography may be accepted as substitutes in one or other of the five courses in the Fifth and Sixth Forms.

In the "B" division of the Sixth Form intermediate mathematics (trigonometry and additional algebra) are substituted for Latin, as in the past. One noteworthy change is the addition of a course labelled "mechanical arts", including metal work, practical electricity, motor mechanics, and woodwork. This course, a very useful one indeed, is not yet accepted by McGill as a matriculation subject; but as those taking it have chemistry, physics, and drawing, in addition to the basic subjects, they are able to qualify for admission to the Science Faculty.

The situation then is that every Sixth Form boy is engaged in work leading to matriculation. Of course, not all of these 175 boys will make the grade; and recognizing this, the Board in 1945 authorized the granting of a "general certificate" to boys who have satisfactory marks in eight papers

instead of the ten required for matriculation, a pass in each of the two English papers being compulsory.

It will be noted then that there have been at least four important modifications in courses and requirements introduced recently. There is now a greater variety of subjects than formerly; mechanical arts has been given a place in the curriculum — a departure from academic traditions; an intermediate certificate is given to boys who successfully complete the work of the first two high school grades; and, finally, allowance is made at the conclusion of the Sixth Form work for boys who, for one reason or another, have failed to gain the Junior High School Leaving certificate issued by the Quebec Department of Education. This Junior High School Leaving certificate, with certain reservations, is accepted by McGill as satisfying the entrance requirements of one or other of the faculties; so that although High School boys are looking ahead to matriculation, they do not actually write the entrance examinations set by the University.

New Courses

As the visitor to the school hears references to such subjects as jewelry and metalwork, wood carving, motor mechanics, practical electricity, etc., etc., he will probably be impressed with the

variety of the work. Yet these subjects all lead up to or form part of, well integrated courses. Again, it would be a mistake to suppose that the school is being turned into a technical institute, although the technical knowledge gained is of great practical value. But what seems to be regarded as the important thing is the enriching of the imagination, so that horizons are widened, and new vistas unfolded.

In this connection the subject of biology deserves more attention than it will receive in this brief notice. The department is in charge of Dr. H. M. Lead, an Old Boy of the school whose scholarship and organizing ability have been responsible for establishing and developing courses in which his subject is taught in five grades including the 12th Year.

The use of microscopes magnifying to the extent of 600 diameters, the preparation of slides and the use of section cutters will give a hint of some of the activities carried on in Dr. Lead's laboratory. Again, a glance at his outline of work shows such attractive and significant titles as "The Biology of Spring" and "The Biology of Autumn". Later, there will be the preparation of cultures of microscopic forms of life, and the introduction to anatomy and physiology.

In the Third and Fourth Forms we find the more inclusive heading, Junior Science, one branch

of which is junior physics. The course in junior physics is conducted by Mr. R. F. Rivard. As it is impossible to enter here into any extended account of the work carried on in this course, or even to attempt any description of the contents of a certain corner cupboard, an attempt will be made to give a hint of the nature of the work by describing a small contrivance which took the eye by reason of its utter simplicity. The little machine consisted of a knitting needle, a cork, two or three yards of fine copper wire, six nails, and a piece of board six inches by four inches. Just that and nothing more.

Put together in a certain way these parts became an electric motor, which — it may be recorded here — won the first prize in 1945 as the best working mechanical model submitted for approval during the year.

Where are the captious critics of home work? Given an interesting assignment, the boy will need no urging or driving. And with father and mother lending a hand, you have a little Home and School Society functioning very satisfactorily indeed.

"The assigning of scientific problems — to quote Mr. Sommerville — that can readily and easily be connected with everyday experiences" is regarded by the school authorities as most important. Initiative is encouraged, and boys willingly come to grips with difficulties — a good thing in itself. This should be stressed, because so

much has been said concerning the importance of interest that the reader may get the impression that some royal road to learning with all obstacles removed is being sought. This is not the case; the boy understands that the obstacles he is trying to surmount are a necessary part of a problem that he has willingly undertaken to solve. Later, he will understand that the overcoming of the difficulties encountered is part of the educative process; but it is a part that does not bear the unpleasant label, "disciplinary".

The subjects of physics and chemistry will have only a word here, despite their importance and popularity. The writer is, instead, taking the liberty of suggesting that Old Boys who have not made the acquaintance of the Heads of these departments come to the School, and see for themselves what is being done here.

Mr. D. C. West, Head of the physics department, is a recent acquisition from the Baron Byng High School. Probably some of our old boys have met him in the Evening Technical Classes in the Commercial school where he has been Principal for many years. Dr. Guest, in charge of the chemistry department, came to us in 1938 from Macdonald College. He had recently gained his Ph.D. in McGill, and had won an enviable record as an instructor. So Mr. Sommerville went after him, and got him.

Clubs

Clubs have been playing an increasingly important part in the activities of the school in recent years; and it might be well to indicate a few of the ways in which they have helped to improve work.

We might begin with the Chemistry Club. Each member has his own little laboratory in the basement at home. Here the question of buying supplies comes in. If the orders were sent in by individual boys, they would naturally be very small. So the executive totals these lists, and the purchasing agent does the rest. It may be noted that the boys are using the methods and terms of their elders in their use of an executive.

It may be straining a point to speak of a class as a club simply because it has made use of a club's set-up of executive, secretary, and president. But such an organization of the class is important. It makes for self-government definitely favoured by past Rectors, and by the present administration as well.

There is another advantage in the use of club organization when we have the class representative presiding, with the teacher on the side lines as adviser. Incidentally, it might be mentioned here that each school club has its adviser.

Every old boys knows the hub-bub that fre-

quently ensues when a boy who does not know his business very well takes the chair. The procedure in a public meeting or club meeting called to conduct business is the result of House of Commons practice; and if our chairman is to have orderly discussion, he must keep House of Commons rules, or an adaptation of them in mind. For one thing, when a boy has finished speaking, those who wish to speak next should stand or raise the hand. Standing is better than raising the hand as it brings the incidental advantage of change of posture.

Many other matters making for the systematic and orderly dispatch of business will be dealt with by the alert adviser when the occasion arises. Such correct procedure inculcated and demonstrated will prove useful later on.

The Play's the Thing

BUT perhaps it was in connection with the drama that the club organization definitely came into its own. We are reproducing here on page 240 a photograph of the cast of "Julius Caesar" as produced in April, 1916.

Is it savouring too much of the classroom if we indicate here how well this frequently underrated play meets the requirements of a boys' school? The parts of Portia and Calpurnia can be deleted without injuring the continuity of the action.

Mr. Walter V. Holt was our coach — our guide, philosopher, and friend; but looking back over a stretch of thirty years, the writer is perhaps too complacent when he recalls that he did the necessary cutting, and, *mirabile dictu*, made the arrangements with Ponton's, securing the costumes, supplementing the deficiencies by a prolonged search through half the dry goods stores on St. Catherine Street.

But — always excepting Mr. Holt — we were

inexperienced; and not to be mentioned in the same breath with Dr. LeClaire and those associated with him in the dramatic productions of the late '30's and early '40's. But we did not do too badly. The writer recalls that once, at least, he saved the situation when he negatived the decision to put talcum powder on the face of the recumbent Caesar. A sneeze at this juncture would have had dire results, changing tragedy to low comedy in the eyes of the groundlings.

Philip Meyerovitch was particularly well cast for the part of Cassius. He was tall, and dark, and spare, meriting Caesar's warning:

"Yon Cassius has a lean and hungry look".

Geoffrey Brown was the noble Brutus through it all, from his consideration for Lucius (W. H. Schippel) to the very end, where Antony (Isadore Pevzner) exclaims:

"This was the noblest Roman of them all".

A second production featuring George Grimson as Brutus was put on in 1920. (See photo page 241)

A cast of 46 rehearsed for months with Prof. Holt again acting as coach. Through trial and tribulation they emerged on the night of the play as Roman citizens. This illusion was maintained throughout the evening, with the exception of one false modern note. One of the Roman crowd, who shall be nameless, was heard by the audience to express his appreciation of the generous terms of

Caesar's will with the enthusiastic remark, "Gee, that's great." No such levity was shown by the leading characters, who enacted their roles with due solemnity. Caesar was played by Charles Richardson, Antony by Harry Batshaw, and Cassius by Frank Godine. The labour of assembling costumes and properties, and supervising production and stage effects was again performed by the writer.

The High School treads the Boards

(From information supplied by John Gibbon, Stuart Anderson, and Malcolm Davies, Principal of Macdonald High School.)

Many Old Boys who attended the School in the late 20's will recall the visit to Montreal of the celebrated Stratford Festival Players in 1929. They played for a week at the Princess Theatre — now, like so many other playhouses, a movie palace.

As with other touring Shakespearean companies, they relied on local talent for their "supers". So Mr. McBain, senior English master at the school, got into touch with Mr. W. Bridges Adams, Director of the Company, and offered to provide the people for the mob scenes. So a call was issued to all aspiring thespians in the Sixth Form. This invitation was accepted with alacrity by a number of boys, for here was a chance to appear on

the professional stage in company with a number of well-known English actors. The Stratford company had among its featured players (there were no stars) Roy Byford, who played the comedy parts, Wilfred Walter, who specialized in "heavies", Aubrey Mather, who did old character men, and Dorothy Massingham, later to write "The Lake", and die under tragic circumstances a few years ago.

The Stratford repertoire included "The Merry Wives of Windsor", "Julius Caesar", "The Merchant of Venice", "Richard III", and "Hamlet". Rehearsals were held on the stage of the School hall. To add some sort of conviction a few regular members of the company were sprinkled amongst the crowd; and cries of "Away!" "Fire!" "Burn!", "Kill!" soon rent the empty auditorium. The actual performances at the Princess went smoothly, though there were a few close calls. The actor playing Caesar who had spent some time in a near-by tavern, had difficulty in orienting himself, and almost fell off the litter being borne by Malcolm Davies and other "supers" during his first entrance. As though this were not unnerving enough, the icy drafts which swept around the huge Princess stage were somewhat disconcerting to the young amateurs clad in flimsy cotton skirts which they were assured were genuinely in period.

Not many extras were needed for the plays other than "Caesar", but few will forget the sight

"Maria Chapdelaine". This play served to introduce to the stage Lenore Osborne and Lorne Ross, who were to make a name for themselves on the amateur stage in the next two years. Lucien Ayoub and Irene Grotin played the parts of father and mother quite acceptably.

The following year, 1938, saw the representation of Sir James Barrie's "Mary Rose". This production received the highest praise from the newspaper critics. S. Morgan-Powell of the Montreal Star said, "Lenore Osborne's performance of the most important role, that of the wistful Mary Rose, was little short of a revelation. The balance of the cast attained a considerably higher standard of acting than most amateur productions". The "Cameron" of James McCallum and the "Simon Blake" of Lorne Ross were also noteworthy. Louis Mulligan's scenery merited high praise for its atmospheric qualities and beauty of simplicity. The effect of the scene on the island was enhanced by a choir of fresh young voices. Other parts were taken by Darrel Barnes, Vivian Dixon, and James Eaton.

In 1939, Stephen Phillip's "Paolo and Francesca" was chosen. This is the story of the tragic circumstances of a couple in Rimini almost seven centuries ago; of the lovely Francesca, whose hand was won by the tyrannical, lame Giovanni, but whose heart was captured by Giovanni's handsome

brother, Paolo. Mr. Mulligan's scenery was again highly praised as presenting a series of most imaginative stage pictures. The performances of Lenore Osborne and Lorne Ross were up to their previous high standard, but Vivian Dixon nearly stole the show in her role of Lucrezia, one critic saying that "Vivian Dixon's frustrated Lucrezia was a beautifully spoken and finely illuminated delineation." Mr. George Brewer adapted Tchaikowsky's Fifth Symphony to the organ, with Mr. Thomas Kerr at the piano. This musical background added much beauty to the production.

Next in line came Rostand's "Cyrano de Bergerac". This was a difficult play to produce, because of the extremely large cast, some sixty actors in all. Griffith Brewer played the lead. One critic said: "Mr. Brewer takes this prodigious part in his stride, and makes the English lines flow with a rapidity that would do justice to any French actor. He has an excellent voice capable of surprising variety of tone and was at his best in the lyrical passages. Keith Darbyson as Christian was effective in contrast to the romantic colour of this Cyrano." May Ebbitt was Roxane. Felix Swierzynski, in the small part of Ragueneau, the cook, brought down the house. Louis Mulligan's settings were again handsomely mounted. Messrs. George Brewer and Thomas Kerr played Mr.

Brewer's arrangements of old French airs on the organ and piano.

The year 1941 saw a lively presentation of Clifford Goldsmith's comedy, "What a Life". Gordon Jones, we learn, as Henry Aldrich, was "requisitely awkward and gained the sympathy of the audience". Renfrew Taylor as the school principal gave a capable performance, and Enid Hobart presented an arresting portrayal of the teacher of elocution.

The final play of the series directed by Dr. LeClaire was Karel Capek's "The Mother" put on in 1942. This play proved unpopular because of its theme, but the performance was a polished one, one critic remarking that "as the mother, Enid Hobart is a real discovery. She has a fine voice", continues this critic, "and a mature appreciation of her lines. Her stage presence was first rate". Jack Landsky did some excellent work as the father; while John Busby, George Fortier, and Walter Cherny were adequate as the sons.

A performance of "A Midsummer Night's Dream" in 1943 directed by Miss Doreen Lewis deserved and received high praise. Those who have followed the work of Miss Lewis in MRT productions will readily believe that the boys and girls who played the widely varying parts in Shakespeare's lovely comedy were in good hands.



The cast of "Julius Caesar", as produced by the High School in 1916.

Front row, L. to R.: L. Sinclair, R. Fraser, G. B. Foster, K. Kent, H. Sunderland, D. Jones, P. E. Radley, I. Pevzner, C. Schultz, W. Schippel, G. S. K. Brown, P. Meyerovitch, L. Levitsky, T. G. Major, M. Blaiklock, C. Denison, S. H. Brown, H. Martin, P. S. Scott, G. Nichol, F. Singer, L. Foss, F. S. Brough.

Back row, L. to R.: N. Vineberg, O. J. Lummis, C. R. Harris, L. Williams, R. Moock, J. Dugan, S. Dworkin, C. B. Smith, L. Freedman, O. Schaffer, M. Friedman, A. Dectar, J. Friedman, B. Hircovitch, R. B. Henry, G. Franklin, N. Freedman.



The cast of "Julius Caesar", as produced in 1920, including among the principal characters:
Grimson, Batshaw, Richardson, Godine, and Silverstone.

The Centenary Club

“Manners makyth man”

THE motto of a great public school which forms the sub-heading for this sketch will serve as an introduction to one of the newer, and certainly one of the most important of the school's twenty-eight or thirty clubs.

Membership in this club is not easily secured. Its ideals are high. Honesty and reliability are, of course, essential. So is willingness to co-operate with the Rector and the staff. While scholarship is undeniably important, the boy of average ability who does his best will be more favourably regarded, other things being equal, than the more highly gifted boy who does only enough to get by. Courtesy will be given a high rating by those who will have the task of deciding which boys shall be accepted as members.

But it has always been the aim of the school to have its boys honest, reliable, courteous, and willing to do their best at their studies. Since no group can have a monopoly of the virtues, why, then, should there be an association of this nature? The

answer is that an organization such as the Centenary Club gives recognition to *outstanding* merit. And the prospect of membership may sometimes act as an incentive to the good boy who is not doing his best; for at times even a very good boy may grow a little careless.

It must always be remembered that close contact should be maintained between the boys who wear the badge of this club and the other boys. Otherwise the club will cease to be the influence for good that it may well prove to be. As a matter of fact the chances are that pleasant and useful relations will prevail, as the boys are already accustomed to respect the authority of the prefects without regarding them as a group set apart from the rest of the school.

Now what is the relationship of the Centenary Club to the Board of Prefects, each group being composed of the best boys in the School? The Prefects are assigned specific tasks that test the power to guide and lead. But it would be unreasonable to expect to find this gift of leadership widespread among any group of boys; particularly among the younger ones; and there will be a good many of the younger boys in the new club. Even among the prefects the number who have the power to lead will be relatively small. If a member of the new organization has this gift, Fine! But it is not insisted on.

Essentially, the Centenary Club introduces

nothing new. Indeed, Mr. Sommerville wished to stress the fact that in sponsoring the project, he was simply helping to foster the high ideals and traditions established and maintained by his great predecessors.

Air Cadets

Reference has already been made to the High School Cadets, an organization of long standing. Prior to 1942 the High School unit was composed of army cadets; and enrolment was voluntary. In 1942, an air cadet squadron was organized, and enrolment became compulsory in the Fifth and Sixth Forms and in the 12th Year.

This introduction of compulsory training in three grades was, of course, a wartime measure; and now, with the war ended, air cadet training is obligatory in the Fifth Form, only. But boys from other classes may join as volunteers; so that the total enrolment is well over 300. Boys who are members of the sea cadets, the army cadets, or who are in the reserve army are exempted from enrolling in the school squadron. Since 1942, the cadets have been in charge of Major (now Flight Lieutenant) D. A. MacRae, an experienced pilot of the First World War.

An important feature of air cadet training is the summer camp at one or other of the large R.C.A.F. stations to which all senior cadets (those over fifteen years of age) are entitled to go. In

1942 the squadron went to Uplands; the following year to Rockcliffe, while in 1944 Mountain View, near Belleville, was the scene of the activities of the seventy-five boys who were on hand.

An account of the work done at these summer camps will come as a revelation to many old boys. In the first place, all the cadets get a certain amount of time in the air in aircraft flown by highly qualified pilots. At Mountain View the boys got the same lecture courses in gunnery, photography, map reading, navigation, and instrument reading as the personnel of the R.C.A.F. who were being prepared for the war in the Pacific. Not only this, but the lectures were given to the boys and to the enlisted men by the same instructors.

Since then, cadets have been getting ground instruction in gliding; and soon there will be gliding camps in operation. This has been made possible through the co-operation of the Air Cadet League, a civilian organization made up of prominent citizens throughout Canada working in close co-operation with Air Marshal Leckie, Chief of Air Staff.

This note would be incomplete if we were not to say a word about the drum and trumpet band, some of whose members are quite small boys. As they step out in the van of the well-drilled squadron, they may well take to themselves a share of the applause of the spectators.

The High School Athletic Association

A visitor to the school in September will find that physical examinations are the order of the day. The examination is thorough; there is nothing perfunctory about it. Then there is the effort (important and interesting) to find out what physical activities each boy is best fitted for.

And let it be remembered always that sound character and a healthy imagination are twin objectives — a truth that seems too obvious to require statement. Another obvious truth is that sportsmanship and a willingness to do his best are expected from every boy.

But there are many questions calling for answers, one poser being: Should we allow boys to play with outside clubs if they are members of the School teams? There may not be anything reprehensible in this practice, apart from the danger that we may be allowing the boys to take on too heavy an assignment. At any rate we make no effort to stop the practice. Even in the old days when the School tried to take action the effort met with indifferent success.

Old Boys will remember — possibly with amusement — the difficulty classmasters had in collecting the fifty cent athletic fee each year. This paltry sum has in recent years been increased to two dollars, collected at the office without coaxing.

World War II

THE PLANETARIUM, installed in 1945 to mark a milestone in the history of the High School of Montreal, has served also, and will continue to serve, in a very useful way to keep in the minds of the younger pupils what High School old boys did in the early and mid 1940's to maintain our national freedom and our connection with the Empire.

On the wall of the foyer leading to the Assembly Hall is a list of the old boys who volunteered to serve in Canada's forces. The list adds up to nearly 1200 — more than 300 in the navy, more than 340 in the army, and approximately 550 in the air force.

Of these, more than 130 will not return. Their loss has brought sadness to many homes. But if we think and act as they would have us think and act, they have not died in vain. They have left for us an example of how to live worthily and bravely.

"Their names,
Graven on memorial columns, are a song
Heard in the future; few, but more than wall
And rampart, their examples reach a hand
Far thro' all years, and everywhere they meet
And kindle generous purpose, and the strength
To mould it into action pure as theirs."

FOR KING AND COUNTRY

Names of Dead and Missing

Second World War

Duncan Anderson, James Anderson, R.A.F.,
Gordon C. Annam, Frank A. Aspinall, Eric At-
kinson, Ross Adrain, Geo. B. Aspler, S. J. L.
Bailey, Robert Beckett, Ernest M. Bell, Stanley
A. Bishop, W. Burrows, Kenneth Bush, Benton,
T. S. Burgess, C. Keith Barrett, W. J. Burrows,
N. L. Burger, D. H. Budden, H. T. Burgess, J.
M. C. Campbell, Arnold Card, Constantin Choma,
Jack Clouston, Robert Collins, John Candlish,
Richard Collins, Ian Crawford, Robert Dixon,
Hartley Doig, R. Dumas, E. Driscoll, F. Darling-
ton, C. Desbaillets, Frederick Dynes, Gordon
Dick, Lloyd Ellam, Lief Erickson, George A.
Ecroyd, J. Gordon Elliot, Alex Ferguson, W. S.
Fry, Lorne Gibbs, J. F. Gilbey, J. H. Godbehere,
J. H. Gurr, John D. Gall, Robert H. Goodyear,
Miles Carson Grant, Lloyd G. Haines, Harold
Heath, Arthur G. Hermitage, G. A. E. Hermi-

tage, Howard Hill, Raymond Hill, David Harling, John A. Holmes (U. S. Army), R. N. Jazzar, Royden Jupe, Malcolm G. Johnston, F. Janes, J. A. Kerr, W. W. Kerr, John Landsky, Sam Levitt, George Lewthwaite, Earl Lipiatt, Morton Livshitz, J. A. Logan, James Lummis, Clifford Luxton (Prisoner), P. Larson, John S. Lazarus, J. D. MacVicar, J. C. McAllister, George E. McCabe, James McCallum, Beverly McIntyre, J. A. McIntyre, J. A. H. McKenzie, Jas. Alex. McRae, L. B. Madden, S. Manktelow, C. Finney Marsh, Chester A. Martin, Fred L. Meredith, Raymond N. Millar, F. W. Montgomery, S. A. Morrison, David Morton, William Percival Neale, E. A. Owen, Alfred W. Peters, C. Phoenix, Wilfred Picher, F. Pickering, John A. Pollock, Rufus Pope, Fred Pascal, I. Pervin, George W. Pidduck, J. Roberts, Gordon C. A. Ross, Fred Rowe, Kenneth Rodgers, G. C. Saunders, D. Schnebley, Tom Schofield, G. J. B. Shields, Edw. Simon, Neville Smith, William R. Smith, W. J. Spence, G. H. S. Stairs, Donald Stalker, A. Steinberg, Ben Stevenson, Clarence Thoburn, L. L. Thornton, John O. Tuller, F. M. Van Geun, Albert E. Wayte, Colin Wheatley, Roy Williams, Sidney Williams, Arthur W. Wilson, Ian M. Wilson, Harold G. Woods, William Wynne, William Yerbury, Vladimir Zulinov.

THE
POST-WAR
ERA

Football in Nineteen Forty-Five

THIS date has been chosen somewhat arbitrarily. Here a word of explanation may be necessary. A visitor to the School going down to the gymnasium level via the boys' stairway will see to his right as he opens the door leading to the gym. a series of football and hockey groups belong to the 1890's. They are all interesting but it is impossible to include them here. There is one, however, dated 1893 (or 1896 — the date is blurred) that has a special interest for the Old Boys of the School, inasmuch as three of the masters are included. Dr. Rexford is there, of course, as Rector. Major Macaulay is there as President of the Club. But what lends special interest to the photograph is that Dr. Gammell is there in his football togs.

To those of us who heard of him in his Pictou Academy days, this will hardly come as a surprise as he played football (English Rugby) with the Academy boys. It will be more of a surprise to learn that he played lacrosse in the old shire town. Down there lacrosse was a winter game, played

on the harbour ice, covered with a coating of snow, it is to be surmised, to provide safe footing for the runners. There has been for the greater part of the half century keen rivalry with other great city schools, and hard knocks have been given and received, but Dr. Gammell, through it all, has retained a love of fair play and good sportsmanship.

The writer plans to illustrate this by telling of a game played many years ago on the old M.A.A.A. grounds against the Westmount High School, in those days our traditional rivals.

The Westmount team with three or four minutes left to play was fighting desperately in the shadow of its own goal posts to hold a lead of two or three points. Dr. Gammell was absorbed in watching the game, and we who knew him so well could understand his hopes for the success that seemed so near. But it was not to be; and when the final whistle blew, Westmount was the winner.

And here is what gives point to this recollection. For a fleeting moment there was a shadow of disappointment on the great master's face. But this shadow disappeared almost before it could be noticed; and the next instant he was congratulating the Westmount captain with the utmost cordiality. On the day's play the better team had won, and this, as Dr. Gammell saw it, was as it should be. The memory of these few moments is as clear and definite to the writer as if the game had been played yesterday.

While the teams were in action Dr. Gammell retained something of the wholesome boyish partizanship that we term fighting spirit; but there was always a generous recognition of the worth of a skilful and sportsmanlike rival. This is the spirit that has been encouraged by our later coaches; and in 1945 we had Glenn Brown in charge, in every way a worthy successor of Macaulay, Gammell, Powter, and MacRae. Glenn would rather lose a cleanly-fought game than win with the aid of the slightest irregularity. Indeed, during 1945 he demonstrated that clean play can bring victory; for two games were won with three of the supposedly best players suspended for violation of rules.

Some old boys, who are not, themselves, football players may be glad, perhaps, to get a few particulars of football as it is being played in the inter-school union today. And the fact that the writer speaks of technical matters in the language of the layman may possibly make his account acceptable.

There have been at least two important changes. The forward pass is possibly the most noteworthy innovation. Here the reader is warned to be on his guard although the word "possibly" may save the situation in this expression of opinion. The rule governing this innovation is that the ball may be passed from back of the player's own line of scrimmage to a team-mate who has sprinted down

have two teams evenly balanced. As a matter of fact the two best halfbacks in the School did not play in the same backfield.

Each team has its own captain, chosen for one game, only. An interesting point is that at the end of the season, two "season" captains are selected by a vote of the squad. One of these, who must be a member of one of the graduating classes, is named captain for the past season; the 1945 season according to our assumption concerning dates. The other captain has the responsibility of keeping things in readiness for the following season.

The wealth of material will make it possible for the School to have a full unit in each squad, ready to step on the field next year, notwithstanding losses resulting from graduation. The system of having two teams militates against a fast start, but it pays dividends in the long run. One more point before bringing this sketchy notice of modern football to a close. Every boy is given an equal chance; and there is no group of twelve boys sitting on the bench for game after game, and naturally feeling out of it.

Swimming

The splashing and shouting that go with a water polo match, or a closely contested race in the High School swimming pool are exciting even for those who prefer to be entertained without noise or moisture. Perhaps not as exciting, but even more

important are the instruction periods, when boy after boy from class after class timorously makes his way toward the deep end, accompanied and encouraged by Mr. Urquhart.

Here are the facts and figures. The Third Form is the only grade that has compulsory swimming. In October there are usually some five or six boys in each of these Third Form classes unable to swim. By Christmas if there is a single boy out of the four hundred boys in the grade who is not splashing about in deep water during the swimming period it will be a matter for remark.

There is nothing spectacular about these early lessons, but they are by far the most important activity connected with the pool and the swimming club. One of these days life saving will be taken up — an excellent thing; but the first and most important step has been taken when the boy learns to save himself.

There are still perhaps 150 boys in the School who have not yet learned to swim; these being in almost every case boys who did not pass through our Third Form. But this number will probably be halved before Spring. The School has also kept in the van in competition with other schools, thanks to Fred Urquhart and to his predecessor, Bill Searle. This is as it should be in the school which has produced George Hodgson, the three Bourne brothers, (Clayton, Munroe, and Alan) and George Vernot.

But there are others deserving more than a word. There is John Kerry, for example, whose name is inscribed on the Birks Trophy, indicating that he was possessor of the best all round School score for the year 1907. He was successively Interscholastic, Intercollegiate, and Canadian Champion. George Vernot represented Canada twice in the Olympics: first at Antwerp in 1920, and again at Paris in 1924. His specialty was probably the mile. At Antwerp, competing in the 100 metres, the 400 metres, and the 1500 metres, he won third place in the 400 metres race, and second place in the 1500 metres. George Draper and Frank McGill each played hockey and football; and it is interesting to speculate what honours they might have won in swimming, had they given their time to it.

When we come to the Bourne brothers our problem is to decide which of their many triumphs to record. Clayton was the first to make his appearance, and one triumph followed another. Munroe, who came next, established records that possibly eclipsed those of his elder brother; while Alan rounded out a trio that surely must be unique in the history of school, university, and international competition. Clayton represented Canada in the Olympic sports at Paris in 1924; while Munroe competed in the Olympics at Amsterdam in 1932.

It is difficult to say which of the three was the greatest swimmer, although Clayton with char-

the risk of being sued for damages in case of accident.

At this point two friends of skiers stepped in and saved the situation. One of these, Mr. Percy Douglas, was the founder and first president of the Canadian Amateur Ski Association; while the other, Mr. A. Sydney Dawes, is the recently elected president of the same organization. These gentlemen took steps to raise the required funds; and they deserve the thanks of all interested in skiing.

Problems of Today and Tomorrow

THE earlier pages of this volume contain a record of the aims and achievements of the High School of Montreal under seven Rectors. These pages have been, in the main, narrative. But as the date of publication approaches it seems that we should have a word from Mr. Leonard Unsworth, the eighth Rector of the School, concerning ideas and plans for the next few years, with a glance here and there at the activities of the present or of the past.

From Mr. Unsworth's stockpile of ideas for the near or not so near future, we shall select a few — some of them quite frankly old fashioned; for the Rector, a rugged Yorkshire individualist, is not to be frightened off by any mere phrase, no matter what the implications may be. For the enlightenment of old boys of an early vintage, we may say, quite definitely, that the term "old fashioned" as applied to the Rector would be altogether misleading. He is, however, enough of a conservative to believe that the core (his own

phrase) of the work of a school is what is done in the classroom or the laboratory.

In this connection, addressing the senior boys after they had attended the career conference (January, 1947), he said, in effect, "If what you have heard from these leaders in industry has helped to clear up some of your problems, depend on the instruction in the classroom or laboratory plus your own hard work for the rest."

To hear the Rector discourse on the merits of any one of the thirty clubs in the School, one would gain the impression that that particular club has priority in his affections.

But next day another club seems to have supplanted its predecessor, to be supplanted, in turn, by a third or fourth. So that we come to the conclusion that our initial impressions were off the beam; and that our supposedly conservative Head goes all out for extra-curricular activities; and that the clubs are the thing. The fact of the matter is that they *do* serve as a corrective. In the classroom the instructor too often monopolizes the initiative. A lesson degenerates into a lecture. In a club, the teacher, if present at all, is there in an advisory capacity. The boys themselves keep things going. But despite the usefulness of such activities, Euclid and Virgil and the sciences continue to function as strongly as ever.

And they are likely to for some time to come.

But with a difference. Choice of subjects and methods of presentation are going to change where change offers something promising.

Consultation with the home — and there can't be too much of it — is frequently not enough. More and more, the physician, the psychiatrist, and the psychologist will be called on to advise the Rector and his staff when they are dealing with boys who seem not to respond to efforts made to assist them.

While this, as Mr. Unsworth sees it, is an immediate need, the day perhaps will come when such mental examination by experts will be routine. But this will hardly be tomorrow. What *can* be done and *should* be done, Mr. Unsworth thinks, is to intensify our efforts to direct boys into the occupations for which they are most fitted. Much can be done, he believes, along this line, even by the classroom teacher.

A smoothly running school may develop a tendency to roll along without change. But things do not work out this way. If there is no change for the better, experience has shown that, here or there, there will be a change or changes for the worse.

Mr. Unsworth realizes this; and although the School, as it came into his hands, was functioning smoothly, he adopted a critical attitude, and began looking for a wheel that seemed ready to creak.

And if they are, is the reason to be looked for in the natural inclination of the boys, or — let us whisper it — are the masters teaching what they prefer to teach rather than what they feel the school and the public need to produce a well rounded educational scheme?

“Would the freeing of literature from the restraints of examinations — either oral or written — lift the subject from the status of “a task” to the status of a study inspiring delight through school days and later life?

There are certain things that Mr. Unsworth feels would have been given consideration, if Mr. Sommerville had retained the position of Rector longer. But this, he feels, may be doing his predecessor an injustice inasmuch as the next suggestion relates to a possibly remote future; and as things are today may be regarded as somewhat visionary. Here's the idea for what it is worth. In a word, it is to have a country edition of the High School. Now, this seems to be stressing the practical at the expense of the cultural. But let us suppose that the Central Board were to allow the School to purchase, let us say, 100 acres in the Laurentians or the Townships with a modest but adequate equipment, and let the boys electing such a course be given High School credits in the usual way. In doing this, the School, as the Rector sees it, would be doing its share towards counteracting that tendency to move from the country to the

city which has featured life in Great Britain and its Dominions for a century and a half.

Then, too, white shirt studies would no longer have the preference; and games would be stressed more. Some one may remark at this point that we are proposing a course in which games are made the central feature. If not games, at least recreation. Maybe that is what the school will be doing. And, looked at from any point of view, would it be a bad thing?

At this point the Rector remarked that he was not forgetting that the first problem suggested in these closing pages of the History of the High School of Montreal was whether we should allow the School to be represented in sport by boys who have not reached a certain required standard of scholarship. But here standards would be different — more pleasantly reached by boys who are not bookish.

And perhaps, after all, no boy *should* be excluded from participation in athletics. If the present course be followed, the average marks will be lowered — but the moral life will be bettered. Which are the schools and the public looking for: higher average marks or improved standards of living?

The attitude that the school will hope to cultivate will be this: that the best boys along certain lines will be allowed to escape the tedious routine of the so-called cultural subjects. If this seems too vis-

ionary, the reader will remember that many good schemes have been opposed as impractical — schemes which have ultimately proved worth their weight in gold.

Connected — and very closely connected — with such out of doors employment as we have been discussing is the subject of crafts of various kinds. Mr. Unsworth spoke most appreciatively of both the practical and artistic value of the crafts carried on in the school with the encouragement of the former Rector. He singled out the wood work and the metal work for particular praise; and while such activities as are briefly described on page — are not designed particularly for out-of-doors work, they can be adapted to repairs of various kinds. Let us glance for a moment at the utility of training in wood work and metal work in the field during seed time or harvest time. There will probably be no garage at hand, and the young operator must depend on his own resources. A broken bolt can be replaced with a minimum of trouble and annoyance; while an ill-fitting nut can be adjusted. The young man who has had training in metal work will not be phased — not a bit of it. Mechanical defects such as these, while always annoying, are not more than a source of momentary irritation to the boy or young man who has had the necessary preliminary training in the use of tools.

Again, while we are on the subject of crafts and repairs, let us consider the usefulness of training of this kind to the driver of a motor vehicle which develops some minor trouble miles from a garage. Illustrations are numberless. While this is the machine age we, sometimes, in our helplessness when confronted by a piece of broken machinery, wish we were back in the horse and buggy age.

But the boys and young men of whom we have been speaking require rational amusement and recreation of one kind or another. We may assume that they are all readers. Each will have his own special interest; note the all-important word — *interest*. Let us glance at a number — rather, at a few — of these sources of interest. A quick glance will do. First, travel books appeal to a great many — possibly to a larger group than any other type of book. Books on scientific topics will, perhaps, run the first group a close race for second place, and even supplant them as general favourites in this mechanically-minded age.

There is endless variety: something for everyone; which is fortunate, as this is reading for pleasure. We are safe enough in assuming that they are not going to read with pencil and note-book in hand. They are not setting themselves the task of writing a synopsis or abstract of what they have read; although there might possibly be an exception in the case of scientific texts. But with essays,

short stories, novels, or any of the groups too numerous to mention, the reading will, as a rule, not call for intense concentration. It will not be the reader's aim to pick up a style, although he has possibly heard that one learns to write by reading. An extremely close adherence to the matter on the printed page, or to the manner in which it is expressed, may make the task a repellent one; and this is precisely what, at this point, we are trying to avoid.

Now the reader's likes and dislikes have not changed radically as he has matured. We may assume, therefore, that if the boy is allowed to read for pleasure his attitude toward books will be the healthy pleasant one of the adult whose reading is prompted by a desire to learn more about his special interests.

We now come to the vexed question of the place that examinations have in a course in literature where pleasure is — or should be — the great objective. The schools seem unreasonably conservative when this question comes up. There seems to be a feeling that something essential is being left out if we round out a year's work in literature without a final examination. The Rector was anything but dogmatic here. He did, however, admit that once, and *once only*, he had heard of a class of thirty-five, or thereabouts, in the Fourth Form who were told at the beginning of the year that they

did not need to be apprehensive of failure at the end of the year. It might be remarked here that the same master was teaching the English in the Fifth Form as well as in the Fourth.

The results were rather interesting. Some half dozen of the less interested students picked up little or nothing — just about what they would have done had there been a final examination hanging over their heads. Some twenty or twenty-five showed a glimmer of interest here and there; and, on the whole, seemed to find the work — and the instructor — somewhat less repellent than if there had been a final test. There *was* a definite advantage to the instructor: he was able to bring in illustrative material not too obviously connected with the course; and occasionally in these digressions he would happen upon some point of interest — a point of interest to the pupil, that is.

But what gave point to the experiment, and made it seem worth while, was the effect on the better half dozen boys in the class. These boys read with enthusiasm, and read widely. The instructor felt that the good derived by them warranted the change of method.

We have been speaking of methods, which are bound to change with the passing of the years. But sound traditions should not change; a fact which Dr. Rexford, who had so much to do with the de-

velopment of the school, never forgot. Let us glance at a few of these traditions. One was the relationship, always closely maintained, binding the junior and senior schools. This was a tie that continued until 1943, when after an existence of nearly 100 years, the junior school, owing to lack of space, was forced to close. The devoted ladies who taught during one part or another of this time have never failed to get their need of praise.

Again there was that constant loyalty to the school's three-fold motto — "corpori, menti, moribus" — body, mind, and spirit. Dr. Rexford had little faith in a moral code that did not rest in part on well developed physical training. His first annual report makes this quite clear. Any recapitulation that aims to recapture the spirit of these early days should stress tradition more and more. Our traditions in the field of athletics have never been lost sight of.

A mere enumeration of the names of the men who gave allegiance to the common code is sufficient indication of this. We might begin with Major Macaulay, although he and his successors all drew their inspiration from the great Rectors under whom they served. Following the Major came men like Powter, MacRae, Fred Urquhart and Glenn Brown, under whom other masters have been proud to serve in the field of athletics.

When we return to the subject of sound scholar-



THOMAS SOMMERVILLE, M.A.,
Rector, 1935-45

Photos by Rice



LEONARD UNSWORTH, B.Sc.,
Rector, 1945-



THE STAFF, HIGH SCHOOL OF MONTREAL, 1948-49

Back row, L. to R.: R. J. Mullins, J. Byers, H. E. Wright, D. V. S. Martin, W. E. Baker, D. M. Lunan, H. Bott, L. D. Hutton. *Fourth row, L. to R.:* W. S. Trenholm, G. K. L. Doak, D. Kneen, G. V. Hyland, B. M. Holmes, G. H. King, C. P. Batt. *Third row, L. to R.:* M. MacFarlane, L. Tomaschuk, G. T. P. Graham, E. C. Powell, K. R. Gemmell, H. Ciley, I. F. Griffiths, T. M. Kerr, A. A. McGarry, L. C. Lightall, R. L. Reeves. *Second row, L. to R.:* H. D. McKnight, J. R. Leroy, G. W. Flower, N. Ellis, E. C. McCurdy, R. C. Jonas, D. Tozer, H. D. Lead, J. Howden, R. F. Callan, L. D. Hamilton, C. Awcock, H. P. Lockhart, A. T. McKergow, L. H. S. Bent, Miss R. Epstein. *Front row, L. to R.:* N. J. Kneeland, F. S. Urquhart, R. F. Rivard, S. G. Lumsden, J. D. Campbell (Vice-Rector), Mrs. H. E. Wright, L. Unsworth (Rector), Miss G. Fletcher, W. J. Hislop.

ship we are dealing with one of the oldest traditions of the school. Dr. Howe won his spurs and a position as Rector of the High School of Montreal by indicating to the Rector of the High School of Edinburgh, and to its classics master how well he could handle a passage from Livy. Nearly a century later Sommerville brought a love of the classics with him as part of his equipment when he came to Montreal. So it looks as though the wheel had turned full circle.

But we have not quite come to the end. Support of Canadian arms in the Empire's wars is, perhaps, one of the most cherished of all traditions with our boys. And we have confidence that they will emulate the deeds of the old boys, should the need arise. It is our prayer that there will be no such need. But if there should be, our boys, we are confident, will show as in the past, that they remember that

"The path of duty is the way to glory".

Appendix A

Editor's Note:

Inasmuch as the information contained in Dr. Rexford's "Historical Introduction", while most important and interesting, is not directly connected with the actual establishment of the High School of Montreal in 1843, I have ventured, after consulting Lt.-Col. Orrin B. Rexford, to put it in as an appendix, with the caption, "Historical Sketch". May we hope that the change in arrangement would have been approved by the distinguished author, had he lived to make the final revision.

A.R.M.

Reproduction of Dr. Rexford's HISTORICAL INTRODUCTION

THE History of the English Educational Institutions of Quebec naturally takes its rise from the cession of the province to England in 1760. While the French regime gives very little that bears directly upon our present educational system, some acquaintance with the educational events of this earlier period is necessary for a clear understanding of the origin and development of our existing educational institutions. During the French regime of nearly a century and a half of our history, 1615-1760, there was no system of Public Schools

supported by the Government — and no regular grants were made by the Government for the purposes of education. And yet very important work was done during this period, and work of a most interesting character. This work was carried on chiefly by members of religious orders, who had come to New France to carry on missionary work among the native tribes of Indians. The five principal orders which established themselves in this country, and carried on the work of education under the French regime, were the Recollets, the Jesuits, the Ursuline Nuns, the Ladies of the Congregation, and the Sulpicians. The first of these, the Recollets, came out in the year 1615, the last in 1657. The first three orders made Quebec their headquarters, and the last two selected Montreal. Each order gradually established branch houses as the settlements extended, and as their means and numbers permitted. The Ursuline Nuns and the Ladies of the Congregation devoted themselves to the education of girls, and the other orders provided education for boys. Thus was established the system of separate education of the sexes, which forms so prominent a feature of the Roman Catholic schools of the Province at present. In aid of their work these orders received, from time to time, grants of land from the French kings, and also benefactions from private individuals who were interested in the work of religious education

which these orders were carrying on in New France. The Recollets who were the first teaching order to come out to New France, established themselves on the banks of a little river that flows into the St. Lawrence at Quebec, and which they named St. Charles, after their benefactor. They soon formed branch houses at Three Rivers and Tadoussac, and devoted themselves to the education of such Indian children as they were able to persuade to accept their instruction. Finding that they were not strong enough to carry on all the educational work in New France, they induced some members of the Jesuit order to join them, and for a time the one establishment at Quebec served for both orders. In consequence of the capture of Quebec in 1629 by the English, both orders were obliged to withdraw from the country. The Recollets did not return until 1670, but the Jesuits returned in 1632, immediately after the restoration of the country to the French, and established a school at Quebec, which, under the name of the Jesuit College, continued to be the leading institution of superior education in the Province during the French regime. In connection with this institution may be mentioned the Petit Seminaire de Quebec, founded in 1668 by Bishop Laval, for the higher education of boys. This institution served for many years as a preparatory school for the Jesuit College, and at the time of the cession over one hundred boarders

were in attendance. This Petit Seminaire, or classical college, along with the Grand Seminaire, or Divinity College, now forms Laval University. In 1639 the Ursuline Nuns and Madame de la Peltrie established the Ursuline Convent at Quebec with Marie de l'Incarnation as first Superior. This was the first girls' school in Canada, and from its foundation down to the present time it has taken a most important part in the higher education of the women of the Province. A branch was established at Three Rivers, which has played an important part in the history of that city. In 1836, when the first effort was made to provide Normal Schools for the Province, the Ursuline institutions at Quebec and Three Rivers were requested to arrange for classes for the training of teachers in connection with their institutions, and in 1857, when three Provincial Normal schools were first established, the girls' department of the Laval Normal School was placed under the direction of the Ladies of the Ursuline Convent at Quebec and this arrangement is still in force.

In 1653 the Congregation of Notre Dame was founded in Montreal, for the education of girls, by Marguerite Bourgeois, who came out from France for the purpose. These ladies, like the Ursulines of Quebec, began their work chiefly with Indian girls. Their work extended so rapidly that they were unable to meet it, and they were obliged in 1688 to organize a class in the art of teaching,

in order to prepare teachers to go out and carry on the work of teaching. This may be called the first Normal School work done in the Province. Their work extended so rapidly that at the date of the cession they had ten branch establishments in the more important centres of the Province, all devoted to the education of girls. At the present time hundreds of young women are being educated in their numerous educational establishments, some of which, such as Villa Maria, Montreal, and St. Anne de Bellevue, Quebec, take a high position among institutions for the higher education of women.

In 1657 the Sulpicians came out to Canada, and established an institution in Montreal for the education of boys. The Seminary of St. Sulpice was founded, and afterwards became the rallying point for educational work in and around Montreal. The Seminary of St. Sulpice received, soon after its foundation, the island of Montreal as an endowment, the revenues from which make the Seminary of St. Sulpice one of the wealthiest corporations on this continent.

In 1670 the Recollets returned to the country, and resumed their educational work at Quebec and Three Rivers.

In addition to the educational work carried on directly by the members of these several orders of missionary teachers, the establishment of schools

under lay teachers was encouraged. These schools were assisted both by private benefactions from those interested in this work, and also by the religious orders themselves. Several instances might be cited in which noble laymen consecrated both time and large fortunes to the support of these early educational efforts. By these various means the educational work of the country was carried on during the French regime. Although this educational work had many defects, and although there was no regular educational system in the Province, the religious orders and lay teachers worked faithfully during this period to make the educational efforts of the struggling colony of New France a creditable one.

After the Cession

The Cession of Canada to England in 1760 introduces us to a period of struggle and confusion in the educational activities of the new colony which extended over a century before a satisfactory school system for the Province was established. In order to form an intelligent idea of the complicated and confused conditions which prevailed at the time there are three important factors which must be kept clearly in mind. *First* — there was the dual nature of the population — a large French Roman Catholic population who had developed for themselves through their religious

or religion was systematically discouraged and opposed.

In the *third place* the efforts that were made by the government and by the people to establish a system of public schools suitable for the peculiar circumstances of the Province involved the principle of taxation for the support of the schools. The early efforts under the Royal Institution for the Advancement of Learning and the Fabrique Act, and even under the first Public Elementary School Act of 1829, imposed no obligations upon the people except the provision of school buildings and school fees. Under these voluntary acts over a thousand schools were established in different sections of the Province — Fabrique schools in the French sections and Royal Institution schools in the English sections. During the troublous times of the Canadian rebellion the system of schools was completely disorganized and it was only after the union of the provinces in 1841 that the government made fresh efforts to establish a system of schools. This Act of 1841 introduced the principle of compulsory taxation for the support of the schools, but as the power of taxation was left in the hands of a local council appointed by the government, the measure was stoutly resisted by the people on the ground that they were left without control as to the amount of tax that should be imposed. After five years of unsuccessful efforts to put the Act

into general operation, the Act was modified in 1846 so as to place the power of taxation in the hands of commissioners elected by the people. This school law of 1846 forms the basis of the present school system, but it made no satisfactory provisions for the special needs of the cities of Quebec and Montreal. These cities had to depend largely for another score of years upon voluntary schools for their educational privileges. It was not until after Confederation that these cities received from the local Legislature in 1869 an educational scheme which provided adequately for their educational needs. In 1876 important amendments were introduced to our educational law which have enabled the Protestant minority to build up during the past half century a satisfactory school system for themselves.

It is evident that some acquaintance with these determining factors is essential to a true appreciation of the early educational development of Quebec under the British regime.

Voluntary Schools: During these efforts of the first century of British regime to establish a satisfactory system of public schools the citizens, both French and English, had to depend largely upon voluntary schools for their educational privileges. This situation naturally gave rise to a large number of voluntary schools of various kinds — more than fifty of these were offering educational fa-

cilities of various grades to the citizens of Montreal. These voluntary institutions were generally of three main classes.

First: Private schools promoted by individual teachers. This was naturally the first educational step. Many of the masters developed a high reputation for management and efficiency. Among the earlier English masters in Montreal we find — Nelson, Skakel, Fisher, Pullman and Stuart, and of later names, Black, Ramsay, Howden & Taggart, Workman & Bruce. Among the early French teachers of the Province, L. G. Labadie deserves special mention. He taught the only French Academy of the Province at Berthier from 1780 to 1794 and then continued his work at Vercheres. He was the recipient of many favours from the governors of the Province and from other prominent men of the time.

In the *second* place there were the church schools maintained in connection with the Protestant congregations and Roman Catholic village parishes. These parish schools were quite numerous and their support was definitely provided for by the Fabrique Act, 1824. The Protestant church schools were definitely fostered by British societies such as the National Society, the Colonial, Continental Church Society, and the Society for the Propagation of the Gospel. Then in the *third place* there were the schools promoted by groups of citizens

co-operating in the interest of education. Two of these Montreal co-operative schools call for special mention.

Apparently the earliest co-operative scheme in English education in Montreal is referred to in the minutes of the Society for the Propagation of the Gospel in a letter of December 15, 1773 stating that "the Protestants of Montreal are establishing an English school and providing a school building. They have engaged Master John Pullman as teacher and have sixty scholars". Mr. Douty succeeded Mr. Pullman. Rev. John Stuart was also Master of this public school from 1781 to 1785. Mr. Stuart afterwards served in Kingston and his sons became prominent in the early history of Upper Canada.

A second and later example of the co-operative type of school is seen in the British and Canadian School which was founded in 1822 and which was the most important school of elementary education in the city of Montreal for half a century. The "British and Canadian School Society" was organized under the direction of William Lunn, a young man deeply interested in education who acted as Secretary-Treasurer throughout the half century of its history. The society was deeply interested in the Lancastrian movement in England and brought teachers from England to organize the school upon the Lancastrian plan. The school

was opened in an old building in Côté Street with Thomas Hutchings as Headmaster. A girls' department was soon organized under a ladies' committee with Miss Webster as Headmistress. The school developed rapidly and became very popular.

In 1826 a commodious new school building was opened in Côté Street under the patronage of their Excellencies, the Earl and Countess of Dalhousie, who took a very practical interest in its work. It later became a distributing centre for school supplies and a place of training for teachers of elementary schools.

In 1829 the school had the special honour of a personal visit from the great English educationist, Joseph Lancaster, whose plan and system of teaching were being followed in the school, and who had been engaged in educational work in the United States for several years. Under the fostering care and wise guidance of William Lunn the British and Canadian School became a strong educational institution with an attendance of more than five hundred pupils. It was at length merged in the general school system under the Protestant Board of School Commissioners in 1866. In addition to his work as Secretary-Treasurer of the British and Canadian School Society, Mr. Lunn also acted as Secretary-Treasurer of the Protestant Board of School Commissioners from its foundation in 1846 to 1871, and he continued in

the membership of the Board until 1883. In the midst of his duties as a leader in the organization of the work of elementary education in Montreal Mr. Lunn found time to give some attention to high school work. He was a member of the original Board of High School directors and near the close of his long service as Secretary-Treasurer he had the pleasure of receiving the High School of Montreal in 1870 as an integral portion of the education system of the city. In recognition of his long and valuable services to education the Protestant Board of School Commissioners has named one of its oldest schools in his honour. Any review of the early educational history of Montreal must assign to William Lunn first place as a pioneer in the promotion of elementary education. Mr. Lunn also took a practical interest in the work of the High School of Montreal during the quarter of a century of its experience as an independent institution.

Appendix B (Senior)

MASTERS OF THE HIGH SCHOOL OF MONTREAL 1843-1947

George Foster Simpson, M.A.	1843-48
James Belden	1843-44
Thomas A. Gibson, M.A.	1843-67
L. Potel	1843-48
J. Duncan	1843-47
J. Duncan	1854-?
George H. Gordon	1844-48
S. Phillips	1844-47
James Bowman	1844-46
James Bowman	1854-60
J. Bradshaw	1845-48
Robert Wilson	1846-48
David Rodger, M.A.	1847-75
H. Aspinwall Howe, M.A., LL.D.	1848-91
... Anderson	1848-51
... Aldstock	1851-52
G. A. Robertson	1853-55
C. F. A. Markgraf	1854-60
J. Follenus	1854-?
J. D. Borthwick	1855-60
J. Kemp	1856-70
M. L. Fronteau	1856-60
J. Andrew	1859-86

... Grant	1859-60
W. Kay	1860-61
J. Maitland, M.A.	1860-63
P. J. Darey, M.A.	1860-72
J. M. Reid	1860-67
John Johnson, B.A.	1861-63
F. Barnjum	1862-85
George Murray, M.A.	1863-91
Archibald Duff, M.A.	1867-69
J. D. Morrison, M.A.	1868-69
Fred Kahler, B.A.	1869-70
Dr. S. F. Robins	1870-76
W. L. Whyte	1870-77
G. E. Jenkins, B.C.L.	1871-82
H. Cornu	1872-75
F. W. Kelley, B.A., Ph.D.	1875-1911
A. N. Shewan, M.A.	1875-91
Narcisse Duval, M.A.	1875-88
Harrington Bird	1876-80
Rev. E. I. Rexford, LL.D., D.C.L.	1877-82
Rev. E. J. Rexford, LL.D., D.C.L.	1891-1903
Henry A. C. Fuchs	1877-79
Alexander E. Duncan, M.A.	1877-86
J. T. Donald, M.A., D.C.L.	1878-1917
Zotique Lefebvre, B.C.L.	1878-86
R. W. Boodle, B.A.	1879-80

H. H. Haas, LL.D.	1879-81
Nelson Prower, B.A. (Oxon)	1880-81
John W. Tucker, B.A.	1882-91
Wellington Dixon, B.A., LL.D.	1883-1922
Henry Evans	1883-84
... Cameron	1883-84
H. Frankenstein, S.T.D.	1884-87
R. J. Elliot	1884-86
Alec Thompson	1886-91
H. H. Curtis	1886-1906
J. A. MacFarlane, B.A.	1886-88
W. B. T. Macaulay	1886-1902
L. R. Gregor, B.A.	1887-92
John L. Day, B.A.	1888-91
Neil Warner	1889-91
I. Gammell, B.A., LL.D.	1890-1929
A. W. Strong, B.A.Sc.	1891-1903
E. A. Curry, B.A. (Cantab)	1891-1905
J. P. Stephen	1891-1913
James Walker	1892-1923
A. B. Clements, B.A.	1892-94
W. Squire Hall, B.A.	1893-1909
C. B. Powter	1895-1930
Orrin Rexford, B.A.Sc.	1900-1931
Charles K. Ives, B.A.	1900-1905
F. C. Smiley, B.A.	1901-1912
W. C. Munn, M.A.	1904-1906

T. B. Reith, M.A.	1905-33
D. Lariviere, B.A.	1905-06
Murray McNealy	1906-31
Warren Simister, B.A.	1906-07
J. A. DeLancey, B.Sc.	1906-06
A. R. McBain, M.A.	1907-44
Prof. Henry F. Armstrong	1908-26
A. Watson Bain, M.A.	1909-15
K. C. Denton, B.A.	1909-40
S. L. Miller, B.A.	1910-13
D. H. Christie, M.A.	1911-34
Benson Steele, B.A.	1912-21
A. G. Dewey, M.A.	1913-14
W. V. Holt	1913-22
Allan A. McGarry, B.A.	1914-
D. S. MacIntosh, B.A.	1914-18
L. R. Skinner, B.Sc.	1914-43
C. R. Dyas, B.A.	1914-42
H. P. Lockhart, B.A.	1914-
W. H. MacNeily, B.A.	1914-44
D. S. Forster, M.A.	1915-20
William McLaren, M.A., B.Sc.	1915-19
Miles G. Walker, B.A.	1915-19
G. H. Heslam, B.A.	1916-43
William Lindsay, M.A.	1916-24
Harold Bott, B.A.	1916-
M. C. Coll McFee, B.A., M.Sc.	1917-38

T. M. Dick	1918-21
S. M. Page, B.Sc.	1918-18
E. S. Cushing, B.A.	1919-42
Lionel H. S. Bent, M.A.	1920-
Ross H. Ford	1920-24
A. Primeau-Robert	1921-41
G. Postle Gwyn, M.A.	1921-26
R. L. Reeves, B.A.	1921-
Leon Van Aiken	1921-22
T. M. Kerr, M.A.	1922-
Malcolm MacLennan, M.A.	1922-30
F. Robert Cole, B.A.	1922-25
W. F. G. Wedderspoon, M.A.	1923-24
I. F. Griffiths, B.A.	1923-26
D. A. MacRae	1923-48
George Edgar	1923-19
W. R. MacDougall, B.A.	1924-45
H. C. Caley, B.A.	1924-25
H. Bourgoin, B.A.	1924-28
A. Saunders, B.A.	1924-25
A. J. Smith, B.Sc., M.A.	1926-27
A. S. Cockhill	1926-31
Paul Chodat	1928-29
J. W. Perks, M.A.	1929-1930
Gavin Graham, B.A.	1928-
William Watson	1930-30
James Grant, M.A.	1929-32

R. F. Callan, B.A.	1929-
George Thomas	1929-30
P. W. Clark, B.A.	1930-35
E. Storr, B.A.	1930-36
C. M. Teakle, M.A.	1930-
L. C. Lighthall, B.A.	1930-

J. H. Howard	1930-31
J. Douglas Campbell, B.A.	1931-
J. F. Cargin, B.Sc.	1931-37
D. J. Gulliver, B.A.	1931-35
Robert Japp, M.A.	1931-39
W. O. Searle	1931-43

B. M. Holmes, B.A.	1931-
H. L. Hall, M.A.	1932-36
C. B. Rittenhouse, M.A.	1932-33
J. N. Symth, B.Sc.	1932-33
S. B. Wilson	1932-33
G. H. King, B.A.	1933-

G. M. LeClaire, B.A.	1933-
R. D. Ewing, B.A.	1933-39
R. A. Hamilton, B.A.	1933-34
W. J. Hislop	1933-
H. H. Banks	1933-35
H. E. Wright, B.A.	1935-

L. Unsworth, B.Sc.	1936-
E. A. Harrison, B.A., B.Sc. (<i>exchange</i>)	1936-38
E. F. H. Boothroyd, B.A.	1936-37
J. B. Cameron, B.A.	1936-
W. E. Baker	1936-
J. Perrie, M.A.	1937-41
F. W. Price, M.A.	1937-
H. M. Lead, Ph.D.	1937-
L. D. Hamilton	1937-38
S. G. Lumsden, M.A.	1938
N. J. Kneeland, M.C., B.A.	1938
Mrs. H. E. Wright, M.Sc.	1938-
G. H. Guest, Ph.D.	1938-
D. Lunan, B.A.	1939-40
A. T. McKergow, B.A., B.C.L.	1939-
W. H. Bagg, B.A.	1940-41
H. F. Salisbury, M.Sc.	1940-42
E. W. Caron, B.A.	1941-41
R. W. Herring, B.A.	1941-42
A. E. Bartolini, B.A.	1942-
J. R. LeRoy	1942-
W. M. Kydd, B.Sc.	1942-
J. T. Cook, Ph.D.	1942-43
Miss H. F. Gould, B.A.	1942-43

Miss G. H. Fletcher, B.A.	1942-
Miss I. S. J. Martin, B.A.	1942-
Miss E. R. M. Macmillan, B.A.	1942-44
Miss D. E. Lewis	1942-
Miss H. W. Reardon, B.A.	1942-43
R. F. Rivard, B.Sc.	1943-

G. K. L. Doak, B.A.	1943-
B. P. Smaill, B.A.	1943-43
J. G. Eaton, B.A.	1943-
D. C. West, B.Sc.	1943-
F. S. Urquhart, B.Sc., M.P.E.	1943-
C. A. Barbour, B.Sc.	1943-46

Miss V. Porritt, B.A.	1943-
Miss K. Johnston, B.A.	1943-
Miss V. Mann, B.A.	1943-
Miss M. Fuller, B.A.	1943-44
Miss R. White, B.A.	1943-44
H. D. McKnight, B.A.	1944-

L. Tomaschuk, B.Sc.	1944-
C. P. Batt, B.A.	1944-
W. W. Kerr, B.A.	1944-46
J. R. Byers	1944-
G. P. Brown	1944-47
J. E. Howden	1944-

A. E. C. McCurdy	1944-
R. J. Mullins	1944-
K. R. Gemmell, B.A.	1945-
W. F. C. Barrie	1945-45
L. D. Hutton	1945-
J. F. Briegel	1945-
Dr. E. C. Powell	1946-
D. H. Tozer, B.Sc.	1946-
W. S. Trenholm	1946-
L. V. Elvin, Bus. Bac.	1946-
R. C. Jonas, B.A.	1946-
C. C. Awcock	1947-
D. V. S. Martin	1947-
G. E. Flower, B.A.	1947-
N. Ellis	1947-
J. H. Ciley, B.Sc.	1947-
Miss I. Bolla, A.B. (<i>exchange</i>)	1947-48

Appendix C (Junior)

PREPATORY DEPARTMENT HIGH SCHOOL OF MONTREAL

Dr. S. P. Robins, Headmaster	1870-76
Miss A. Cairns	1870-72
Miss Sicotte	1870-?
Miss Dougall (infant class)	1870-71
Miss Lawless	1871-73
Miss Ritchie	1870-71
Miss Jane Swallow	1875-76
Miss Lillas Watson	1875-83
Miss Florence Rennie	1875-79
Miss Hannah Bell	1875-91
Miss Elizabeth Hargrave	1875-80
Edwin W. Arthy, Headmaster	1876-83
Mrs. Napier	1878-83
M'lle Louise Vessot	1880-83
Miss I. McBratney	1883-1913
Miss Jessie Campbell	1883-85
Miss Duclos	1884-88
Miss Harper	1885-91
Miss M. J. Clarke	1885-1914
Miss Annie Barr	1886-88
Miss Radford	1887-89
Miss V. Lemoine	1888-91
Mrs. S. Allen	1888-91
Miss L. Sinclair	1889-1903

Miss Kate Wilson	1891-95
Miss Margaret Ross	1891-1908
Miss Laura Binmore	1891-1923
Miss C. M. Smith	1891-1917
Miss A. D. James	1891-1909
Miss B. M. Trussell	1891-93
Miss M. L. Osgood	1893-94
Miss M. Metcalfe	1894-1913
Miss G. S. Francis	1894-1903
Miss Winifred I. Hearle	1894-99
Miss A. O'Grady	1895-1915
Miss B. Irving	1895-1916
Miss Alice deC. O'Grady	1895-96
Miss Mary Ottawa Hunter	1896-97
Miss Agnes Dodds	1897-1928
Miss Margaret D. Cameron	1898-1902
Miss A. S. James, B.A.	1898-99
Miss A. DeWitt	1900-29
Miss A. MacFarlane	1903-33
Miss S. Louise Shaw, B.A.	1903-19
Miss M. Hanington	1903-25
Miss J. M. McBratney	1904-06
Miss M. E. Bennet	1908-18
Miss M. L. Allen	1909-37
Miss Smardon	1909-10
Miss R. Miller	1910-12
Miss Leonora Beadie	1912-15

Miss Loda Radley	1913-23
Miss Edith Fetherstonehaugh	1914-19
Miss E. B. Kneen	1914-43
Miss Marguerite McGreer	1915-43
Miss Margaret H. Campbell	1916-17
Mrs. N. G. Nichol	1917-28
Miss Helen W. Wright	1918-21
Miss Hazel Rexford	1925-31
Miss Elizabeth S. Messenger	1929-30
Miss Bertha M. Struthers	1929-32
Miss M. M. Laughton	1929-31
Miss Mabel Biltcliffe	1930-31
Miss Freda McGee	1931-33
Miss Dorothy M. Mowat	1931-35
Miss M. P. Hay	1933-37
Miss K. G. Fowler	1933-36
Miss D. E. Lewis	1936-43
Miss D. E. Lewis (senior school)	1943-45
Miss M. G. Hodge	1937-41
Miss G. E. Coulin	1938-41
Miss H. E. Munro	1941-43
Miss A. E. Norwood	1941-43
Miss M. LeGallais	1942-43

Junior School discontinued, June 1943

Appendix D

HEAD BOYS SINCE 1843

- 1844 Alfred Driscoll
- 1845 David Savage
- 1846 A. Driscoll
- 1847 Alex Lunn
- 1848 Alex Lunn
- 1849 Wentworth Scott
- 1850 James Bowman
- 1851 John Torrance

- 1852 - - Kershaw
- 1853 John R. McLaren
- 1854 Alex Barnston
- 1855 J. Lorne McDougall
- 1856 James Kirby
- 1857 Charles Henry
- 1858 Caleb Strong DeWitt
- 1859 George Ross

- 1860 Thomas Fairbairn
- 1861 William Brewster
- 1862 Alex R. McDuff
- 1863 Caleb S. Holiday
- 1864 Wm. de M. Marler
- 1865 Montgomery Jones
- 1866 Sydney Fisher
- 1867 James Rodger

- 1868 Wm. O. Cross
- 1869 Simon J. Turnstall
- 1870 Arch. D. Taylor
- 1871 Geo. Alex Mooney
- 1872 Henry Herbert Lyman
- 1873 Eugene Lafleur
- 1874 Chas. W. Ritchie
- 1875 W. D. Lighthall
- 1876 Jacques Herbert Darey

*The Head Boy in the Classical Section is mentioned
first, from here on.*

- 1877 Alex Falconer
Wm. Schofield
- 1878 Henry A. Lafleur
Herbert R. Macaulay
- 1879 James C. Allen
Duncan D. McTaggar
- 1880 Ed. Blackader
Julius T. Gnaedinger

- 1881 Charles R. Daoust
Frank F. Barnard
- 1882 Philip E. Ritchie
Wm. S. Leslie
- 1883 Hugh M. Patton
Joseph C. Barlow
- 1884 John Lewis Day
Jas. E. Le Rossignol

- 1885 David Grant
Geo. M. Edwards
1886 Albert G. Nichols
Albert F. Winn
1887 Walter J. Le Rossignol
Albert Stone
1888 Wm. H. Kollmyer
Wm. M. Cunningham

1889 Chas. C. Gurd
Louis Greenberg
1890 Wm. W. Craig
W. Archibald Duff
1891 Sam G. Archibald
Morell McD. Duff
1892 Frank C. Saunders
Albert Laurie

*A boy mentioned third was Head of the Commercial
Division, from here on.*

- 1893 John G. Brown
John W. Bell
James H. Cayford
1894 Abraham Vineberg
Percy Butler
Geo. A. Holland
1895 Frank S. Patch
Burton L. Brown
Ernest E. Clarke

- 1896 J. Appleton Nutter
Geo. W. Scott
Chas. F. Hyde
- 1897 Fred J. Tees
Percy Ward
Reginald Gnaedinger
- 1898 (*No Sixth Form*)
- 1899 Orick MacCallum
Arthur R. Roberts
- 1900 W. Gordon Brown
Samuel Blumenthal
- 1901 Robt. Macaulay Cushing
Louis Vessot-King
- 1902 Abraham Friedman
Simon Kirsch
- 1903 E. N. Lawrence Gould
Moses Bernstein
- 1904 Percy Powles
A. Norman Shaw
- 1905 J. Edgar Bruneau
L. Auguste Coulin
- 1906 Harry R. Cockfield
Gordon MacNaughton
John A. McCaw
- 1907 A. F. McGoun
Arthur A. Scott
Wm. R. MacRae

- 1908 Harold Young
A. Papineau Couture
Alfred J. Lawrence
- 1909 J. Gordon Stewart
Sydney A. Bruneau
Geo. H. Freeman
- 1910 Henry S. Fry
P. Geoffrey Gilbert
Ivan R. Leger
- 1911 Walter deM. Scriver
Etienne S. Bieler
Wm. J. Freeman
- 1912 Waldorf Howard
Eric A. Leslie
Thomas A. McWilliam
- 1913 John Ellis
J. Kilgour
Lysle Millen
- 1914 Louis Leiter
Thomas V. Binmore
- 1915 Algy S. Noad
Athol F. MacNaughton
Eric Crawford
- 1916 Philip Meyerovitch
Walter Schippel
Vincent Consiglio
- 1917 Hyman Solomon
Alan M. Badian

- 1918 Thomas M. Kerr
James McLure
- 1919 David Cowan
Archie Finlayson
- 1920 Simon Marcus
Raymond Lanctot
- 1921 J. V. Nissenson
Merle R. Halpenny
- 1922 Robert MacLeod
Reginald Perry
- 1923 L. Korenberg
N. Frolich
- 1924 John Katzman
Morton Mendels
- 1925 Kenneth Brown
Charles Manson
- 1926 David Mendels
Thos. G. McAthys
- January, 1927 M. Aronovitch
- 1926-27 A. Lapin
R. Bennett
- January, 1928 J. Mario Cerini
- 1927-28 L. Mendelsohn
M. Hendrick
- January, 1929 Henry L. Aronovitch
- 1928-29 Allison M. Walsh
James Winn
- January, 1930 Fred V. Cerini
Kenneth G. MacLure

- 1931 Jacques A. Royer
Lawrence Walker
- 1932 David Siminovitch
John H. Simpson
- 1933 John H. Perry
Richard Green
- 1934 Martin Godine
Saul Ziedel
- 1935 Harry Plotnick
Andrew Kelen
- 1936 Harry Simkover
Lincoln Magor
- 1937 A. Stalker
Hubert Quinn
- 1939 J. Booth
Paul Peter
- 1939 John C. Weldon
R. Ayoub
- 1940 Geo. Morgenstern
J. Lebel
- 1941 Francois Waelbrock
J. Naiman
- 1942 Harry Blitstein
R. Carleton
- 1943 Paul Betts
N. Wolfe
- 1944 M. Maziarczyk
W. R. McClelland

HUNB # R1

- 1945 B. Fine
 Glen Adams
 1946 Donald Allan
 M. Levine
 1947 Charles Solomon
 Hillel Becker and Earl Lomon



WINNERS OF THE RECTOR'S TROPHY

- | | |
|-----------------------|----------------------|
| 1893 W. Hutchins | 1911 W. Dickson |
| 1894 W. H. Middlemiss | 1912 A. Heron |
| 1895 W. Fleet | 1913 D. Corbett |
| 1896 P. Molson | 1914 P. Laffoley |
| 1897 P. Gifford | 1915 W. R. Kennedy |
| 1898 W. Dickson | 1916 W. R. Kennedy |
| 1899 J. L. Carnegie | 1917 W. R. Kennedy |
| 1900 J. M. Morris | 1918 A. Livingstone |
| 1901 G. E. McCuaig | 1919 Frank Consiglio |
| 1902 R. Gilbert | 1920 Gordon Wood |
| 1903 F. Skelton | 1921 Mario Consiglio |
| 1904 T. L. Irving | 1922 No Award |
| 1905 W. Macnaughton | 1923 A. Cameron |
| 1906 E. Payan | 1924 G. Cameron |
| 1907 E. Payan | 1925 L. Hutton |
| 1908 M. England | 1926 E. Cameron |
| 1909 G. Draper | 1927 G. Cameron |
| 1910 K. Barwick | 1928 R. Essery |

1929 S. Morrison	1939 T. Tessier
1930 R. Lamb	1940 H. Belgrave
D. Miller	1941 Ray. Howard
1931 J. Worrall	1942 A. Biega
1932 G. Decorato	1943 G. Davidson
1933 F. Ward	1944 A. Spence
1934 J. Wilkinson	1945 A. Spence
1935 J. Cameron	1946 A. Spence
1936 J. Cameron	1947 G. Marshall
1937 C. Vallée	1948 George Halikas
1938 T. Tessier	1949 Lloyd Bourdon



HEAD PREFECTS

1914-15	P. L. Laffoley
1915-16	James L. Dugan
1916-17	F. R. Winter
1917-18	M. Gaboury
1918-19	D. Dickie
1919-20	G. Gammell
1920-21	H. B. Tatley
1921-22	J. H. McConnell
1922-23	C. Bourne
1923-24	W. F. P. Sullivan

1924-25	^{Howdy} Kingsley Doody
1925-26	A. McLaughlin
1926-27	E. Cameron
1927-28	G. Painter
1928-29	O. Ross
1929-30	D. R. Miller
1930-31	
1931-32	Reginald Bott
1932-33	Chas. Gillis
1933-34	Wm. Robinson
1934-35	Francis Grove
1935-36	J. Thompson
1936-37	
1937-38	Wm. Robertson
1938-39	W. ^{Robin} Hood
1939-40	W. Hood
1940-41	D. Morton
1941-42	J. Kilpatrick
1942-43	F. Barrett
1943-44	L. Harbour
1944-45	V. Cherney
1945-46	J. Hobart
1946-47	T. Asimakopulos
1947-48	Robt. Reeves
1948-49	Walter Hornie

GOVERNOR-GENERAL'S SILVER MEDALLISTS

1937 H. F. Quinn ^{ley}	1944 M. Maziarczyk ^{zy Kagu}
1938 Paul Peter ^{Wolfe}	1945 G. Adams ^{Evans}
1939 J. C. Weld ^{on Grauer}	1946 R. Cahan ^{Victor}
1940 G. Morgan ^{us tern}	1947 Earl Lomon ^{sd}
1941 F. Wael ^{brack}	1948 Don Allen ^{GINGER ALG}
1942 H. Blitstein ^{owsky}	1949 Joel Rubinovitch ^{sky}
1943 P. Betts ^{y almer}	



WINNERS OF GAMMELL CUP

1930 Peter Williamson	1940 R. Baxter
1931 James Worrall	1941 D. Morton
1932 Kenneth Laidley	1942 F. Barrett
1933 Charles Gillis	1943 M. Baker
1934 William Robinson	1944 J. Busby
1935 Geoffrey J. Dodd	1945 L. Harbour
1936 Donald Haines	1946 D. Ritchie
1937 Peter S. Leggatt	1947 Tom Asimakopulos
1938 R. W. Kennedy	1948 Robert Reeves
1939 Not Awarded	1949 Walter Horn

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Best of Luck "
Shark"

Patricia Miller

Bobby Calder

Carolyn Morris

Laura Mackenzie

Glen Moore

Elanor Salas

BNQ



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