



Upper Canada College  
At War

AS THE WAR years have rolled by, the mark of the struggle has sunk deeper and deeper into the life of Upper Canada College. From September 1939 the Old Boys, the boys at the College, and the Staff, have faced the test and have tried in the spirit of the School's long history to meet it promptly, generously and with honour. This letter tells in part the story of the College since the beginning of the war, but with especial reference to the last year and a half. It is addressed primarily to parents and Old Boys, who will be interested to know what has been and what is being done to maintain the essential services of a school like Upper Canada College, the teaching, the training, and the guidance of the boys, and the sense of responsibility and duty without which education has little or no meaning.

ACTIVE  
SERVICE

Since 1939 over 600 Old Boys of the College have joined the Navy, the Army and the Air Force. Their names are listed in the Old Boys Office at the College, with their unit, rank, and address, and at Christmas, or other times, by card, letter, parcel, increasing effort is made to keep in touch with them. Some names have no doubt escaped us, but we hope not too many. Meanwhile, Mrs. Fawcett and those in charge of the Old Boys Office are always working to complete the list.

Up to May 1942 twenty-two Old Boys had given their lives on Active Service. Their records are told to the School in the Prayer Hall, the School flag flies at half-mast, and their names are inscribed on a Roll of Honour that hangs in the Front Hall. One only has to read that list and revolve in one's memory the boys as they were such a short time ago to realize what a splendour pervades that lengthening list.

### THE ROLL OF HONOUR

BAILEY, GORDON C.	HART, M. MASON
BAKER, GRAHAM M.	KER, FREDERICK S.
BARRETT, GURNEY D.	LEARMONTH, ANDREW O.
BELL, FRANCIS H. C.	MANATON, ALBERT C.
BOWKER, JOHN N.	MCCARTHY, WILLIAM F.
CARPENTER, JACK C.	MILLS, MICHAEL S.
CROOKS, DAVID A. C., D.F.C.	RIDOUT, WILLIAM L.
DREW, JOHN J. G.	SAWYER, JOHN P. A.
ESSEX, HARRY H.	SEAGRAM, PHILIP F.
GOOCH, LAWRENCE C.	SENIOR, THOMAS H.
GORDON H. LOCKHART	WILLISON, WILLIAM A.

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*The Following are Reported as Prisoners of War:*

ASTON, GRAHAM W.  
COSTE, ROBERT M.  
EDWARDS, GEORGE S.  
MASSEY, LIONEL C. V.

MILLS, A. FRANK H.  
RENISON, ROBERT J. B.  
WEIR, JOHN G.

*The Following are Reported Missing:*

BEHELL, CLIFFORD S.  
BIRCHALL, GEORGE H.

BROUGHALL, HERBERT SETON  
TURNBULL, DONALD G.

Enlistments from the teaching Staff began in September 1939 and have gone on steadily. There are now nine Masters on leave of absence with the Services.

WAR SERVICE In 1941 and 1942, under the regulations of the Department of Education, a number of boys gained their Matriculation recommendation at Easter and went to work on the farms, in factories, and in other types of war work.

At the end of 1941, it was decided by the Old Boys' Association that as far as the College and the Old Boys were concerned, there should be established a single war effort to which all could contribute. This was the War Chest. The funds raised for it are to be used:

- (1) to send parcels to all Old Boys who are Prisoners of War where it will not interfere with relatives' parcels;
- (2) to send parcels to Old Boys overseas;
- (3) to give the sons of Old Boys killed or incapacitated an education at the College;
- (4) to provide medical attention and rehabilitation for Old Boys who are incapacitated.

(The extent to which these objects are realized will, of course, depend on the amount raised.)

The Association undertook the appeal to the Old Boys. In the College it met an immediate response and in a vigorous two-weeks Self-Denial Campaign the boys in the Preparatory and Upper Schools raised \$765.96 for the War Chest. The organization of this collection, the fixing of Form quotas, the daily tabulation of money turned in—all this was done by the boys themselves. Behind the organization was the driving force of a great eagerness to contribute to the war effort. The self-denial of movies, candy and other pleasures was a real expression of it.

Since the beginning of 1941 the boys have participated steadily in the national War Savings Campaign. Special committees keep track of the additions made each week in bonds and stamps to each boy's saving budget—in which naturally he is substantially assisted by his parents.

John Mappin Sept 1987 \$35.00 Gen/sc/LP

There is also a Salvage Committee of boys, with a Master assisting, which sees to the accumulation at the College of all forms of scrap—bones, fats, rubber, paper, etc., or to its collection at the homes. The cash proceeds from this go to the War Chest.

These campaigns have been fully explained to the boys by posters, pamphlet material and announcements. The aim has been two-fold: (1) to have the boys assume as much of the responsibility and direction of the effort as possible—and (2) to see that the work is pushed on unflaggingly. The habit of saving, of sharing in the whole national effort, and of looking upon one's own contribution as a necessary part of the country's total war enterprise—these, I believe, are the most valuable by-products of this side of war activity at the College. They derive from a direct co-operation with the national effort so far as boys at school can engage in it.

## MILITARY CLASSES

Early in 1941 we organized at the College special classes in basic military training of many sorts, under the Masters who have made a special study of them. The classes are held regularly, after school hours; and already some of the boys who have since joined up have discovered the value of this work. The subjects include Military Law; Map Reading; Chemical Warfare; A.R.P. work; First Aid; Signalling.

These studies have supplemented the training given with the College Cadet Battalion (about 325 strong) in which all the boys in the Upper School who are physically fit serve at least three years, and where the theory of some of the above classes, for example in First Aid and Signalling, is put into practice. The Battalion work has been intensified this year, with more frequent drills, and a new programme of Physical Training for the whole unit.

The war has impinged directly on the College in other ways. Our Mathematical Masters have given a series of evening classes in Mathematics to the R.C.A.F. at Manning Pool: the grounds and the Prayer Hall have been in frequent use by militia units and the A.R.P. Defence for drills and lectures: and the boys in residence have been instructed and rehearsed in the drill laid down for Blackouts and A.R.P. As you know, too, a considerable extra burden was imposed on the Staff when I was on leave in Ottawa during the Winter Term doing some work for the government.

A special war interlude, and one which unlike most war interludes, is a pleasant one, has been the addition to our numbers of a substantial group of English evacuee boys, at one time as many as 55 in the Preparatory School and 45 in the Upper School. Those still with us have definitely made themselves part of the school community. The College authorities and many parents and friends have been glad to do all that they could to help these boys and their parents during their time at Upper Canada.



Financial assistance to these boys has been a heavy additional burden assumed by the College as a result of the war.

## THE SCHOOL IN WAR

To turn from war and the military aspect of the life of the College to the academic and athletic is not quite such an abrupt transition as it may seem. Health of body and strength and adaptability of mind are national assets now more than ever. To the older boys it has been made emphatically clear that a first-class grounding in Mathematics and Science, for example, and an all-round education in responsibility and leadership, are invaluable equipment for the modern fighter, and are pre-requisites for any who hope to make good officers: and that whatever they may be called on by their country to do now or later, professionally or otherwise, will be better done for a good educational background.

For the younger boys the immediate connection of war service and school education is not obvious, and let us hope they may never have occasion to realize it. But we try also to fulfil our educational duties to them; and constant adjustments of the Form system, and the stages of the curriculum, are made to fit in with the changing population of the school. A too rigid adherence to the practice of annual promotion is apt to retard clever boys to the point where their work bores them and they learn little but the habit of marking time just when they want most to be pushing ahead: and in the Preparatory School the Forms are arranged as far as possible to avoid this. One consequence is that boys going to the Upper School from the Prep have it in their power to reach Matriculation at least one complete year earlier than boys coming in from the public schools.

I should like to stress this point therefore, that while something has been done to give specific "war" training to boys who may yet be in the services, and our school days have been lengthened accordingly, the fundamental work of the class room is not being neglected. Inspectors from the Ontario Department of Education have reported very satisfactorily on the standards of teaching and the general administration of the school; and throughout the College there is always going on a constant review and examination of our work with a view to improving it to meet changing conditions. Our Matriculation results too, compare very favourably with those obtained elsewhere.

Certain definite advances can be mentioned: (a) Physical Education: The vital importance of strong physique and a tough constitution in all our young citizens is fairly well recognized today. Games of all sorts contribute to this end. But it is a deliberate part of our policy to see that as many boys as can, do play, and that those who are physically retarded or undeveloped in any way are given special exercises and training of a corrective or remedial character. We encourage the school teams and games that give boys their well-earned "Colours" and "Caps": but

we try also to see that the invisible blue ribbon of strength and health is bestowed on as many members of the College as possible. (b) Through an enlargement of the Palmer Printing Room and through the great generosity of an Old Boy, Mr. E. E. Palmer, the recent acquisition of a new and larger press, given by him in memory of his brother, Mr. J. C. Palmer. This has made it possible to open a Printing Room in the Preparatory School. A number of boys, incidentally, through the course in Graphic Arts, have gained a most valuable introduction to work which later they have found exceedingly useful in making their careers: (c) Visual Education is now being extended, thanks to the generous anonymous gift of a Sound Projector: and (d) The steady expansion of musical instruction, execution and appreciation, with more instrumental and choral work being done all the time.

Much has been written about education for democracy, particularly of late when we have been appalled at what can be and has been done to educate for Nazi tyranny. It can be said, however, that practical experience in democratic ways of living together and "governing" themselves is afforded to boys at the College in their classes and in their games. In the Preparatory School, for example, Mr. Stephen regards the Form Representative System under which boys discuss and decide on numerous matters affecting themselves, as a very important feature of school life there. In the Upper School the Stewards take charge of School Assembly each morning after Prayers, and they and the Prefects are called upon to practise the principles of responsibility, authority and social co-operation.

The academic record of the past year was well up to standard\*. From the Preparatory School 65 boys moved to the Upper School—an unusually large number, necessitating the creation of three, instead of two, Forms. Five Entrance Scholarships were awarded in open competition to boys from Saskatchewan, Manitoba and Ontario. In June, 65 completed their Junior Matriculation and 45 their Senior Matriculation. One hundred and forty-nine wrote partial Junior Matriculation and 73 partial Honour Matriculation. 82.85% of the 1,064 Junior Matriculation papers were passed successfully, and 72.1% of the 872 Honour papers. Two University of Toronto Matriculation Scholarships were won. At the University of Toronto and Queen's University Upper Canada College boys gained 5 Scholarships and Prizes and 17 obtained 1st Class standing.

The boys of the College have a great many opportunities to widen their experience—to educate themselves—during Term time and during the holidays, and without enlarging on these in any detail, I might indicate some of them here.

\*The College enrolment in September, 1941, totalled over 630 boys, i.e., 174 boarders and 450 odd day boys. Amongst the former were boys from most of the provinces of the Dominion, Great Britain, the West Indies, the United States and South America.

*Norval*: This is the College property near Norval. Norval House, a comfortable dormitory building, is the headquarters for trips on which nature study, skiing, and the less definite but equally healthy pleasures of being in the country are enjoyed, principally by groups of boarders from the Preparatory School. In co-operation with the Department of Lands and Forests a conservation project of some size has been in progress for over three years. Boys from the Prep have helped to plant over 40,000 trees, and further plans are afoot.

*Visites Interprovinciales*: An interesting organization founded by Mr. J. H. Biggar, a Master of the College, to promote exchange visits to and from Quebec, by which young people may learn to speak French by living in congenial homes in Quebec; and contrariwise, learn to speak English by coming to Ontario. Both groups learn, along with the language, much about their compatriots.

*The University Settlement Society*: Through this Club boys are asked to share their skill in games (boxing, etc.), their knowledge of hobbies, and their ability to look after those younger than themselves with the under-privileged children in the care of the University Settlement of Toronto.

*Thorvaldson*

May 25, 1942.

Principal

