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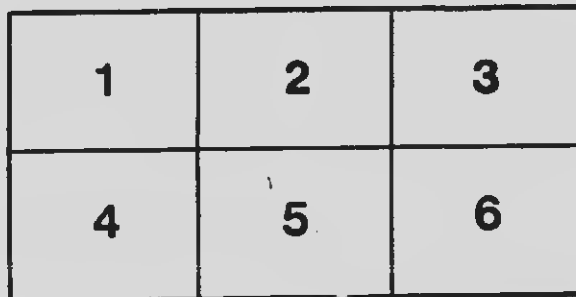
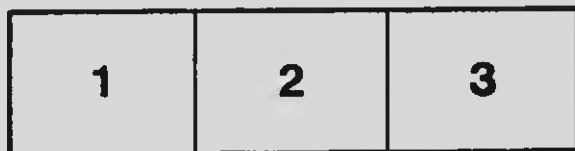
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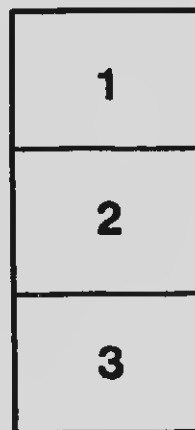
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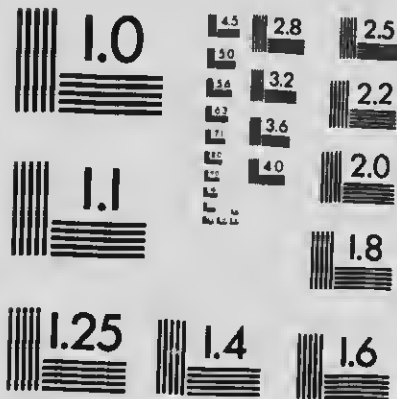
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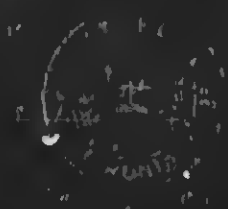
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ADDRESS
OF
MISS KNOX
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GIVING
IN 1909

**Havergal Ladies' College
Limited, Toronto**

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1908-1909

THE year 1908-1909 has been a time of growth within rather than without. In the early history of the school we constantly outgrew our boundaries, and had to add house to house and building to building, but now that the building is completed and our numbers limited, we are able to concentrate our attention upon the inner organization and administration of the school. We opened with good numbers, and we close with the same, and have already excellent entries for next year.

At the opening in September Miss Wood became Head Mistress of the Upper School, and her intimate personal knowledge of the girls and able organization were quickly felt throughout it, whilst Miss Hardy and Miss Saunders threw themselves as heartily into the interests of the Junior School.

Where all classes have done well, it seems invidious to single out one more than another, but I want to draw attention to the peculiarly good work of the Upper and Lower Fifth and the Matriculation Forms. Under Miss Patterson, the former Principal of the Sarnia High School, the Matriculation girls have done excellent work, and twelve of them go up for their Honour Matriculation next week, and, if they pass, return next year for more advanced work, so that the standard in the College will be higher than any hitherto attempted either in Havergal or, as far as I know, in any similar school in Canada. We are raising the standard of Languages, History and Literature above Honour Matriculation, and intend our Matriculation and Diploma girls, in addition to their ordinary work, to take advanced lessons in History and criticisms on English and German languages.

Leading up to the Matriculation and Diploma Forms are the Upper and Lower Fifth Forms. These are the most popular forms in the school, and are as strong at play as they are at work. The greater number of the girls, though ranging in age from 14 to 17 years, have been eight or nine years in the

school, and have passed up from the Preparatory without break or intermission. They show the advantage of entering girls as early as possible and training them in good method and style of work.

In last year's Matriculation Form seven girls passed the Matriculation examination, all with honours, Marion Douglas, for instance, with honours in Literature, and Composition, History, Trigonometry, German and French Authors. From the Conservatory of Music we have just heard that every girl sent up has passed, and some with honours. In the Drawing examination 93 received honours and 157 pass certificates, and Florence Kerr received the first silver star awarded in Canada for figure drawing from life; Betty Brough, Edith Lee, Violet Maekenzie and Lillian Sage received first-class honours with high commendation for figure drawing.

The Domestic Science School

In the Domestic Science School six girls took a full course in eight subjects, amongst others Cookery, Laundry, Marketing and Chemistry of Foods, and in addition 56 have taken lessons in Cookery and 21 in Dressmaking.

I often think as I look round the school and see the number of girls gathered together what a difference it would make to the happiness of the different households they will one day be called upon to preside over, if they could have a course in accomplishments and Domestic Science. The difficulty on the one hand is that a girl cannot do good class work and at the same time take advanced Music, Art or Domestic Science, and on the other hand, unless she intends to teach, she ought not to give a whole year to Domestic Science. We solve the problem as far as possible by having special courses throughout the school, in which girls take Art and Domestic Science in addition to Scripture, Literature and Languages. This is good as far as it goes, but the problem will not be entirely solved until parents are willing to allow a girl a final year after she passes the Sixth Form, in which she can devote herself to accomplishments and Domestic Science.

I think as educators we ought to look the fact of marriage in the face and prepare girls more definitely for it. On looking over the photographs of my old girls, I find that nine out of ten marry. Why should they not be taught to think of

marriage in a practical, sensible way, instead of putting the thought on one side or being sentimental? Why should they not learn common-sense rules of hygiene and health matters? Why not, in addition to Domestic Science, take up one particular pursuit, Music, Art, wood-carving, what you will, but something which interests them, which they will continue after they leave school, and which will always keep them in touch with other cultured women?

I am so glad of the confidence that parents have shown in letting us have freer scope in determining subjects for their daughters, and also letting them stay at school a year longer than I could have expected. I am always sorry if a girl leaves school before she has passed the Sixth Form to go to England or to the Continent. She can get as good an education in Canada as in England, and at the same time she can keep in touch with the girls who will be the women of her day and generation. She can keep in touch also with the ideals of her own country, and begin to grapple with the problems which will be the problems of her future life. After she has passed the Sixth Form she is ready to travel. She understands what she sees, and brings back thoughts and ideas to enrich her Canadian life.

Change of Hours

In the school itself we are making changes grateful to girls living at a long distance from the school. We are adopting half-hour periods instead of three-quarters of an hour, and giving five lessons in the morning instead of four in the morning and one in the afternoon. This does not mean that there is no afternoon school, but it does mean that all the important lessons are given in the morning and on Monday and Tuesday afternoons. On other days girls who are well advanced and who do not need special coaching or tuition in elementary subjects, such as Reading and Writing, can be set free; and on Fridays, if they live at a long distance or are taking heavy extras, can, at their parents' request, be excused from attendance of the Glee Club.

In the Junior School the change is more radical. All the teaching will be given in five half-hour periods in the morning, and the girls set free at half-past twelve, as usual. In the afternoons there will be no teaching, but this does not mean

that they will be set free; on the contrary, the hours in the afternoon will be longer, but they will be given to preparation instead of teaching. I am making this change because I find that girls do not begin their work until after dinner, and then take too long over it, either because they are interested in a lesson and want to do it well, or because they are puzzled, and waste their time because they do not know how to set about their work. When at last they go to bed they sleep with the worry of their lessons on their mind. Work thus done does not overbalance the cost to the nervous system; therefore, from this time forward the Third Form will prepare their work from 2 to 3 in the afternoon and IV. A and IV. B from 2 to 3.30. They will be in school three-quarters of an hour longer than at present, but when they are once set free their work for the day is done. They can go out of doors and go to bed early and feel happy because their work has been prepared under the eye of a teacher, and there can be no further worry over it. It is possible that girls who live a long distance from the school, and who have shown that they can prepare their work properly, may, at their parents' request, get exemption from afternoon school; but as a general rule it is far better for them to come back and get the advantage of the teacher's advice and supervision. The one drawback is that it entails heavier hours upon the teachers, but they see so clearly the advantage of getting the girls into good, methodical habits, and teaching them to concentrate their thoughts, that they are willing to take the extra trouble and help them in the preparation as they have formerly helped them in the teaching. As we are increasing the teachers in the Junior School, but not increasing the numbers, the supervision ought to be very helpful.

Whilst speaking on this subject I should like to call the attention of the parents to the advantage which a large school has over a small school in the question of subdivision and individual attention.

When our school was smaller, a teacher had to take a whole class in a subject, whatever that subject might be, but now that the school is larger we are free to do as we like. In subjects such as Scripture, Literature and History, where large numbers are a stimulus and not a drawback, the classes are large. But in subjects such as Mathematics, Composition, Science and Languages in particular, where small numbers are an advantage, the classes range from two to seven and twelve

to fourteen, and are taken by specialists. As we have six specialists in important subjects, such as French, and six in Arithmetic, the girls have the advantage of skilled teaching, and no one need waste her time either because she is ahead of her class, or because she is too backward to understand the work that is being done in it.

Each specialist brings the latest methods of teaching into her own subject. Amongst the new methods, the most interesting possibly to outsiders is the use of the projectoscope for class teaching. Hitherto lectures have been given from time to time illustrated with lantern slides, but owing, partly to the expense of hiring, partly to the difficulty of obtaining the exact slide required, the lantern, though helpful, is not practicable for ordinary class purposes. This year we are introducing the projectoscope, used in the University for scientific and other purposes, into the classroom, that is to say, a lantern so adapted that any picture from a book, or map, or sketch can be thrown upon the sheet, and the schoolroom being darkened, illustrated lectures can be given in Literature, History, Art, Travel, Geography and Astronomy.

Day Girls

I want to thank the parents of the day girls for the interest they have taken in their work and the oversight they have given to the preparation, sometimes illustrating the subject taken in school by conversation and reading, sometimes sending cuttings from papers or pictures upon the period taught in the class. Some girls seem to lead a double school life. They have the interest and instruction of their parents, as well as the interest and instruction of their teachers, while others are comparatively lonely in their work. We cannot help noticing how much greater breadth of mind and intelligence, what background, as it were, children have who discuss their school lessons with their parents and receive the benefit of their advice and encouragement.

I am grateful also to those who have helped me to discourage the use of jewelry and extravagant dress, and have sent girls day by day so exquisitely neat and fitted for their work. The simpler and quieter a girl's dress, the better for her and the better for all around her. For boarders I am recommending the Peter Thompson suits. I find none wear so well or

are so comfortable, and I should be glad if parents of day girls who think well of these suits would allow their girls to wear them also.

In the gymnasium we are adopting a new suit, which fits better and wears more neatly than the present suits, and we are arranging a set of dressing-rooms so that day girls can keep their gymnastic suits in them and change before their gymnastic class.

Gymnastic Work

I am glad that the gymnastic and athletic work grows in popularity, not only because it is so good in itself, but also because it draws day girls and boarders together. Fifteen years ago, when I came to Canada, there was a sharp division line between boarders and day girls, but year by year I am gradually obliterating that line and giving day girls as much as possible of the benefits of the boarding school. The evening must entirely be given to the boarders, but the benefit of the afternoon games and gymnasium can be open to day girls.

I find that girls who are good at gymnastics and outdoor games suffer less from nervousness and restlessness, and are as a rule less selfish than their neighbors, and I think it is because they have learned to think of the good of the side they are playing upon, instead of thinking of themselves. Many girls come to school without any definite purpose in their minds. They have had a good time at home, and they would like to have a good time at school, and to make themselves as comfortable as possible. If they like a game they are willing to take part in it, but they want the particular place in basketball or hockey most congenial to them; after a time, however, they learn to take a pride in their class and in their game; they learn to be clean-handed in honour, and scorn to take a mean advantage in a game.

"Not Outs"

But besides the physical and moral benefit, I held that there is a necessity for games. Girls are full of restless activity, and unless a healthy outlet is found for them, they will seek an unhealthy outlet for themselves. And amongst such outlets I count matinées, "not out" parties, and any excite-

ment or distraction which is a tax upon the nervous system and distracts girls from ordinary work or play. It is not necessary to enter into the question of the matinées. You know as well as I do that the greater number of plays staged in Toronto bring a one-sided if not a distorted view of life before girls, and invite attention to questions unsuited to their age; but in addition to the matinée, the "not out" parties are becoming a serious evil, and they have come in so insidiously that I have wondered at times whether parents had realized the way they have increased in number and the harm they are doing. I am not at this moment entering into the question of dances any more than I am entering into the question of matinées, nor am I touching the further question of friendships formed before girls are old enough to know their own minds. I am speaking of the consequences of "not out" parties, of late hours, dress and the overstimulation of the nervous system. A healthy, wholesome girl loves basketball and hockey and despises sentiment, but a nervous, highly strung girl is restless and craves excitement.

During term time boarders suffer less than day girls from temptations of this kind, but at Christmas they in their turn receive countless invitations, and you cannot blame them if they accept them eagerly. Last Christmas some parents were very wise in refusing dances, or limiting the number, but others gave fuller freedom, and day girls and boarders alike, night after night, were up till the small hours of the morning, one girl being at seventeen, another at fifteen dances out of the twenty days of holidays, to say nothing of afternoon matinées. There were other instances almost as bad, but I noticed these girls particularly because they were naturally highly strung and were growing rapidly, and we had been saving them as much as possible during the examinations. They came back far more tired than when they went. They were restless and irritable, and for two or three weeks no good work could be got out of them.

The Monday Holiday

There is a further question, that is to say, the preparation of work . . . Sunday, a question little felt as yet in Toronto, but acute in the States, so acute that many leading schools cut off the Saturday holiday and give Monday as a holiday instead, in order to take away the temptation of working on Sunday. I

received a letter from the Secretary of the Lord's Day Association, calling my attention to this matter, and urging me to make a like change in Ilavergal, but it is not necessary. As far as the boarders are concerned, Sunday work is out of the question, and as far as the day girls are concerned, owing to good home influence, I hope and believe it is practically out of the question also, but I think it only right to bring the matter before you. I hope it will be many a long day before it has to come into the range of practical politics.

The Value of School Life

For if Sunday is needed anywhere, it is needed in school life, and apart from any question of right and wrong, girls need a time set apart for learning the true perspective of life, for bringing conscience and duty into the every-day details of that life. And here I want to express the debt of gratitude which we as a school owe to Dr. Cody for the instruction given Sunday after Sunday in St. Paul's. The Sunday sermon forms a background of many a quiet Sunday afternoon talk, as well as for illustrating many a week-day Scripture lesson, and is of inestimable value in giving new ideas and clearing away difficulties. I am often surprised to find what a clear conception of the sermon middle school as well as older girls carry away Sunday after Sunday, and I look upon the teaching thus given as one of the important factors of the school life, one of the best means for bringing the truths of the Bible as a living power into the midst of our every-day life, and, after all, these truths mean more to girls than any other lesson learned at school. Music, French and Drawing are excellent in their way; good-fellowship and happiness are excellent also; but an understanding of the responsibility of life is greater than all the rest put together.

This question of responsibility can often be more easily taught at school than at home. Take the question of punctuality and neatness, virtues necessary to women, but which do not always come easily to them. It is so easy at home to keep others waiting, but at school a bell marks off each half hour of the day, and bids a girl pass from duty to duty as swiftly as it calls and obliges her to be as prompt as her brother in the army or navy. At home it is easy to be the one untidy person in the house, and to leave the disagreeable ends of duty to another, but at school everything left about disappears into

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the pound, and a girl in desperation learns to be tidy and put everything away. It is easy at home to be inaccurate, to grumble and to gossip, but a girl is not long at school before, if she has a conscience at all, she finds out the harm of it all. She breaks a rule, and to her dismay finds that the younger girls have followed her example, got into trouble, and must be punished, and all the time she knows it is her own fault, and wishes with her whole heart she could take the punishment for them. She starts a report and it spreads like wildfire among the boarders, and, if boarders are disloyal, out into the town, and to her still greater dismay, she finds that she has created a prejudice against a companion which no afterwords can take away.

The sooner a girl realizes the responsibility of her words and acts the sooner she learns to keep a watch upon herself, the sooner she will be a power for good wherever she goes. And there is no question but that the Havergal girls will be a power one way or the other in Canada. I never realized this so fully as last Friday, when some five hundred old girls and present girls, representatives of all the fifteen years of Havergal, were gathered together on the lawn, and as I passed up and down amongst them I heard them planning a party in September, at which their children should be gathered together; heard girls from towns such as Montreal and London forming Havergal Societies and inviting Havergal Mistresses once a year to come and spend a day or two in their midst and lecture to them. The consciousness of the influence which girls such as these exercise when they leave school makes school life worth living. The best and biggest gladness of any day is the news which comes back into the school of the good strong life of girls who used to live in it. It is a flash of hope, it tells that, after all, whether we know it or not, the work done in the daily routine of school life continueth,

“Broad and deep, continueth
Great beyond our knowing.”

MILN-BINGHAM,
TORONTO.

