



# Class of 65 Newsletter

## Edition 34-February 2011



*Disclaimer: This Newsletter is produced for members of the RMC Class of 1965 and is based solely on inputs from members of the Class of 65. It is not an official publication of the Royal Military College nor does it purport to represent the views or opinions of all members of the Class of 65. Articles will be entered in the official language in which they are received. Regrettably the Editorial staff still lacks the linguistic skills to produce a bilingual version.*

### Editor's Corner

*Hola* from Kanata! That's to all those lucky chaps who have smugly sent me greetings from Mexico while I was vacationing in Carberry, Manitoba! Oh well, at least there have not been too many beheadings or hotel bombings in Carberry.

We have a nice mix of stuff this month thanks to a number of contributors. I must start off with a correction to my piece in the last edition on the contributions of *El Presidente*. In a fit of unaccustomed humility, Jim provided the following clarification on his personal endowment program.

*"The endowment actually supports scholarships for cadets from across the country. I started out looking at my old high school but as it has grown it has become the prime [believe only] vehicle for RETP scholarships at RMC. Last year there were 17 awarded - none to anyone from Drumheller. This year it looks like 19 - again nobody from Drumheller."*

It seems that since our esteemed colleague departed his home town, the gene pool in Drumheller may have dried up.

**Dick Wright** very kindly sent me an invitation to join him on a fishing trip to New Zealand. Fortunately, he sent along some pictures, three of which are included below. I regretfully declined citing extreme cowardliness!



**Tony Goode** and his partner, **Pam** were in Ottawa recently and a number of the Ottawa crowd joined them for dinner. The group was made up of **Jim** and **Jane Cale**, **Gord** and **Denee Forbes**, **Tony** and **Pam**, **Hugh** and **Chris Spence**, and **Jim Carruthers** holding court at the far end of the table.



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Charlie Emond has waded into the College nomenclature fray with the following cogent thoughts.

## WHAT'S IN A NAME?

By 6496 Charles Emond



In an earlier correspondence, it was observed that since the re-opening of the military college in Saint-Jean, QC and because both remaining military colleges have each adopted bilingual names, the traditional acronyms, RMC and CMR, could no longer easily serve to distinguish between the two campuses. To remedy the problem, it was suggested that the two colleges should be encouraged to revert to their original unilingual names.

While I agree that the current nomenclature has added an element of confusion to those who have lived with the English acronym, RMC, defining the Kingston campus and CMR, the Saint-Jean campus, my view is that a return to unilingual English and French names for each campus would now be inappropriate as it has been, in my view, for over 40 years.

### **Why were the original Canadian Military Colleges names unilingual?**

When the three Colleges were founded and when we all joined our respective military colleges in the early 1960s, Canada had only one official language. It was entirely appropriate to give the Royal Military College of Canada (RMC or the current RMCC) and the Canadian Services College, Royal Roads, later (1968) to become Royal Roads Military College (RRMC), unilingual English names.

Despite English being Canada's only official language, several units within French-speaking communities were given French names, such as "le Royal 22ième Régiment" (The Vandoos). This was done, I believe, primarily to enhance the recruitment of Francophones into military service and, because the use of French was allowed, though in a limited way for training and

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operations at the lower rank levels, to improve retention. English remained, however, the primary training and working language for officers until French became an official Canadian language. Hence, Francophones who wanted to become officers in Canada's military forces, even within units with French names, needed to be able to work in English. The requirement to immediately train, study and work in a second language acted as a deterrent to recruitment to RMC and contributed to the higher failure rate experienced by Francophones during their initial years at the College.

## **Why was Collège militaire royal de Saint-Jean created and given a French name?**

Collège militaire royal de Saint-Jean (CMRSJ) was opened in 1952 as a means of enhancing recruitment of Francophones into the officer corps and reducing attrition. Pressure to create such a program came initially from within the Forces, in particular from Gen Jean Victor Allard, a decorated WW II veteran, who felt strongly about having Francophones participate proportionally in the Canadian military.

The creation of a program in Saint-Jean, Québec offered Francophone candidates (and many of their concerned parents) a less alien linguistic and cultural environment in which to make the transition to military life, and the opportunity to be better prepared academically, linguistically and socially to make the eventual transition to the Royal Military College in Kingston, Ontario.

It was initially thought that a one-year bridging program would suffice to close the one-year academic gap between the Québec High School system and that of Ontario, and have them acquire more facility in English. Being able to take the academic courses in their primary language was seen as necessary to ensure the solid academic base needed for academic success once at RMC. Mastering English and easing the transition to working and socializing in a dominantly English culture were equally important objectives and the plan to achieve this was to be through a significant amount of English language training coupled with the presence among the student body of a large cohort of Anglophones, not unlike those they would join at RMC.

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The language objectives were further pursued by a policy of having the administrative language for officer cadets alternate each week between English and French. It was hoped that this uniquely bilingual environment, rather than an English only environment, would be sufficient to attract Francophone entrants in the first place and once enrolled to give them the solid academic foundation, and sufficient English language training and familiarity with the English culture to ease the transition to RMC.

The fact that there were many otherwise excellent English-speaking applicants to RMC from provinces whose academic standard upon leaving their respective provincial High Schools did not, like Quebec's, match Ontario's Grade 12, was serendipitous. CMRSJ's academic bridging program could meet their needs for an academic bridging program and their presence among the CMRSJ student body in around equal numbers to the Francophone group would help to further the College's linguistic and cultural objectives.

Interestingly, I do not think that much thought was given at the time to the benefits to Anglophones of learning French and gaining a better understanding the French-Canadian culture beyond the normal culturally enriching experience of learning a second classical language, but surely not the professional advantage it turned out to be for many after French became Canada's second official language.

While it might have been more appropriate, given the bilingual nature of CMRSJ's program, to have given CMRSJ a bilingual appellation right from the start, it was no doubt given a unilingual French name at the time for the same reasons as were some other units in Quebec, namely to signal to potential Francophone entrants and their families, before the advent of official bilingualism, that this institution, unlike English named institutions, such as the Royal Military College of Canada, would offer education, training and services predominantly in French to Francophones, reducing an important obstacle in the recruitment process.

## **Why do current Canadian federal institutions have bilingual names?**

As you know, Canada adopted the Official Languages Act in 1967, making

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English and French official federal languages. Federal institutions are given bilingual names to reflect this fact.

The Official Languages Act does not require all levels of departmental operations to be conducted in both official languages. Hence, post 1967, many Canadian Forces (CF) units, such as the Princess Patricia's Canadian Light Infantry (PPCLI), retain English-only names and operate in English. Similarly, French language units were created primarily in Quebec but also on the sea, now not only in name, where, throughout, the daily language of work is French.

Where common services are provided, however, such as with headquarters or training and educational units, both their appellation and the services they provide are expected to be in both official languages to reflect their dual language mandate. Generally, CF schools offer many parallel programs in either language. French and English speaking syndicates exist at other schools, such as at Staff College, where the curriculum, for very legitimate reasons, is dominantly in English and where it is not desirable to break the group into linguistic groups for the duration of the program. Like the name of the Canadian Forces, these headquarters and institutions have bilingual names.

### **Why were the three Canadian Military Colleges not made to adopt a bilingual name as a result of the Official Languages Act?**

I am not sure exactly why changes were not made to the names of the Military Colleges after the Official Languages Act was passed, as was done for all (or at least most) other federal institutions. It would appear that there was no external or internal pressure to adopt a bilingual nomenclature for all three institutions, or whatever pressure there was, was successfully resisted. Perhaps some believed that the spirit of the Official Languages Act was met because, taken together, the three military college names incorporated both a Francophone and an Anglophone identity. Others may have recognized the anomaly but thought that history trumped new rules, or did not want to take on the politically sensitive issue of changing the College names. While I was Commandant of CMRSJ, all three institutions and their

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alumni seemed comfortable with their respective unilingual English or French name, nor was I aware of any pressure either from within the government, the Official Languages Commissioner or the public to adopt a different name. This apparent level of comfort by both linguistic groups with the existing unilingual names should not be surprising, but rather, is likely a reflection of the sense of historical ownership of each institution by their respective unilingual language group.

When I came to CMRSJ as Commandant, like many of you, I took the College names as givens. However, I very quickly saw that the unilingual name was not only an anomaly for a federal institution but inconsistent with our unique bilingual mandate. Moreover, I began to see the distinct historical names, now that each College had become a degree-granting institution, as one more obstacle to the three Colleges working together rather than competing with each other for more academic opportunities and students. Finally, I wondered about the appropriateness of having two of the Colleges without Canada in their official name, though these did not seem to matter much for grander countries, where West Point, Sandhurst or St-Cyr were deemed sufficient to identify their respective national military colleges.

Notwithstanding, I came to think that the more appropriate nomenclature for the three Colleges would be to give each College the same name - "The Royal Military College of Canada - Le Collège militaire royal du Canada" and to differentiate between them only by adding their distinctive location at/à Kingston, Saint-Jean or Royal Roads. Before I could table this sensitive suggestion, the issue became moot; two of the three military colleges were closed.

### **Why I proposed making RMC's name bilingual.**

When I arrived at the sole remaining Canadian military college as Commandant in 1994, I passed the main gate with the beautifully lettered name "Royal Military College of Canada" affixed upon one side of a limestone wall and the College Crest and motto, "Truth Duty Valour", on the other side.

With now only one remaining military college, having a bilingual name at the main gate and having Canada's official languages policies applied throughout

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the campus and woven into the College's daily business became a critical element, in my mind, to the successful amalgamation of the three CMCs into one.

Manifesting the College's (and therefore Canada's) linguistic duality was no less important within the College and when dealing with Canadians as it was in my dealings with other military institutions, such as West Point or l'école spéciale militaire de St-Cyr and other universities, such as the University of New South Wales, Australia or La Sorbonne, France. RMCC and RMCSJ's bilingual appellation, contrary to their unilingual names, signals the fact that our student body, faculty, staff and country, unlike theirs, operates not only in their language but also in Canada's second official language.

**With the re-opening of the military college at Saint-Jean, are bilingual names for the two Colleges still appropriate?**

Has the re-opening of the campus at Saint-Jean as a feeder and potentially a degree-granting institution again changed the factors that should determine whether a Canadian military College should have a bilingual name? Would it be appropriate to revert to the historical unilingual names, with names that are more in line with their resident official provincial language than adhere to federal bilingualism? In my view, whether there are one or more colleges, whether they are degree-granting institutions or whether their original name was unilingual should not matter as much as the message you want the name to convey at this moment.

Both Colleges are federal institutions, created specifically to meet the needs of both linguistic groups, with bilingualism as a central element of each College's program, something that is all the more important to future officers since the proclamation of the Official Languages Act. Giving both Colleges a bilingual name markets institutional bilingualism as part of the College's organizational identity in the same way as the inclusion of "college" in their name identifies their vocation and "military" declares their primary client.

As for the question of whether the acronyms, RMC and CMR, which for so



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long were used to distinguish between the two campuses, will or should survive, I would argue that the question is moot. For those ex-cadets who have traditionally used these differentiating terms among themselves, feel free to continue to do so despite the official bilingual names. As for the next generation, like the Class of 65, they will do what they please, and the Colleges will be the better for it!

## TALES OF ANTIGONISH

By 6598 George Brown

Our big reunion in Kingston brought together many from long ago. It was also a gathering of four of the five Roadents who first pushed off to sea in HMCS *Antigonish* - Arnold, Archer, Bailey, Brown and Cale.



It seems like yesterday, we first gathered at our respective colleges, got haircuts, and learned how to hurry-up so we could stand in line and wait. As recruits at Roads, we ran circles for just about any misdemeanour a senior cadet could imagine. We rejoiced one day with our first snowfall. It meant that there would be no circles allowed. Our joy was short-lived; the winter weather in Victoria had many more days of rain than days of snow. Circles were okay in the rain!

Our first summer in the Senior Service was also a treat. We met our fellow Naval recruits from the other Colleges and from Civvie U for the first time. It was sad to hear of the recent passing of one of those - Bruce Shiga. Bruce was Japanese Canadian and a Buddhist. When we had a Sunday church parade or any other ceremony with prayers, it was customary for Roman Catholics to fall out and have a private ceremony somewhere else. That was now amended to have Roman Catholics, and religious adherents to other faiths, leave the parade. Bruce was on his own for this. Many of us considered becoming Buddhist to escape the parade and get some free time while everyone else was being blessed.

After some basic time ashore, we went off in the seven little frigates of the

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Fourth Escort Squadron. In the good ship *Antigonish* and learned how to scrub, chip, paint, trace endless plumbing lines through the bowels of the ship, and row whalers around the ship every day at 1600, just for fun. More than one cadet was asked to go to the boiler room to fetch a bucket of steam.

We learned the parts of a ship, the parts of an anchor, and the parts of just about everything that existed on a ship. We also learned the value of sarcasm. Shiga suggested we really should be naming the parts of those things we used the most - brushes, mops and buckets. The parts of the scrub brush were thus designated "Claybore", "Smano" and "Waist", and our nautical lexicon was appropriately updated.

One of our Civvie U cadets, John Hissink, took many things quite literally and so gained notoriety forever. In those days, with total disregard for the environment, we dumped gash at sea. Hissink, holding a 45 gallon bucket of gash was told to dump it over the side. "All of it?", he asked. "Of course, you idiot, all of it!". Over it went, bucket and all ... (Hissink went on to get his PhD in Electrical Engineering.)

We sailed mostly together with the other ships of the squadron in the area of the Gulf Islands, reliving the days of Nelson with ship maneuvers by signal flag - 9 Corpen, or Corpen 9, meant a 90 degree wheel in line to port or starboard. Interesting stuff, eh? We did everything to engage our imaginary enemy broadsides.

Each day we would conduct jackstay transfers between the ships. All the watertight doors and scuttles were closed, in case of a collision during the maneuver. One of the ships, *St Therese*, had a bad reputation for causing damage while coming alongside. So it was published in our Daily Orders that we must be diligent to ensure that all watertight fittings were secure before a jackstay transfer. You never know, we could be alongside *St Therese*.

One sunny day, it was Arnold's turn to go over to the next ship on the jackstay. The Squadron Commander was Captain Madgwick, who did not

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appreciate the finer points of cadet dress. He thought we should all be wearing black socks with our boots. But then, we were used to wearing grey socks. Arnold's choice of socks that day will go down in *Antigonish* history. Captain Madgwick spotted the grey socks through his telescope and ordered that Arnold's leave in Hawaii be jammed. But, in the unfolding of the universe, this harsh punishment was never fulfilled.

One fine day, *Antigonish* was detached from the squadron and sent to a region near the Queen Charlotte Islands. A Soviet ELINT trawler had been detected in the area, and *Antigonish* was to stay in sight and monitor the activity of this ship. This part of the BC coast is open to the Pacific, so it does not have the best weather. Day after day, we kept an eye on the trawler as we bobbed around in the grey, choppy sea. We even observed from a distance that they had women aboard - they were years ahead of us. But, because of this detachment, we never did get to Hawaii that summer, and Arnold never went ashore in Waikiki. No one did.

We had such a great time during our first summer at sea. At the end of the summer, about half the Navy cadets tried to remuster to Air Force or Army.

## Closing Notes

The frequent reminiscences of early naval life that appear in these pages are not exactly the stuff of recruiting posters. I trust early naval training has changed somewhat. Certainly my fairly recent, albeit infrequent, observations of shipboard life in today's modern navy reflect a marked change for the better.

George asked me to point out that his picture underlines the fact that they do get snow in North Carolina. (Yeah, about once a decade. My heart bleeds George.)

Thanks again to this month's contributors and to those who sent me something, but it didn't get into this edition. It will appear shortly. I look forward to hearing from others with input for the next and future editions.