

THE HIGH SCHOOL FOR GIRLS, MONTREAL

1875-1914

by

Gillian Mary Burdett, B.A.

A thesis submitted to the Faculty of Graduate Studies  
and Research in partial fulfilment of the requirements  
for the degree of Master of Arts.

Department of History  
McGill University  
Montreal

August 1963

TABLE OF CONTENTS

	<u>Page</u>
Preface .....	(i)
Chapter I Factors Leading to the Opening of The High School for Girls .....	1
1. The Climate of Opinion .....	1
2. The Work of Dr. J.W. Dawson .....	7
3. The Ladies' Educational Association of Montreal .....	9
4. The Protestant School Board of Montreal .	12
Chapter II The Principals of The High School for Girls .	18
1. Mrs. John Scott, 1875-80 .....	18
2. Mrs. Jane Fuller, 1880-94 .....	20
3. Miss Maria Findlay, B.A., 1894-96 .....	21
4. The Rev. Elson I. Rexford, 1896-1903 ....	22
5. Miss Georgina Hunter, B.A., 1903-11 .....	24
6. Miss Lillian Hendrie, 1911-30 .....	27
Chapter III The Members of Staff .....	30
1. The Original Members .....	30
2. Staff with ten years' or more service ...	31
3. The Men Teachers .....	36
4. The contact between pupils and staff ....	39
5. Teachers' Salaries .....	40
Chapter IV The First Three Buildings of The High School for Girls .....	47
Chapter V The curriculum and Teaching Methods .....	55
1. The Preparatory Department .....	55
2. The Junior Department .....	55
3. The Senior Department .....	56
4. The Subject Content .....	61
Chapter VI School Examinations and Prizes .....	75
1. School Examinations .....	75
2. The University School Examination .....	79
3. School Prizes .....	83

contd. next page

Table of Contents (contd.)

	<u>Page</u>
Chapter VII The Pupils of The High School for Girls .....	86
1. The Enrolment .....	86
2. Fees .....	88
3. Scholarships .....	91
4. Careers .....	95
a) Teaching .....	95
b) Careers other than teaching .....	98
Conclusion .....	104
Appendix I Extract from a letter written by Mrs. John Monk to her husband .....	108
Appendix II Miss Isabel Brittain's Salary .....	109
Bibliography .....	110

## PREFACE

The history of education in the province of Quebec has not yet been written. Important factors which add to the difficulty of this task are the religious and language differences which divide the educational system in two. Children are grouped usually according to whether they are French-speaking and Catholic or English-speaking and Protestant, and they attend the appropriate schools. This thesis is a small contribution to the history of English-speaking Protestant education in Quebec. It is of necessity narrow in scope being concerned with one school only, over a forty year period. There is no attempt made to compare similar developments in Catholic girls' education during the same period.

The High School for Girls is unique among public Protestant high schools in Montreal because it provides a course which is not co-educational. The reason for this can be discovered in the purpose behind its foundation over eighty years ago. It was founded as a result of the late nineteenth century movement to provide higher education for women. The school enabled girls to obtain the same educational qualifications as boys. This led eventually to the admission of women to the universities and the professions. By analysing the curriculum and describing the members of staff and the pupils I have tried to show the part played by the school in the educational life of Montreal.

The year 1914 seems to form a natural break in the history of the High School for Girls. By that time the school had educated public opinion into accepting that girls were capable of achieving high standards in academic work, that they could take advantage of university courses and be trained for professional work. In this year the school changed its location from Peel to University Street. The coming of the First World War was to create problems and change ways of life and thinking which were to affect education and the school.

As so little has been written on girls' education in Canada and on education in Quebec I have relied very much on educational magazines and reports. The minute books of the Montreal Protestant School Board were invaluable as were the prospectuses of the High Schools.

I should like to acknowledge the kind co-operation of Mr. Robert Japp of the Montreal Protestant School Board, and of Dr. Dorothy Ross of the High School for Girls, in allowing me to consult material in their charge. I owe a great debt to the many former pupils of the school who provided information and helpful suggestions, in particular Miss Isabel Brittain, Miss Grace Gardner, Miss May Idler, Miss Elizabeth Monk, Mrs. George Murray and Miss Muriel Wilson.

## Chapter I

### Factors Leading to the Opening of The High School for Girls

#### 1. The Climate of Opinion

In the nineteenth century, no one denied the value of education as a means: "to develop the mind, to give discipline and to impart the power to think,"<sup>1</sup> but for many years the education given to girls was somewhat lacking in these very particulars.

It was then considered the duty of every young girl to marry. A working-class girl through economic necessity had her living to earn, and therefore, followed a trade, or entered a factory until she married. A middle-class girl had, however, no "work" as such to do, and spent her early years learning to appear in the drawing room as an accomplished and well-bred lady.

Mrs. De Wahl in her book "Hints on Training of Girls at School" published in England in 1847, lists the main subjects learnt by girls:

What is the common acceptance, with reference to girls of this word education? Is it not this, that if a girl has been taught two or three foreign languages, if dates and facts of history have been forced upon her memory, if she have worked through the first few rules of arithmetic, if her fingers can execute mechanical difficulties in music, and if she can copy a drawing, she is said to be educated?<sup>2</sup>

- 
1. Journal of Education, XX (January, 1876), p.6, quoting from the American Journal of Education.
  2. T. Woody, A History of Women's Education in the United States, Vol. I, (New York: The Science Press, 1929), p.48.

With the addition of religious knowledge and dancing, the subjects mentioned above were the basis of the curriculum in girls' schools.

The prospectus of 1855 for the Young Ladies' Institute run by Mrs. Eleanor Lay in Montreal states that much prominence was given to English composition. Penmanship was also taught with care. The fees were £7 per year, and extras included Senior French classes £6, Latin £3, music on the piano £2, music with a master £6, singing £12, drawing and painting in water colours £5, with other accomplishments at masters' charges. The emphasis was, therefore, rather on accomplishments than on higher learning.

Criticism of the aims and content of girls' education developed during the century. In England, Mrs. William Grey criticised the theory that girls were educated to be wives and mothers, before the Society of Arts in 1871:

They are not educated to be wives, but to get husbands. They are not educated to be mothers .... to be the mistresses of households. What they are educated for is to come up to a certain conventional standard accepted in the class to which they belong, to adorn (if they can) the best parlour or the drawing room, to gratify a mother's vanity, to amuse a father's leisure hours; above all to get married.<sup>3</sup>

In 1876 the Rev. J.F. Stevenson in an address to the Ladies' Educational Association of Montreal observed that women should be educated for their own sake, and also because they would be wives and mothers. He said that one of the advantages of educating woman was that she might be able to take her place as a completely

---

3. A.C. Percival, The English Miss Today and Yesterday (London: George G. Harrap & Co., 1939), p.77.

and entirely developed humanbeing; that there was no beauty in female ignorance, and that women must be educated because a great part of the work of education was entrusted to them - the care of children.<sup>4</sup>

Dissatisfaction with the current ideas on education for girls and the low standards that prevailed, led certain intelligent women and enlightened men to try to establish the equal rights of women to study and learning.

In the United States the rights of women to a higher education were recognised quite early in the century. The first public high school for girls was founded at Worcester, Massachusetts in 1824. This was followed by similar schools in Boston and New York in 1826.<sup>5</sup> The aim of these schools was to extend the range of girls' education, to increase the social usefulness of women and to prepare intending teachers.<sup>6</sup> By 1890 in the United States there were 47,397 girls in private high schools, and 116,351 in public high schools.<sup>7</sup>

University education was opened to women in co-educational institutions like Oberlin College, (1837), and Antioch College, Ohio, (1852); and also in women's colleges such as Georgia Female College, (1836), the Mary Sharp College for Women, (1851), the Auburn Female University, (1852), and Ingham University (1857).

---

4. Journal of Education, XX (October, 1876), p.156.

5. T. Woody, op.cit., p.521.

6. Ibid., p.531.

7. Ibid., p.546.



Meanwhile in England, Queen's College, (1848), and Bedford College, (1849), both in London, provided a secondary education for intending teachers and girls interested in learning. Girls' schools generally, were in private hands and the Schools' Inquiry Commission of 1864 deplored the bad conditions prevailing and the low standards of attainment. Among the faults listed were:

A want of thoroughness and foundation; a want of system, slovenliness and showy superficiality; inattention to rudiments; undue time given to accomplishments, and these not taught intelligently or in any scientific manner.<sup>8</sup>

However, two notable exceptions were the North London Collegiate Girls' School founded in 1850 and Cheltenham Ladies' College, (1853).

As a result of this report by the Schools' Commission, the "National Union for improving the education of women of all classes" was formed. This in turn led to the formation of the Girls' Public Day School Company which began to establish schools equipped to give girls an education equivalent to the best then available to boys. By 1900 it had 33 schools and over 7000 pupils.<sup>9</sup>

As one step towards a University education girls were admitted to the University Schools' Examinations of Cambridge and Durham Universities in the 1860's. In 1872 women were admitted to the degree examinations at Cambridge, and in 1878 to those of London University.

---

8. T. Woody, op.cit., p.53.

9. Ibid., p.54.

The English in Canada followed with interest the progress in education made both in England and the United States. Ontario, or Upper Canada as it was then called, took the lead in education. The District Public School Act of 1807, provided for District Public Schools later known as grammar schools. By 1865, girls had been permitted to enter these schools at the option of the trustees and on passing the entrance examinations,<sup>10</sup> Queen's University, Kingston in 1870, allowed women to attend special classes, but did not admit them to courses leading<sup>11</sup> to a degree until 1878.

In Quebec, however, the English-speaking Protestants, being a minority group, had many educational problems. Chief among these was a lack of money to construct adequate buildings and to pay salaries sufficient to attract good teachers. For a long while there was no organised course of study or textbooks, no system of examinations and few academies or high schools.<sup>12</sup> Matters were improved by the Educational Acts of 1841 and 1846 which divided the province into school municipalities, in which qualified voters had to elect a board of five school commissioners. With money from the provincial government and taxes on real estate the commissioners provided schools and teachers. The religious minority in any municipality could establish separate schools. In this way the Protestants were guaranteed equal educational rights with the Catholics. In 1859 the Council of Public Instruction for Quebec was set up, the two committees of which, Protestant and Catholic, controlled the schools and the teachers after 1869.

---

10. J.M. McCutcheon, Public Education in Ontario, (Toronto: T.H. Best Printing Co., 1941), p.96.

11. Ibid., p.248.

12. W.P. Percival, Across the Years, (Montreal: Montreal Gazette Printing Company Ltd., 1946), p.25.

The McGill Normal School, one of three in the province, was opened in March, 1857, with the purpose of completing the system of public instruction by providing trained teachers for the elementary and superior schools of the province. The school was intended to meet the wants of the whole Protestant population of Lower Canada. The first principal, Dr. J.W. Dawson, stated that the school was a professional college for women providing a thorough course extending over three years, and qualifying educated women for entrance into a useful calling. The teachers trained there helped to improve the standards of the elementary schools and also provided staff for the High School for Girls when it was founded.

In Montreal the Protestant School Board slowly built up a system of elementary schools, and in 1870 took over the administration of the boys' High School, but there was little superior or secondary education for girls. Mr. Sampson P. Robins, the Montreal Inspector of Common Schools, stated in a report that:

There is now a considerable number of girls in the higher classes of the schools for whose subsequent education absolutely no provision is made. A Girls' High School is one of the most pressing educational wants of the city.

Mr. Robins was a leader in Quebec education from the time he arrived in 1857 to take up an appointment as Professor of Mathematics at McGill Normal School until he retired in 1907 after fifty

- 
13. J.W. Dawson, Fifty years of work in Canada, (London: Ballantyne, Hanson & Co., 1901), p.119.
14. Report of the Protestant Board of School Commissioners for the City of Montreal, 1847 to 1871 (Montreal: "Gazette" Printing House, 1872), p.XI.

years at the School, twenty-three as principal. He had been educated in Peterborough, Ontario and for several years he was on the staff of the Provincial Normal and Model School of Upper Canada. It was the principal there, Dr. Ryerson, who recommended him to McGill University.

## 2. The Work of Dr. J.W. Dawson

Dr. J.W. Dawson, (later Sir William) principal of McGill University, showed considerable interest in the movement for the higher education of women. He first drew attention to this subject in the University lecture for the session 1869-70. He stated that he considered that the elementary work carried on in the private schools of the city was efficient and that the University need not assume responsibilities there, but that there was no reason why the University School Examinations (see p. 79 ) should not be open to young women. It would be quite possible too, for the University to provide lectures on scientific and literary subjects whose classes would be open to the pupils of all ladies' schools in the city; and that certificates of attendance and examination might be given to such pupils.

Of course, this is a purpose for which the constitution of the University does not permit its funds to be used, even if they were sufficient for it, which they are not. I only wish to intimate my conviction, that an opening for usefulness lies in this direction, - one which I have often wished to have the means of cultivating, knowing that in this country, very few young women enjoy, to a sufficient extent, the advantages of the higher kinds of education; and that the true civilisation of any people is quite as much to be measured by the culture of its women as by that of its men. 15

While visiting Britain with his wife in 1870, Dr. Dawson studied the working of associations which had been formed there

---

15. J.W. Dawson, A Plea for the extension of University Education in Canada, and more especially in connection with the McGill University, (Montreal: 1870).

to bring young women up to the standard of the college degree. He made enquiries in London, Oxford, Cambridge and Edinburgh.

In Edinburgh we made the acquaintance of Miss Louisa Stevenson, the Honorary Secretary of the Ladies' Educational Association, and at her house met several ladies interested in the higher education of women, from whom we learned much that was likely to be of value in the work of this kind, which we contemplated establishing in Montreal. <sup>16</sup>

Finally Dr. Dawson and his wife decided that the method used by the Ladies' Educational Association of Edinburgh was the one best suited to obtaining good results in Montreal.

On his return he discussed the matter with the professors of the University and others, but instead of co-operating as he had hoped they kept putting forward difficulties. So he then turned to the ladies who had shown concern.

At a large and influential meeting of ladies, held under the auspices of the late Mrs. John Molson, in her residence of Belmont Hall, the Ladies' Education Association of Montreal was constituted, on a plan which had been previously carefully prepared, - Mrs. Molson being elected president, while Mrs. Simpson, one of our ablest and most experienced educationalists, became honorary secretary.

This association carried on its useful work for fourteen years, or up to the time of the institution of the classes for women in the University, and was entirely self-supporting, charging only moderate fees to its students, and paying its lecturers handsomely; whilst it undoubtedly contributed largely to cultivate a taste for higher education, and enabled young women to obtain at least some of the benefits of a university course. <sup>17</sup>

---

16. J.W. Dawson, Fifty Years of Work in Canada, p.158.

17. Ibid., p.239.

In October, 1871, Dr. Dawson delivered the introductory lecture of the Association's first session and the views he expressed were those of the founders of the Association. He began by discussing the bad effects that lack of education for women had had in Ancient Greece. Then he showed how Christian teaching gave woman an equal right to salvation with man, but although her worth had been established it was not recognised for many years. He considered that the benefits of higher education to the professional woman were obvious but that he was concerned with showing the value of this education to wives and mothers. He thought that it would enable a woman to be a better helpmeet, to have an ennobling influence on her children; to become better fitted for domestic life; to use her gifts to the best of her ability and to obtain pleasure from using her mind.<sup>18</sup> The basic idea then was that a woman with a fully-developed mind would be a better mother and wife and so fulfil more completely her role in society.

In 1872, Dr. Dawson became a member of the Protestant School Board of Montreal and there used his influence to see that a girls' high school was established.

3. The Ladies' Educational Association of Montreal

The part that Dr. Dawson and his wife played in the establishing of the Educational Association has already been mentioned. On June 10, 1871, a public meeting was held at the Natural History

---

18. Journal of Education, XV (October, 1871), p.136, quoting from the Montreal Gazette.

Society's Rooms, the purpose of which was to present to the public the report of the provisional committee of the Association. The declared purpose of the group was to bring the higher intellectual education of women more in line with that of men, and the immediate aim: "To furnish proper college courses of lectures on literary and scientific subjects to be given by professional specialists."<sup>19</sup>

A fund to engage lecturers was formed by a subscription of \$12 per member. This was also the fee for a single student. The committee acknowledged the help given by the principal and professors of McGill College whose advice they had sought on all professional questions. Four courses of lectures were arranged for the winter - two before and two after Christmas - to be given by professors from McGill. It was hoped to introduce systematic examinations later. A resolution was then carried supporting the proposals of the Association. Among the ladies present were Mrs. John Scott, later principal of the High School for Girls, (see p. 18 ), Mrs. J.W. Dawson and Mrs. James Ferrier. Mrs. Dawson nee Margaret Mercer was the wife of Dr. Dawson. She was born in Edinburgh and we have already seen her connection with the founding of the Educational Association in Montreal. She was also an active member of many other local organisations.

Mrs. John Molson, nee Anne Molson, the second daughter of William Molson, was the President of the Association. Her interest in the advancement of education and learning is shown not only by her

---

19. Journal of Education, XV (June, 1871), p.91, quoting from the Montreal Gazette.

connection with the Ladies' Educational Association but also by the Anne Molson Gold Medal she founded in 1864, awarded at McGill University for the honours course in mathematics and physics. Mrs. Ferrier was the wife of the Hon. James Ferrier, a member of the Montreal Protestant School Board (see p. 13 ).

For several years the plans for conducting four courses of lectures each year followed by examinations were carried out, although the number of examinees was always small compared to the number of auditors. In the session 1874-75 there were 34 students and 25 examinees: of these, 8 obtained first class certificates, 4 second class, 10 third class, leaving 3 failures.<sup>20</sup> In 1880-81,<sup>21</sup> there were 91 students with 69 presenting themselves for examination.

Lectures were generally given by McGill professors, but sometimes someone, like Mr. G. Couture, a local musician, (see p. 38 ), would speak. Lectures varied from topics in English literature, history, physiology, mental philosophy and historical geology to the theory of music and explanations of logic and light. A reference library was provided at the home of Mrs. Hill in Phillip's Square.

Students who attended included teachers trained at the McGill Normal School who wanted to extend their education and young women who had left school and were interested in learning. Pupils from the Misses Symmers and Smith's School, the leading private school in Montreal during the 1870's and for a number of years

---

20. Journal of Education, XIX (June, 1875), p.88, quoting from the Montreal Herald.

21. Educational Record, I (July, 1881), p.292.



afterwards, also attended lectures. In 1881 ten certificates in chemistry, nine in domestic medicine, eight in ancient history and seven in English literature were awarded to pupils from that school. 22

When women were admitted to the degree course at McGill University in 1884, the purpose for which the Ladies Educational Association had been established was achieved and soon it was disbanded. It had by its lectures stimulated interest in higher education for women and by its examination results had shown that women were capable of benefitting from college courses. It also helped to gain support and prepare the way for the founding of a High School for Girls which would offer a superior education to the girls of Montreal.

#### 4. The Protestant School Board of Montreal

The Protestant School Board of Montreal was created by an act of the Provincial Parliament (9 Vic.Cap.27, 1846). It consisted of six members chosen by the government. Up to the year 1868, very little had been achieved, owing to a lack of funds and only three public schools had been established.

Among the changes brought about by the British North America Act of 1867, was a new law in 1868, which decreed that three school commissioners for Montreal were to be nominated by the City Council and three by the Lieutenant Governor of Quebec. In that year the members of the Board were the Rev. Dr. John Jenkins of St. Paul's Church, the Rev. Canon Charles Bancroft of Trinity Church, the Rev. Dr. Donald MacVicar of Cote Street Church and Professor of Divinity in the Presbyterian College, the Hon. James

---

22. Educational Record, I (July, 1881), p.355.

Ferrier of the Legislative Council, Mr. William Lunn, Secretary-Treasurer of the School Board since 1846, and Mr. Hector Munro. The three former were chosen by the lieutenant governor and the three latter, by the City Council.

The Board members were well-educated men and all were vitally interested in education. The Rev. John Jenkins, an Englishman, had been a former missionary in India. He was the minister of St. Paul's Church from 1864-1881 and Moderator of The Synod of the Presbyterian Church of Canada in 1867. He was a member of the School Board from 1869-84. The Rev. Canon Charles Bancroft, D.D., LL.D., was a Montrealer. A graduate of Columbia University, New York, he was the rector of Trinity Church from 1858 until his death in 1877, and served on the School Board from 1869-1877. The Rev. Dr. Donald MacVicar, D.D., LL.D., was born in Scotland and educated in Ontario. From 1860-1868 he was the minister of Cote Street Church. Then he became Professor of Divinity and Principal of the Montreal Presbyterian College. He was a member of the School Board almost continuously from 1869-1902 and his two books on arithmetic were used in local schools.

The members chosen by the City Council did not serve for as long a term as the others but they, too, were influential men. The Hon. James Ferrier born in Scotland was a former mayor of Montreal. He was a governor of McGill University, a director of the Grand Trunk

---

23. Report of the Montreal Protestant School Board, 1847-1871, p.15.

Railway, a member of the Legislative Council, then later a Senator. Mr. Hector Munro also born in Scotland was a building contractor. Among the buildings he constructed was the Bonsecours Market and he helped in the design of several schools. In addition he was one of the founders of the Mechanics Institute. Mr. William Lunn was secretary-treasurer to the School Board for over thirty years.

The first suggestion for a High School for Girls came from the Rev. Dr. Jenkins in his address at the opening of the Royal Western School in March, 1870. He began by summarising the work of the Commission and then he mentioned the establishment of advanced classes in the public schools where the elements of geometry, algebra and Latin were taught in order to provide pupils qualified to enter the High School of Montreal, recently taken under the charge of the School Commissioners. He went on:

There is one object which we desire to accomplish in connection with the work of Education in the city of Montreal, and that is the establishment of a Girls' High School, so that the daughters of our humbler citizens may, at a comparatively small charge, obtain the advantages of a thorough education - such an education as our Normal School teachers receive; and so also that by competition girls may go up from this school and other schools like it - from the common schools - free of charge into this high school for girls .... It is a work which they (the Commissioners) shrink from undertaking unless the wealthy citizens of Montreal, are prepared to provide for the Commissioners free of charge, a building for this purpose. Such a building would cost perhaps \$15,000. With \$15,000 we could establish - for it would be a self-sustaining institution - a High School for Girls, so that the daughters as well as the sons of the humblest classes may rise to distinction in learning and prepare themselves the better for the world. <sup>24</sup>

---

24. Journal of Education, XIV (March, 1870), p.41.

In the first published report by the School Board in 1872, further mention was made of the proposal for a Girls' High School:

The Commissioners have from time to time urged upon the citizens of Montreal, the importance, in the interests of education, of establishing .... a High School for Girls, in which parents might obtain for their daughters, at a moderate charge, a superior education. Such an Institution were the requisite buildings provided would, in the judgement of the Board, be, ere-long, self-sustaining. At the same time it would afford an opportunity of promoting from the Common Schools to the privileges of a higher education, girls who might, by good conduct, by talent and by proficiency in their Common School studies, prove worthy of such advancement.

Such an enlargement of the Montreal Protestant School system would call for the imposition of a school tax equal to one-fifth of a cent in the dollar on all rateable property, instead of the present rate of one-tenth of a cent. So far as the Protestant Commissioners are concerned, not another dollar can be laid out on school extension, unless the revenue at their disposal be increased. <sup>25</sup>

The need for a High School for Girls was then fully recognised - a school which would offer an education superior to that in the public schools, and which would be available to girls of all classes because the fees would be moderate enough to be within reach of everyone.

A plea for the augmentation of the school tax in the city of Montreal was submitted to the City Council and the citizens in 1872. After a petition by a large number of citizens to the Legislature the school tax was doubled. Now the School Board had the necessary money, but for two years nothing was done. The reason for this is given in the second report of the Board in 1877:

---

25. Report of the Montreal Protestant School Board, 1847-1871, p.71.

The first care of the Board was to provide for the more pressing common school needs of the city. Accordingly the Sherbrooke Street School was built, the Point St. Charles School built, and three primary schools opened, and there remained only for the fulfilment of the pledges then given, the completion of the High School for Girls. <sup>26</sup>

By 1874, the composition of the School Board had changed. Two of the three members appointed by the City Council (the Hon. James Ferrier and Mr. Hector Munro) had been replaced by Dr. J.W. Dawson, Principal of McGill, and Alderman W.F. Kay. It was Dr. Dawson who in February 1874, brought forward the subject of the Girls' High School at the Board's monthly meeting:

A committee was appointed of Dr. Dawson, Dr. MacVicar and Mr. Lunn to seek out and make enquiries as to a suitable site for the school and to suggest to the Board a plan of operations for the same. <sup>27</sup>

In May Mr. Kay and Mr. Lunn were authorised to sell Burnside Hall (see p.37 ) at not less than \$10,000 and to purchase the property on Burnside Place to the extent in quantity of 248 feet between Metcalfe Street and Peel by 160 deep as a maximum. The land then cost 70 cents a foot. However, there were unforeseen delays in the matter of the site and building of the school so it was not until May, 1875, that the matter was discussed again.

This time it was suggested that the High School for Girls ought to be opened for the approaching session in a temporary building. Mr. Robins the Inspector of Schools reported that it would be possible to secure teachers and that there was a prospect of suitable buildings.

---

26. Report of the Montreal Protestant School Board, 1872-1876, p.16.

27. Minutes of the monthly meeting, February, 1874, Montreal Protestant School Board (in the files of the Board).

So it was resolved that the Chairman and the Inspector should prepare an estimate of the probable expenses of the working of such a school and what income might be expected so that the Board might judge how far the plan could be carried out.<sup>28</sup>

In June, the report of the committee of the Girls' High School was laid before the Board. The premises 131 and 133 Metcalfe Street had been leased for \$1400, and the necessary alterations begun. Eight teachers had been appointed with Mrs. John Scott as principal, and negotiations had been begun with a view to the appointment of certain masters. The School was to open on Wednesday, September 1.<sup>29</sup>

---

28. Montreal Protestant School Board Minutes, May, 1875.

29. Ibid., June, 1875.

Chapter II

The Principals of the High School for Girls

1. Mrs. John Scott, 1875-80

The minutes of the Montreal Protestant School Board for June, 1875, record the appointment of Mrs. John Scott as Principal of the High School for Girls, at a salary of \$1,600 a year. She was the wife of a Methodist minister, the Rev. John Scott, and had organised her own school, "The Montreal Seminary", since 1871, first at 92<sup>1</sup>/<sub>4</sub> Dorchester Street, then from 1873, at 182 Mountain Street.

In the Montreal Daily Witness for January 2, 1875, the following advertisement appears:

Montreal Seminary for boarding and day pupils.  
182 and 18<sup>1</sup>/<sub>4</sub> Mountain Street. Mrs. J. Scott, Principal.  
A Home School for Young Ladies.  
This Institution is established to provide a general education of the highest order. Classes will be resumed after the Christmas holidays on January 4, 1875.  
A few vacancies. Circulars may be obtained from Rev. J. Scott, 18<sup>1</sup>/<sub>4</sub> Mountain Street.

Mrs. Scott was obviously a well-known teacher. As Louisa Costigan, she had obtained a model school diploma from the McGill Normal School<sup>2</sup> in 1860.

A report in the Montreal Daily Witness for October 11, 1875, states that the prosperity and success of the new Girls' High School could be partly attributed to Mrs. Scott, many of whose former pupils had enrolled. She, therefore, brought to the school her reputation as a teacher and a nucleus of pupils.

- 
1. Montreal Directories (Montreal: Lovell Printing & Publishing Co. 1871-1873).
  2. McGill Normal School Prospectus 1884-5.

Little information about her, however, is available and she had no lasting influence on the school, being principal for only five years, beyond the fact that she helped to establish the school and to create a good reputation for it in Montreal. A photograph of her reveals she was a handsome woman, dignified and self-possessed.<sup>3</sup>

Lovell's Montreal Directory for 1876, mentions Mrs. Scott as a widow, so that her husband must have died during the previous year. However, she did not resign until 1880. No reason is given for this, but a contributing factor may have been that in March, 1879, a reported deficiency in the amount of school fees, \$547.50 was charged to Mrs. Scott.<sup>4</sup> This debt was never completely repaid. In March, 1880, a balance of \$112.50 remained, but "in the circumstances, it is not expedient that the balance be exacted."<sup>5</sup> Her resignation was submitted in April, 1880.<sup>6</sup> Shortly afterwards she married a Mr. Morton.

During her five years' administration she saw the school move from an improvised building on Metcalfe Street, to a new school building on Peel Street. In 1877, the first group of pupils successfully passed the University School Examination thereby establishing an academic reputation for the school which was to continue for many years. The number of pupils at this time averaged about two hundred, and showed little increase until after 1884.

---

3. Photograph in High School library.

4. Minutes of the Montreal Protestant School Board, March, 1879.

5. Ibid., March, 1890.

6. L. Hendrie, The High School for Girls, Montreal, 1875-1930, p.5.



2. Mrs. Jane Fuller, 1880-1894

In May, 1880, Mrs. Fuller was appointed Headmistress at a salary of \$800 a year.<sup>7</sup> As Miss Hart, she had been one of the original teachers appointed to the staff in 1875. She taught mathematics and botany,<sup>8</sup> having obtained an academy diploma from the McGill Normal School in 1870.<sup>9</sup> During the session 1877-1878, she married a Mr. Fuller<sup>10</sup> but as her husband died shortly afterwards, she returned to teaching.

After nineteen years at the school, fourteen as principal, she resigned because of her marriage to Dr. F.W. Kelley, the senior English master at the High School for boys. She had wanted to resign in June, 1893, because of her marriage plans but the School Board would not accept her resignation.<sup>11</sup> She, therefore, continued to administer the school as Mrs. Kelley, until the end of the session in 1894. Miss Brittain, a former pupil of the school, recalls her as being very lady-like and held in awe by the pupils.

As headmistress she witnessed several important changes in the school. For the first time, in 1884, four girls entered McGill University to study for the arts degree. In November, 1890, the school building was partially destroyed by fire, some boys from the High School being held responsible. So the girls were temporarily removed to the top flat of Victoria School on St. Luke Street. A much larger building was opened on the same site in September, 1892. During this period the

- 
7. Minutes of the Montreal Protestant School Board, June, 1893.
  8. High School for Girls Prospectus, 1875-6.
  9. McGill Normal School Prospectus, 1884-5.
  10. L. Hendrie, op.cit., p.5.
  11. Minutes of the Montreal Protestant School Board, June, 1893.

the school more than doubled in size, from an average of 182 in the session 1880-81 to an average of 408 in the session 1892-93.

Mrs. Kelley continued to be interested in the work of the High School because her husband taught there until his retirement in 1911. She died, a widow, in 1935, aged 83 years, so she lived to see the High School for Girls move to its present home on University Street and thus she provided a living link between the nineteenth and twentieth century schools.

3. Miss Maria Findlay, B.A., 1894-96.

In May, 1894, there were one hundred and eleven applicants for the position of Lady Principal, and from these Miss M.E. Findlay, B.A. Hons., London, was selected. Her salary was \$1500 a year. Although well qualified academically, she came as a stranger to the Montreal School system and she did not settle.

After an enquiry was made by the School Board into the administration of the High School for Girls, she resigned in January, 1896. She may have come into conflict with the Rev. E. Rexford, rector of the boys' school. He had more influence on the High School Committee which discussed curriculum changes, the appointment of members of staff and so on.

She introduced the custom of requiring pupils to return to school one afternoon a week from 2.30 p.m. to 4 p.m. for "refused lessons".<sup>14</sup> This was like a detention period for work not completed,

12. Minutes of the Montreal Protestant School Board, May, 1894.

13. Ibid., January, 1896.

14. High School for Girls Prospectus, 1895-6.

or badly done. In 1894 the question of a change in school hours was discussed by the School Board, and the opinions of doctors and parents were taken into consideration. For a trial period the hours for the girls' school were to be from 9 a.m. to 1 p.m., six days a week including Saturdays, instead of from 9 a.m. to 2 p.m. for five days a week with a half hour break for lunch.<sup>15</sup> The latter arrangement was considered bad for the girls' health, but in 1896 the hours were restored to what they had been before.

#### 4. The Rev. Elson I. Rexford, 1896-1903

The Rev. E.I. Rexford had been appointed Rector of the High School for boys in 1891, before being placed in charge of the two high schools following Miss Findlay's resignation. He was born in the province of Quebec and began his teaching career in Montreal. He obtained an arts degree from McGill University in 1876, and in the same year he was ordained and put in charge of St. Luke's Montreal.<sup>16</sup> From 1879 to 1882, he was assistant headmaster at the Boys' High School. Then he became the English secretary to the Department of Public Instruction in Quebec.

Shortly after his appointment in 1891, he helped to form a special High School Committee consisting of himself, the Lady Principal, certain Board members and the superintendent. This Committee met monthly and all matters affecting the interest or management of the high schools were referred to it before being dealt with by the School Board. Its aim was to give the rector a voice in the general

---

15. Report of the Montreal Protestant School Board, 1894-5, p.10.

16. H.J. Morgan, The Canadian Men and Women of the Time (Toronto: William Briggs, 1898).

management of the high schools, in the appointment and removal of members of staff and in the course of study.<sup>17</sup>

It may seem strange that a man should be placed in charge of a girls' school. The Rev. Mr. Rexford, himself, referred to this in his first report. There he states that the four large girls' high schools he had recently visited in Boston and Brooklyn were all under the charge of headmasters with a staff of women. Comparing a school with a well-regulated home, he maintains that a home without one parent is incomplete, so

we are, therefore, constrained to believe that in securing for the High School for Girls the combined and properly adjusted influence of man and women, we have provided an educational home for the daughters of the citizens of Montreal under the best possible conditions for their educational development.<sup>18</sup>

The Rev. Mr. Rexford worked to improve the schools and to keep them up-to-date. He introduced the custom of having qualified people give illustrated lectures of general interest to the senior pupils. In 1899 these included Professor Penhallow speaking on British Columbia; Mr. N.N. Evans speaking on the canals of Mars; Dr. F.W. Kelley on the expansion of the Empire; Mr. E.L. Curry<sup>19</sup> on London; Miss A. James talking about Egyptian architecture. With money provided by school entertainments he placed over \$400' worth of good pictures upon the walls of the corridors and classrooms.<sup>20</sup> The money formerly used for prize books was used after 1900 to provide classroom libraries.<sup>21</sup>

---

17. Minutes of the Montreal Protestant School Board, May, 1891.

18. High School of Montreal (Montreal, 1949), p.127.

19. High School for Girls Prospectus, 1899-1900.

20. Rector's Report, 1899.

21. Ibid., 1900.

In 1901 when he had completed ten years as rector of the boys' school and five years as head of the girls' school, the staff of both schools presented him with an illuminated address in honour of the occasion. In this they expressed their appreciation of his work:

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. <sup>22</sup>

The Rev. Mr. Rexford was offered the Principalship of the Montreal Diocesan Theological College in 1903, so he resigned his position at the High School. In the following year, he received the degree of Doctor of Laws, honoris causa, from McGill University for his services in the cause of education.

5. Miss Georgina Hunter, B.A., 1903-1911.

Miss Hunter was, perhaps, the most influential teacher in the school during the early period. A native of Montreal, she obtained an academy diploma from McGill Normal School in 1876, <sup>23</sup> and after teaching for several years in the Montreal elementary schools was appointed to the High School for Girls in 1881. Higher education for women interested her very much and in that same year she obtained the highest qualifications then available to women in Montreal - the Senior Associate in Arts (see p. 81).

---

22. E.I. Rexford, I. Gammell and A.R. McBain, The History of the High School of Montreal (Montreal, 1949), p.127.

23. McGill Normal School Prospectus, 1884-85.

She taught and encouraged the girls graduating in 1884 who were among the first group of women to enter McGill University. She, herself, began to attend the third year lectures there in 1886, so that she graduated in 1888 with some of the girls she had taught. She obtained first class honours in English and history and was awarded the Shakespeare gold medal.<sup>24</sup> For several years she was the only woman on the staff of the Girls' High School to have a university degree.

In 1900, Miss Hunter was appointed first assistant to the Rector. When he resigned three years later, she was offered the position of Lady Principal at a salary of \$1,200 a year.<sup>25</sup> The rector no longer held the dual role of principal of the two high schools after the Rev. Elson Rexford left.

Miss Hunter was a small woman with a long interesting face and strong features. Former pupils remember her as a person with a forceful personality and a keen mind; quite stern yet also appreciative of effort. As well as believing in and encouraging the intellectual development of girls, she valued physical education. She started the medical examination which became obligatory for girls entering the senior department after 1902.<sup>26</sup>

Miss Hunter was an excellent teacher imparting to her students a love for poetry and good literature. During vacations

- 
24. McGill University Calendar, 1888-89.
  25. Minutes of the Montreal Protestant School Board, December, 1903.
  26. High School for Girls Prospectus, 1902-3.

she travelled much in Europe, and often gave illustrated lectures in the school on what she had seen. A scholar herself, she encouraged others to work hard and aim for the highest standards.

The Girls' High School Society was organized by Miss Hunter in 1896, for former pupils of the school, with the aim of perpetuating a spirit of loyalty to the school among those who once attended it.<sup>26</sup> At fortnightly meetings essays or debates were held, usually on literary topics.

When she retired in 1911, Miss Hunter had given thirty years of service to the school. Since 1884, at least 108 girls had graduated from the university. The size of the school population had not, however, increased beyond what it had been in the Rev. Mr. Rexford's time because space was limited. In fact, there was a steady decline in enrolment, probably caused by the increase in fees for non-residents (see p. 90 ). However, when the non-resident fee was reduced the enrolment began to rise again.

The following extract is from an appreciation of Miss Hunter by the Rector of the boys' school, Mr. Wellington Dixon:

No one .... could be associated with Miss Hunter as I have been for the last eight years without being deeply impressed by her strong personality. Miss Hunter's qualities caused her pupils and her staff to look up to her. They instinctively felt that she was a leader worthy of imitation and one whom they were desirous to please. And any of us who have tried to analyse the qualities which have produced these effects can easily recognise some of them at least. No one for instance, could come in contact with Miss Hunter without being impressed by her strength of intellect. Nor could anyone know her without perceiving her ripe scholarship and culture.

Her high ideals, too, of education and of life could not fail to make themselves felt. And when we can add to these qualities of intellect and education those of kindness and sympathy, and of great love for the school of which she has been so prominent a figure for 30 years, we need not be at a loss to account for the admiration and affection which she has inspired in her pupils and staff. <sup>27</sup>

6. Miss Lillian Hendrie, 1911-1930

When Miss Hunter resigned, the School Board received a letter from the staff of the girls' school, requesting that the new lady principal be appointed from among the existing staff. Two teachers applied for the post - Miss Isabel Brittain, a member of the staff since 1895, and Miss Margaret Wilson, a teacher at the school since 1896. <sup>28</sup> Had either of these two been chosen, it is possible that the loyalty of the staff would have been divided. So it was probably in order to prevent such an occurrence that Miss L. Hendrie, Principal of Halifax Ladies' College, was appointed in May, 1911, at a salary of \$1,400 a year. <sup>29</sup> It is interesting to note that shortly after her appointment, leave of absence was granted to Miss Brittain until November, and to Miss Wilson until the end of the session, due to a failure in health. <sup>30</sup>

Miss Hendrie was a native of Montreal who had obtained an academy diploma from McGill Normal School in 1887. <sup>31</sup> Lack of money possibly prevented her from attending the university, not lack

- 
27. Rector's Report, 1911.
  28. Minutes of the monthly meeting, March, 1911, High School Committee (in the files of the School Board).
  29. Minutes of the Montreal Protestant School Board, May, 1911.
  30. Ibid., June, 1911.
  31. McGill Normal School Prospectus, 1889-90.



of ability, for she was very well read and particularly interested in local history.

She was not a popular person in the school. There may have been some resentment by the staff at first, because she was an "outsider", having had no previous connection with the school, either as a pupil or a teacher. It was also difficult to take the place of Miss Hunter, a well-loved and remarkable woman. Miss Hendrie was considered distant and aloof by the pupils and the staff, because she was dignified and reserved. In later years, however, she was a great talker.

As principal for almost twenty years, Miss Hendrie saw the school change its address in 1914, (to University Street), survive a world war, and adapt to an influx of foreign-born students after the war. In 1930, the year that she retired, she wrote a history of the High School for Girls from its foundation up to that same year. It was the first account of the school's history and although short, gives some interesting details about members of staff and the customs of the school.

The office of principal has always been an important and exacting position because he or she is identified with the school by the parents and pupils. The principal is responsible to the school board for the administration and activities of the school, for all the failures as well as the successes. In the early years of the High School for Girls it was the principal who made the school. Numbers of both pupils and staff were small so the influence of the

principal was greater than in the much larger school of today.

The school was indeed fortunate with its principals, and their work (that of Miss Hunter and the Rev. Elson Rexford in particular) gave the school a reputation for scholarship and established it as one of the leading schools in the province of Quebec.

### Chapter III

#### The Members of Staff

##### 1. The Original Members

The prospectus for 1875 lists the following members of staff: Mrs. John Scott, Principal; Miss Hart, Mathematics and Botany; Miss Henderson, English; Miss Fluhmann, French and German; Mr. Harrison, Instrumental Music; Mr. Vogt, Vocal Music, Miss McFee, Second Preparatory Class and Miss Christie, First Preparatory Class. In addition, special masters were appointed for the senior classes. From the boys' school there were Mr. Murray, Classics; Dr. Kelley, History and English literature, and Mr. Andrew, Elocution. Mr. Robins, Superintendent and Secretary to the School Board taught physics and chemistry.

During the first years of the school's life there were frequent changes of staff for a variety of reasons. Of the first group mentioned above, only Miss Hart remained until 1894, becoming principal in 1880 (see p.20). Several teachers, however, chosen to replace the first members of staff stayed on for many years. To teach at the High School for Girls became the best position that women teachers in Montreal could expect, except perhaps for principalships which were rarely offered to them. So eventually, the teachers who were appointed to the school remained there, leaving usually only because of marriage or for some other personal reason.

2. Staff with ten years' or more service to the school

Miss Sarah Lawless taught a preparatory class from 1877 to 1884. She received an elementary diploma from McGill Normal School in 1870<sup>1</sup>. From 1891 to her death in 1907, as Mrs. Allen, she specialised in the teaching of sewing or "manual training" as it was called. A widow with one son, she devoted almost thirty years' of her life to the school. A plaque to her memory is in the front hall of the present school building on University Street, a testimonial to the affection and respect she inspired in her pupils.

Miss Susan Rodger was the daughter of David Rodger who had taught mathematics in the boys' school from 1847 to 1875. Receiving an academy diploma in 1874<sup>2</sup>, she taught in elementary schools before her appointment to teach calisthenics in the girls' school in 1876<sup>3</sup>. For some unknown reason, she was dismissed in April 1879, and re-appointed in June of the same year as a teacher of a third junior class<sup>4</sup>. Later she specialised in mathematics. An excellent teacher, she was strict but fair. She became first assistant to the rector in 1896, when the Rev. Elson Rexford took over the management of the two High Schools<sup>5</sup>. Her sudden death in 1899, shocked everyone. A plaque to her memory is also placed in the

---

1. McGill Normal School Prospectus 1884-5.

2. Ibid., 1884-5.

3. Minutes of the Montreal Protestant School Board, August, 1875.

4. Ibid., June, 1879.

5. Ibid., January, 1896.

front hall of the school. Each year the Susan Rodger Memorial Prize is awarded to the girl in grade ten who has the highest marks in mathematics. This prize was endowed by Miss Rodger's brother in 1903<sup>6</sup>.

A mistress of detail, helpful in consultation, ready to co-operate in every decision reached, and thoroughly loyal, these are the qualities which made Miss Rodger's services invaluable as first assistant in charge and to which we are largely indebted for the measure of success and harmony which has attended the management of the High School for Girls during the past three years.<sup>7</sup>

Mrs. Simister who taught drawing was appointed in October, 1885<sup>8</sup>. After obtaining a model school diploma in 1867<sup>9</sup>, she had taught in several local schools. A good teacher, she taught art according to the standards of the time which today seem rather mechanical (see p.68). A widow with one son, she retired in 1909, after 39 years with the Montreal Protestant School Board. "Mrs. Simister's pupils and fellow-teachers will remember her for many good qualities, but perhaps for none more than her enthusiastic love for her work, and the harmonious and cordial relations which always existed between her and them".<sup>10</sup>

Miss Jane Bremner appointed to a junior class in 1891,<sup>11</sup> was one of the first teachers at the High School who had formerly been a pupil there. She graduated in 1882, obtaining a model school

- 
6. Rector's Report, 1903.
  7. Rector's Report, 1900.
  8. Minutes of the Montreal Protestant School Board, October, 1885.
  9. McGill Normal School Prospectus, 1884-5.
  10. Rector's Report, 1910.
  11. Minutes of the Montreal Protestant School Board, June, 1891.

diploma two years later.<sup>12</sup> She specialised in French. Tall and slim, she was known as a disciplinarian. In 1923, she retired after more than thirty years on the teaching staff.

Miss Flora Taylor was also a former pupil of the school. She and her sister Marion graduated in 1882. At the McGill Normal School she achieved top honours in the academy class of 1886, and was awarded the Marquis of Lansdowne medal.<sup>13</sup> In 1893 she joined the High School staff to teach English and mathematics.<sup>14</sup> Small and thin, she was an excellent teacher and disciplinarian and became very popular. Although troubled by a stomach ulcer, she never allowed it to interfere with her school work. To relieve the pain, it is said, she used to place a hot water bottle under her corset, and this used to gurgle when she turned a corner rather too quickly. She retired in 1925.

Miss Isabel Brittain, M.A. appointed in December, 1894,<sup>15</sup> was a former pupil of the school, graduating in 1889. She obtained an arts degree from McGill University in 1894.<sup>16</sup> She taught mainly history and geography. A small woman with white hair, she always

---

12. McGill Normal School Prospectus, 1889-90.

13. Ibid., 1889-90.

14. Minutes of the Montreal Protestant School Board, November, 1893.

15. Minutes of the Montreal Protestant School Board, December, 1894.

16. McGill University Calendar, 1894-5.

wore a lot of jewellery, especially rings. A very good teacher, she was well-liked and had become almost an institution by the time she retired in 1933. She was active in local teachers' affairs and in 1921 became President of the Provincial Association of Protestant Teachers of Quebec.

Miss Margaret Wilson, B.A. was appointed to teach mathematics and Junior French in 1896.<sup>17</sup> Rather good-looking but with a sharp tongue, she terrified many of her pupils. She could be severe and unfair and it is said that several parents removed their daughters from the school because of her. Her application for the principalship in 1911 was unsuccessful. She resigned in 1917 and later married Mr. James Walker, the teacher of commercial subjects at the boys' school, after his wife died. Their friendship had been the source of much gossip for a number of years previously.

Miss Elizabeth Hammond, M.A. began to teach at the High School in 1897. She graduated from the school in 1892, and had then obtained a first class honours degree in classics and the Chapman gold medal in 1896 from McGill University.<sup>18</sup> For a while she was a tutor at the Royal Victoria College. In 1908 she married a Mr. Wilson-Irwin but he did not live long. Well-liked by the girls, dark and good-looking, she was a scholar and almost too clever to be a good teacher. It is said she liked to read the Gazette during the first period in the mornings. She was more broad-minded and tolerant

---

17. Minutes of the Montreal Protestant School Board, June, 1896.

18. McGill University Calendar, 1896-7.

than some of her contemporaries and always showed an interest in the foreign-born students. She married a Mr. Seferovitch in 1928 and resigned in 1930.

Miss Rosalie McLea who taught the first form in the junior department from 1899 to 1902, had been a very gifted student. She graduated from the school in 1884, at the top of the list in the University School Examinations, obtaining 1300 marks out of a possible 1490, the highest ever recorded. She entered McGill University with the first group of women admitted (see p. 100) where she did brilliantly for two years before her health broke down and she was unable to take her degree.

Miss Vendla M. Holmstrom who was appointed to teach calisthenics in 1899,<sup>19</sup> was of Swedish descent. She was well-qualified, being a graduate of the Passe Gymnasium, Boston, and of the Harvard Summer School. A good teacher, she developed the physical education department considerably (see p. 71). She also taught at the Royal Victoria College and McGill Normal School. She resigned in 1912.

Miss Holmstrom has been for 13 years in charge of the physical training in the High School for Girls, and during those years she has gained for herself the reputation of being in the very front rank of specialists in knowledge of her subject, and those of us who have seen the work of her girls in the regular classes, in entertainments, and "Parents' Afternoons" are thoroughly convinced of the effectiveness of her training. 20

- 
19. Minutes of the Montreal Protestant School Board, October, 1908.  
20. Rector's Report, 1912.



Miss Ada James taught drawing and manual training from 1908 to 1924, carrying on Mrs. Simister's work. She also worked in the boys' school from 1891 to 1909. Although a good teacher she was rather odd in her manner. She used baby-talk to the girls and was fond of giving nick-names to them.

Miss Helen Lundie, M.Sc. was appointed to help with science in 1909.<sup>21</sup> A graduate of the school in 1899, she obtained a first class B.A. in mathematics and philosophy from McGill University in 1903, and she won the Anne Molson gold medal.<sup>22</sup> A brilliant scholar, she died suddenly in 1917.

### 3. The Men Teachers

From the time the school opened in 1875, there were always several men teachers, some of whom were "borrowed" from the boys' school while others were engaged on a part-time basis.

Mr. George Murray of the boys' school taught classics from 1875 until 1891, for two or three hours weekly. Educated at Oxford he was a scholarly man. In 1882, he was appointed Fellow Of the Royal Society of Canada in the literature section. In 1889, his drinking habits were noted by the School Board<sup>23</sup> and the threat of dismissal was carried out in 1891.

---

21. Minutes of the Montreal Protestant School Board, October, 1908.

22. McGill University Calendar, 1903-4.

23. Minutes of the Montreal Protestant School Board, December, 1889.

Dr. F. W. Kelley taught history for four years only from 1875 until 1879, although he worked in the boys' school until 1911. He married Mrs. Fuller, the Lady Principal, in 1893 (see p.20).

Mr. John Andrew taught elocution from 1875 to 1889. "He was a man of fine literary taste, and very happy in his interpretation of selections from our great English writers."<sup>24</sup>

Dr. J. T. Donald taught botany and chemistry in both high schools from 1875 to 1917. A well-qualified man, he had an M.A. from McGill University and a D.C.L. from Bishop's University. He was a Dominion Public Analyst as well as a Professor of Chemistry in the Medical Faculty at Bishop's.<sup>25</sup> He was a very good teacher, although when he grew older he was completely deaf.

Mr. Harrington Bird was allowed to conduct a school of art for ten years in a room specially fitted up for him in the boys' High School. However, he was replaced by Mrs. Simister in 1885.

Mr. A. E. Duncan taught writing in both schools from 1877 until 1886.

From 1879 to 1888 the girls were allowed to attend classes at Mr. F. S. Barnjum's gymnasium in Burnside Hall on University Street, because there was no gymnasium in the school building at that time.

---

24. Rexford, Gammell, McBain, op.cit., p.68.

25. H. J. Morgan, op.cit.,

"He was recognised as an authority in the department of physical training, and his published work was favourably received and widely used."<sup>26</sup>

Gradually, as women teachers became more highly trained and particularly university educated, the number of men employed on the staff of the High School for Girls decreased until in 1914 only three remained - Dr. Donald for science, Mr. T. B. Reith for classics and Professor Couture for vocal music. Women teachers now replaced the men who formerly had taught elocution, art, writing, and gymnastics.

There were several music masters before French-speaking Guillaume Couture was appointed in 1885.<sup>27</sup> He was very musical, being choirmaster at St. James' Cathedral as well as director of the Montreal Philharmonic Society.<sup>28</sup> A small man with a black beard, he could be very fiery. It was his custom to make the girls sing, each in turn, a melody after he had played it on the piano. The top mark awarded was five and when everyone in the class had sung he would read out the list, beginning with those who had received nothing, then those who had received one half and so on. The Couture Singing Prizes, a first and second in money, were first awarded in 1914, the year following Professor Couture's retirement. They are open for competition to pupils of the senior division of the school who, having taken at least

---

26. Rexford, Gammell, McBain, op.cit., p.69.

27. Minutes of the Montreal Protestant School Board, December, 1885.

28. H. J. Morgan, op.cit.

three years of the course in music in the school, take not less than 80 per cent of the marks obtainable in theory and vocal music, and gain promotion on marks.

4. The contact between pupils and staff.

Montreal was not a large city during this period although the population increased quite rapidly. The difference in the size of the city between 1875 and 1914 can be shown by a comparison between the numbers of schoolchildren enrolled in these years. In 1875-6 there were 3,233 pupils in the elementary schools, and 541 in the high schools, making a total of 3,774.<sup>29</sup> In September 1914 the enrolment for the elementary schools was 19,400 and for the high schools 1,731, making a total of 21,131.<sup>30</sup> Even with this large increase the enrolment in the High School for Girls did not exceed 600, so it was possible for the teachers to know the children they taught very well.

Although some of the pupils came from outside the city limits, most of them did not. The area around Peel and Sherbrooke Streets was still residential so that the teachers and pupils who lived there would meet at church and other social functions. In this way the members of staff often knew the pupils' families quite well. This made for a good atmosphere in the school when the children knew that the teachers took a personal interest in them. Personal contact with the parents also meant that any problems that arose could be solved more easily. This

---

29. Report of the Montreal Protestant School Board, 1872-76.

30. Ibid., 1913-14.

contact between the teacher and the home is constantly remarked on by former pupils of the school. Friendships between pupils and staff outlasted schooldays and often continued for a lifetime. This was helped by the fact that many teachers remained at the school for twenty years or more and so often taught more than one generation in a family. Through this personal contact the teachers had a greater influence on the children they taught than perhaps the present-day teacher can have. The parents too in those days sent their children to the school because they agreed with its policy of education and so the teachers and parents worked together in educating and training the children. The School Board selected the teachers with care so that those who remained for any length of time were usually the best available. They taught well and provided a school tone which aimed at obtaining the best possible results from every pupil.

##### 5. Teachers' Salaries

The Board based the salaries paid to the teachers it employed on three premises: their qualifications, their years of teaching experience, and the age-group taught. This meant that the highest salaries were received by the most highly qualified teachers; by those with the longest years of service; and by those who taught the higher grades. In addition, men earned more money than women, partly because this was customary and partly because they usually taught boys, a task which was considered to be more difficult than the teaching of girls or mixed classes.

The salaries paid to the women teachers of the High  
School for Girls 1875-6<sup>31</sup>

Mrs. Scott	Principal	\$1,600
Miss Fluimann		\$ 600
Miss Hart		\$ 500
Miss Henderson		\$ 450
Miss McFee		\$ 350
Miss Christie		\$ 350
Miss Weeks		\$ 500

At first there was no salary scale as such for the High School Teachers. Salaries were considered and determined individually by the Board.<sup>32</sup> However, certain conclusions can be drawn from the above. Mrs. Scott received a high salary not only because she was the principal, but also, perhaps, because she gave up her own school to take up this appointment and so there was some recompense involved.

Although the assistant teachers were almost all trained at the McGill Normal School and some were quite experienced, none of them received even half of Mrs. Scott's salary. The teachers instructing the junior classes had a proportionately lower salary, while Miss Weeks who taught instrumental music cannot be regarded as a "regular" teacher. In contrast, the teachers at the boys' school received much higher

---

31. Minutes of the Montreal Protestant School Board, June, 1875.

32. Montreal School Board Regulations, 1886.

salaries: Mr. Murray \$1,750 and Dr. Kelley \$1,600,<sup>33</sup> but these men possessed university degrees. The rector's salary in 1876 was \$2,400 a year<sup>34</sup> and Mr. Bird who taught art for eleven hours a week received \$1,100 a year in 1878.<sup>35</sup> In public schools the headmaster received \$900 a year; a second master \$600; a headmistress \$400; a first female assistant \$300; a second assistant \$240. The increment per year varied from \$20 to \$25.<sup>36</sup>

In 1880 Mrs. Fuller (Miss Hart) became Principal at a salary of \$800 - half of what Mrs. Scott had received.<sup>37</sup> The senior assistant teacher then received \$600 and the others around \$400. The salaries in the elementary schools varied according to qualifications - those with elementary or model school diplomas began at \$240 rising to \$300, while those with academy diplomas began at \$280 rising to \$350. In addition, it was stated that:

The scale ... does not prevent the Board from engaging skilful and experienced Teachers at higher than minimum rates, nor from augmenting their salaries year by year, as it may determine; nor from diminishing or withholding the augmentation in case of financial necessity.<sup>38</sup>

---

33. Minutes of the Montreal Protestant School Board, June 1875.

34. Ibid., September, 1876.

35. Ibid., August, 1878.

36. Report of the Montreal School Board, 1847-71, p.31

37. Minutes of the Montreal School Board, May, 1880.

38. Montreal School Board Regulations, 1886.

By 1889 Mrs. Fuller was earning \$1,200 but the maximum for an assistant teacher was still only \$600. The rector of the boys' school was earning \$3,000 in 1891 and the senior master \$1,800.<sup>39</sup> By 1893, however, increases had raised the salaries slightly.

Salary Scale 1893<sup>40</sup>

Teachers of preparatory and primary classes	\$275 to \$385
Teachers of intermediate and senior classes	\$330 to \$440
Teachers of high school preparatory classes	\$440
Teachers of first and second junior classes	\$500
Teachers of other high school classes	\$525

Miss Findlay was appointed Principal at a salary of \$1,500 in 1894. When she resigned two years later, Miss Rodger became first assistant to the Rev. Elson Rexford and received \$900. At the same time Miss Hunter, the senior teacher in the girls' school, with a university degree received \$800, only \$200 more than the senior assistant had received twenty years before. When Miss Hunter became lady principal in 1903 she received \$1,200, while the rector earned \$3,000. By that time the salary scale for the senior women teachers at the High School was fixed at \$500 to \$700 a year.<sup>41</sup>

From 1904 to 1914 there were salary changes almost every year. These were made as a result of deputations by the teachers. For example in 1907 the School Board reports that "the representations made upon the subject have shown that a smaller salary than \$500 cannot provide for the proper maintenance of a woman teacher in Montreal and dependent upon

---

39. Minutes of the Montreal School Board, April, 1891.

40. Ibid., May, 1893.

41. Ibid., September, 1904.



herself only."<sup>42</sup> There was also the difficulty of securing trained teachers for the schools when the salaries were low. It, therefore, became the policy of the Board "to advance the salaries of teachers as rapidly as the revenues available for the purpose would permit."<sup>43</sup>

The comments sometimes made by the rector of the High School in his annual reports concerning the teachers' salaries cannot have gone unnoticed. In 1905 after mentioning the permanent nature of the staffs of the schools, Mr. Wellington Dixon added: "There is, however, one great menace to this element of permanence ... it is lack of adequate remuneration. I trust that the day is not too far distant when parents will become convinced, that, independent of the teachers' standpoint, it is the part of economy and wisdom to pay the teachers of their most precious possessions - their children - at least living salaries."

Salary Scale for Women Teachers September 1904<sup>44</sup>

<u>Public School</u>	<u>Boys' High School</u>	<u>Girls' High School</u>
Years 2-3 \$350-450	Years 1-5 \$450-550	Years 1-5 \$425-525
4-5 \$400-500	6 \$550-650	6 \$475-575
6 \$450-550		Senior
Male		Grades \$500-700
Assist. \$600-1000		Special
Senior		Teachers \$30 per year
School \$600-750		for each
		hour

This scale clearly shows the salary differences between each grade taught, and between the various schools. The women teachers in the

---

42. Report of the Montreal School Board, 1906-7, p.17.

43. Ibid., 1913-14, p.24.

44. Minutes of the Montreal School Board, September, 1904.

boys' High School received more for teaching the boys than their counterparts in the girls' school

By 1914 the salaries had increased considerably.

Salary Scale for Women teachers September 1914<sup>45</sup>

<u>Public School</u>	<u>Boys' High School</u>	<u>Girls' High School</u>
Years 1-3 \$650-850	Years 1-2 \$700-900	Years 1-2 \$675-875
4 \$675-875	3-4 \$725-925	3-4 \$700-900
5-6 \$700-900	5-6 \$775-975	5-6 \$725-925
7 \$750-950	Forms I-II \$825-1025	Forms I-II \$750-950
		III-VI \$950-1300

Five assistant teachers at the girls' school were now earning \$1025 a year, each.

During the forty year period (1875-1914) the salaries paid to women teachers had more or less doubled, but it is difficult to assess what the actual difference in the amount of money meant because of the decline in the value of money. The lady principal's salary was still low when we consider that Mrs. Scott in 1875 earned \$1600 a year whereas Miss Hendrie in 1911 was engaged at a salary of \$1400 rising to \$1600. The rector of the boys' school was then earning \$3000 a year. Although the boys' school was larger the two principals had similar administrative positions, and the difference in the two salaries is striking.

The inequality between the salaries paid to men and those paid to women is clearly evident. This state of affairs lasted until the 1960's, although the gap between the two lessened over the years. It was perhaps understandable in the 1870's when the men were generally university educated and so more highly qualified than the women teachers,

---

45. Report of the Montreal School Board, 1913-14, pp.24-26.

but gradually the women teaching high school grades obtained degrees but their salaries did not improve much as a consequence.

In the middle years of the nineteenth century it seemed that the School Board tried to obtain teachers as cheaply as possible although it wanted to give the children an adequate education. In the minutes of the Board meetings it can be found that on several occasions teachers refused positions because the salaries were too low. By 1914, however, the School Board had 27 elementary schools and three high schools and needed a good supply of teachers. Therefore, in order to obtain as well as retain these teachers it had to pay adequate salaries. Young women too had to be recruited for the profession. In previous years there had been very few careers open to a middle-class girl other than teaching but later, teaching had to compete with other careers especially those in the business world so that the salary offered had to be attractive.

Chapter IV

The First Three Buildings of the  
High School for Girls

In 1875 the High School for Girls opened in two houses at 131 and 133 Metcalfe Street. This was only a temporary arrangement until a building providing accommodation for the two High Schools could be built. However, alterations were made and equipment supplied to make the two houses as suitable as possible. Some school furniture was bought from Mrs. Scott,<sup>1</sup> and the secretary of the School Board was instructed to provide settees, blackboards and desks, and to try to fit up the playground.<sup>2</sup> Two pianos were bought, costing \$300 each.<sup>3</sup> The Montreal Daily Witness for October 11, 1875, reported that a "gymnasium is being provided in the rear, for gymnastic and calisthenic exercises."

During a meeting of the Montreal Protestant School Board in February, 1876, Dr. Dawson asked that steps be taken as soon as possible toward the erection of a High School building on the lots of the Board between Peel and Metcalfe Streets<sup>4</sup>. Plans went forward and a three storey stone building was opened two years' later, on the site

---

1. Minutes of the Montreal School Board, August, 1875.

2. Ibid., September, 1875.

3. Ibid., October, 1875.

4. Ibid., February, 1876.

now occupied by the Sheraton-Mount Royal Hotel.

In his address at the opening of the High School building on May 21, 1878, the chairman of the School Board, the Rev. John Jenkins, gave the following description:-

The building which we open today contains two complete schools. Each of these schools is distinct in all its appointments. Each has its own entrance from a different street. The pupils in each will enjoy the use of a separate play-ground. The two schools are constructed to accommodate 600 pupils, and there are now being educated in the two departments 241 boys and 226 girls. In addition to this large hall which can be used for public examinations, for the formal distribution of prizes, and for other special occasions, as well as for the teaching of class singing, the building contains, also, an elementary science classroom, a classroom for instrumental music, and another for drawing. These rooms are common to both schools, and will be used by boys and girls alike, at separate hours.

The Rev. Elson Rexford in his History of the High School of Montreal, adds several further details about the building:

"It 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."<sup>5</sup>

This design was not an unusual one. An article on school buildings and fittings published in the Journal of Education for January, 1875, although written about schools in England mentions that sliding partitions were common.<sup>6</sup> By this means each class had a separate room, but the principal could speak to the whole school by

---

5. Rexford, Gammell, McBain, op.cit., p.64.

6. Journal of Education, XLX (January, 1875), p.1.

having open the large doors separating the galleries from the central room. One serious disadvantage was, however, that several gallery rooms were lighted from the back. The windows were fitted with slatted shutters to regulate the amount of light entering. Miss Brittain tells how it was a favourite trick for the students to alter the shutters during the brief interval between one lesson and the next, while the teachers changed classrooms. The incoming teacher, therefore, received the light directly into the eyes. Ventilation was also a problem, particularly for the central room.

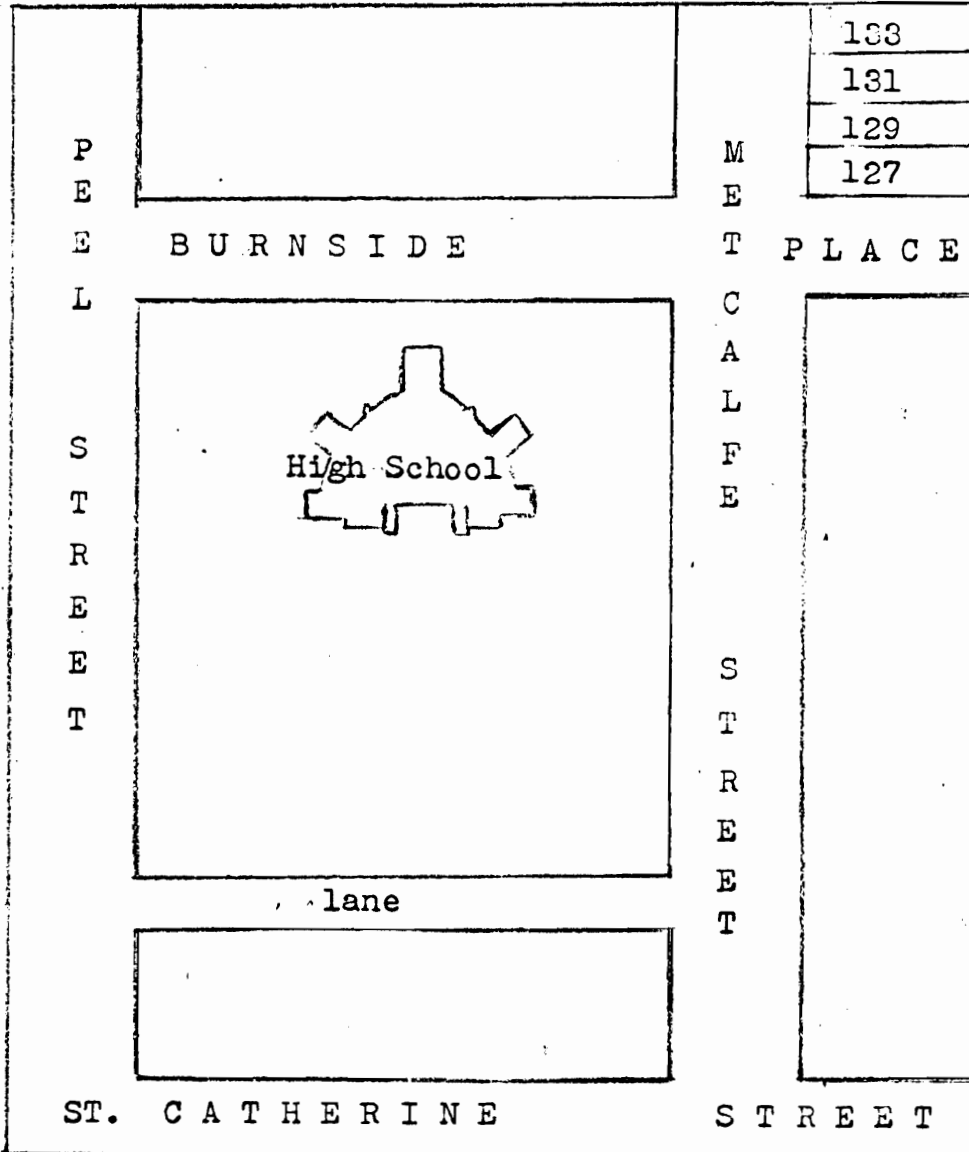
This building was tenanted for over 10 years, until it was partially destroyed by fire on November 28, 1890. Temporary quarters were provided for the girls in the top flat of Victoria School. At first, it was hoped to restore the High School but this did not prove feasible. In December, 1890, a visit to the United States was planned by two members of the School Board with the superintendent and architect to look at the most recently built schools and to introduce the best ideas into the plans for the new school.<sup>7</sup>

The much larger new building, a square structure enclosing a quadrangle court, was opened in 1892, on the same site as the previous building, with two facades, one fronting Peel Street and one fronting Metcalfe Street. The north wing was for boys, the south wing for girls, each with sixteen large and four small classrooms and two large playrooms in the basement. Between the two departments, and communicating with

---

7. Minutes of the Montreal School Board, December, 1890.

PLAN SHOWING THE LOCATION OF THE HIGH SCHOOLS



This plan (not to scale) is adapted from Charles Goad's Survey 1881, plate XVIII. The first High School building for girls was at 131 and 133 Metcalfe Street, property rented from Mr. T. Hart. In 1878, a building on the land between Peel and Metcalfe Street was opened. Then in 1892, a second building to replace the one destroyed in 1890, was constructed on the same site.

both were two central blocks. That on Peel Street contained in the basement apartments for two caretakers; on the first floor a library, the offices of the School Board and of the rector and lady principal, and a large assembly hall on the second floor. The corresponding block on Metcalfe Street contained in the basement a chemical laboratory with storeroom and lecture room attached, and a physics laboratory and lecture room; on the first floor a drill-hall and gymnasium; on the second floor lunch rooms for boys and girls and two art rooms.<sup>8</sup>

While avoiding extravagant outlay, it has been the aim of the Commissioners to furnish the building with all appliances that may facilitate the work of superior education, for which it is constructed. Great care has been taken in fitting up the physical and chemical laboratories, the art room, the gymnasium and the manual training department, in a manner suitable to the place which each of these studies should hold in the curriculum of a modern High School. The building will be lighted by electricity and furnished throughout by a system of telephonic communication.<sup>9</sup>

The school now accommodated 484 girls and 563 boys, more than double the number of 1878. A kindergarten class was also provided. The new building was spacious and well equipped for the teaching of science, physical education and art as well as all the other high school subjects. The latest conveniences of electric lighting and the telephone (recently introduced into Montreal) were used to improve

---

8. High School for Girls Prospectus, 1892-3.

9. Ibid.



the facilities of the school. The School Board has now provided a building second to none in Canada, and comparable to the best in the United States.

Later school prospectuses give a few more details about the building. The assembly hall seated 1,200 and the whole school used to meet there for opening exercises every Tuesday morning. The corridors were large and well-lighted, and the interior courtyard gave opportunity for open-air exercise without contact with the street. The gymnasium was 90 feet long and 60 feet wide, furnished with a complete outfit of apparatus of the most approved kind.<sup>10</sup>

Miss Hendrie describes the building as a very pleasant one. "There were but two floors, the classrooms on each opening on to wide corridors, and the two floors were connected by one broad open stairway, so that supervision was easy and pleasant."<sup>11</sup>

It was not long, however, before this building became too small for the number of pupils attending. The enrolment of girls increased from an average of 408 in 1893 to 520 in 1903.<sup>12</sup> Crowding is first noted in the rector's report for 1899, when he mentions that applicants for certain classes were refused admission for lack of room. By 1901, it had been announced that children of non-residents not paying taxes to the Montreal Protestant School Board were received into the High Schools, on condition that their seats were not required by the children

---

10. High School for Girls Prospectus, 1896-97.

11. L. Hendrie, op. cit.

12. Reports of the Montreal School Board,

of the residents and taxpayers.<sup>13</sup> This was the first time that entrance was restricted. Previously, any child from the city of Montreal or surrounding area qualifying by examination was admitted. In 1902, an extra fee amounting to about 75 per cent more than the ordinary fee in each grade was charged to all children of non-residents seeking entrance to the High School Classes (see p. 91 ).

The enrolment in the High School for Girls began to decrease after 1903 until it reached 412 in 1908. Then the extra fees for non-residents were reduced in order to keep up the enrolment, which rose to 501 in 1912.

In 1911 the School Board reported that:-

The marked increase in land values for commercial purposes in the vicinity of St. Catherine and Peel Streets gave the Board an opportunity to provide the increased and improved High School accommodation that has been urgently needed for some years. It decided, therefore, to place the High School site on the market and to buy a large site on which to erect a modern High School building. An ample site for the High School was secured on University Street.<sup>14</sup>

Construction of the new building began and the Peel Street site was sold by auction to the City Realty Investing Company in August 1912, at \$15 per foot, realising \$1,369,755.<sup>15</sup> This same land had been purchased at 70 cents a foot in 1874. By September, 1914, the new High School building was ready for use.

---

13. High School for Girls Prospectus, 1901-2.

14. Report of the Montreal School Board, 1911-12.

15. Ibid.,

The difference between the buildings of 1878 and 1892 is quite remarkable. The first one was small holding the two schools on separate floors. There was an intimacy provided by the fact that all the classrooms were on the same level and connected by the folding doors. The pupils and the staff were constantly aware of the presence of the principal. The second building, on the other hand, was more than twice as large, reflecting the growth in population as well as the increase in demand for a High School education. The specially equipped rooms for science, art and gymnastics show the trend towards specialisation. The position of the principal had changed too. Now she had her own office and devoted less time to teaching and more to administrative matters. In the short space of fourteen years the School Board had changed its attitude. The first building was adequate but costs were kept to a minimum. The second building by contrast was almost lavishly equipped and no expense was spared. The success of the High School course was certainly a factor here, and the High Schools had now become an essential part of the educational programme of the city.

Chapter V

The Curriculum and Teaching Methods

When the school opened in 1875, the High School course was divided into three departments - a junior department extending over three years; a senior department extending over three years; a collegiate department extending over two years. However, the initiation of the collegiate department was postponed until the new school buildings were ready and it was never formed.

The main concern of this thesis is with the work of the senior department but mention must be made of the work of the junior and preparatory departments, as they were considered a preparation for the senior department.

1. The Preparatory Department

In 1876 the preparatory department, at first a one-year, later a three-year, course, was added "to qualify pupils for admission to the junior department". In the prospectus for 1883-4 the subjects of this department were listed for the first time. They included reading, writing, spelling, grammar, composition, French, arithmetic, geography, object lessons, scripture, singing and drawing. Manual work in clay and paper with sewing and drawing was introduced in 1895, and elementary science two years later.

2. The Junior Department

Admission to the junior department was by examination in reading, writing, arithmetic (the four elementary rules) and dictation. 1

---

1. High School for Girls Prospectus, 1875-76.

In 1875, the first year subjects included reading, writing, spelling and dictation, grammar, composition, French, arithmetic, scripture, history, lessons on conduct and geography. In the second year Latin grammar and translation were added, with history in the third year. In addition, a graduated course in drawing, calisthenics and deport-ment was provided. Instrumental music was an extra.

The curriculum of the junior department was modified over the years. Latin was soon made optional and disappeared in 1889. However, in 1906 it was re-introduced into the final year - "in order to improve the language teaching". In 1896 a course of sewing closely linked with drawing, and a course in elementary science were introduced. An extra year was added to the course in 1909, making the preliminary course one of seven years (3 preparatory, 4 junior) equivalent to the seven grades which exist today.

The importance of the work in the junior department was stressed by Mrs. Scott in her report at the school closing in 1878. She mentioned that the second and third senior classes were the only ones not filled due to the high standard required for entering them: "This difficulty will wear away as our pupils come up prepared to enter the senior department."<sup>2</sup> The junior department was perhaps more im- portant in the first few years than later on.

### 3. The Senior Department

In the prospectus for 1875, the course of study for the senior department is elaborately set out. Admission was by successful

---

2. Journal of Education, XXII, July 1878, p.101.

examination in English grammar, geography, arithmetic (fractions and decimals) and French (knowledge of avoir and etre with easy translation). In the first year the following subjects were taught - English consisting of elocution, writing, dictation, grammar, composition, the history and structure of the English language, and literature; French (conversation, reading and translation, grammar and composition); Latin (grammar and translation); history (general and Canadian); mathematics (arithmetic, commercial forms and keeping accounts, algebra and geometry); and science (physical geography, botany, oral lessons in physics and chemistry). In the second year German or Greek was added, with modern history, and mensuration and book-keeping. In the third year ancient history and geography, mechanics, trigonometry and analytical geometry, physiology, and lectures on the physics and chemistry of the domestic arts were introduced. In addition, throughout the three years a course of instruction was provided in music, singing, drawing, calisthenics and deportment. Here was certainly a very full programme.

It is interesting to try to place the subjects taught into categories - traditional and novel. Music, singing, drawing and deportment were part of the traditional accomplishments of a young lady. The emphasis on English, arithmetic and modern languages was traditional too (see p. 1). The "new" or higher education content was supplied by mathematics (algebra, geometry, etc.) Canadian and modern history, Latin, Greek, and the different branches of science. Calisthenics was also then rather "new".

By 1876, the subjects had been divided into two groups - the ordinary course which everyone followed, and the honours course.

At least two of the following honours courses had to be taken each year including one language:- Latin, algebra, geometry, Greek, German, chemistry, botany, physiology, history (in the second and third year). The ordinary course was comprised of English, French, geography, scripture, arithmetic, drawing, music and physical training. <sup>3</sup> Greek disappeared from the curriculum in 1878, to re-appear briefly in 1887. In 1893, it was re-introduced because of parental demands for it. Physics was never taught during this period.

When the Rev. Mr. Rexford took over the management of the girls' school in 1896, several changes were made. The High School course was extended to four years and the system of ordinary and honours courses was abolished. For the first two years one course was provided, except that it was possible to substitute extra English and drawing for Latin. But Latin was strongly recommended to enable pupils "to carry on the English work with advantage". This two year course consisted of English, geography, scripture, English history, French, Latin, arithmetic, one hour's science, drawing, vocal music and calisthenics.

During the last two years the course included the following subjects: English language and literature, general history, Latin, Greek, French, German, mathematics, science, drawing and music. These subjects were arranged in optional courses so that the students might prepare for the University School Examinations, for entrance to the Normal School and the University, or "may secure that preparation for <sup>4</sup> life which comes from a thorough and systematic educational course".

---

3. High School for Girls Prospectus, 1876-7.

4. Ibid., 1896-7.

The girls who took Latin and Greek followed the classical course, and those without followed the modern course. Students who wished to drop Latin at the end of the second year, could take German instead during the last two years while a partial course in German was open to those who wished to continue their Latin. "The subjects of history, drawing, vocal music, and calisthenics will be given the special attention which they are entitled to receive in a High School for Girls."

In 1898, domestic economy was introduced into the first year with "physiology and foods" in the second year, but it was dropped in 1900, probably owing to a lack of parental support. In 1909, a two year course in housewifery and the domestic arts was made available to girls in the second and third years as an option with Latin and algebra.

When we compare the curriculum of the Boys' High School in 1875 with that of the girls' school there are a number of differences which indicate that the girls' curriculum was not modelled on that of the boys' school. The boys followed a five year high school course with a preparatory course of three years. There were two sides to the school - classical and commercial. The first year classes took English (reading, elocution, spelling, dictation, grammar, parsing, analysis of sentences and composition), French, scripture, geography, history, arithmetic and writing. The classical class also studied Latin. Later on the commercial classes took book-keeping, commercial forms and correspondence while those in the classical course took Greek and some science. Drilling and gymnastics



were taught in all classes but German, drawing, and vocal music were extras for which classes were only formed if sufficient pupils requested them.

Emphasis, therefore, was on the classics which were necessary for entrance to the University, and on commercial training for entrance to a business career. No time was spent on art and music (except as extras) and there was little science.

By 1896 the courses had been changed and there was now much less difference between the curricula of the two schools. The High School course had been reduced to four years and now offered a greater variety of subjects. Three courses of study were provided: classical - giving prominence to Latin and Greek and including French, English and Mathematics; science - including Latin and in the third and fourth years extra English, mathematics, drawing and natural science to prepare boys for the university course in Applied Science; commercial - omitting Latin while giving special prominence to English and commercial subjects. Drawing and vocal music were now part of the course in the first year, and physics, chemistry and geometry were offered in the third year. There was always a more definite preparation for the professions in the boys' school, but on the whole the subjects studied in the two schools except for the commercial ones, were similar.

A frequent complaint was that the boys had more time in school to prepare for the University School Examinations for which senior pupils from both schools entered. The boys' hours were from 9 to 12 in the morning, and 1.30 to 3.30 in the afternoon, while the

girls had a shorter school day with hours from 9 to 2 and only half an hour for lunch. One reason for the difference in hours was to prevent the pupils from meeting. Often, too, the girls fulfilled social engagements with their mothers in the afternoons, a custom which the Rev. Mr. Rexford complained of on more than one occasion:

I cannot close this section of my report without sounding a warning note about the engagements of children out of school hours, this refers especially to the pupils of the junior classes for girls. The comparatively free afternoons in these classes has proved too strong a temptation to a few parents, and their children are consequently loaded with engagements which interfere, not only with class work, but also with the child's health. 5

An incongruity lay in the fact that although the girls entered for the same examination as the boys, they were considered physically weaker and less able to stand the strain of study. The girls, however, kept up good standards by extra homework and classes after school hours.

#### 4. The Subject Content

The content of most subjects varied considerably from that in today's schools. In English reading out loud, or elocution, as it was called, was considered very important. Children had to be able to read with ease and expression, and reading was one of the compulsory preliminary subjects for the University School Examination (see p. 79 ). Much learning by heart was done and large selections of both poetry and prose were committed to memory.

---

#### 5. Rector's Report, 1898.

The prescribed memory selections in 1900 were:

THIRD FORM

Books of the Bible in order	God Save the Queen
The Commandments	Waterloo - Byron
The Beatitudes	The Ocean - Byron
I Corinthians XIII	Hiawatha's Wooing - Longfellow
Psalms 1 and 90	The Seven Ages of Man - Shakespeare

FOURTH FORM

Books of the Bible in order	I Corinthians XIII
The Commandments	The Revenge - Tennyson
Psalms 1 and 90	Ode on the death of the Duke of Wellington - Tennyson
The Beatitudes	
Acts XXVI	

FIFTH FORM

Psalms 1 and 90	II Penseroso lines 130-176
Ecclesiastes XII	Sonnets 2 and 19 - Milton
Acts XXVI	On Shakespeare - Milton
I Corinthians XIII	L'Allegro lines 25-68
Virgil Aeneid Book II lines 1-50	

Hand writing was stressed with regard to style as well as legibility. It also became a compulsory preliminary subject for the University School Examination. In 1888 the following questions were asked: "Write the first ten capital letters, the first ten small letters, the digits, and the sentence - The Normans came from Scandinavia early in the tenth century, and wrested the valley of the Seine out of the hands of Charles the Simple, the then king of the French."

Accuracy in spelling and dictation was emphasised. Parsing, analysis and etymology were taught in the grammar lessons.

Trench's "Study of Words" was one of the textbooks from 1875 to 1900. The Examination for 1900 gives a passage for analysis, asks for the explanation of suffixes and the meaning and derivation of certain words.

Weekly compositions or letters were written and a composition was included in the University School Examination. Topics for 1899 were: "Presence of Mind; Your Favourite Hobby; An Anglo-American Alliance."

Knowledge of content rather than appreciation was expected in the study of English Literature. In 1894 the following examination questions were asked on the play "Julius Caesar":-

1. Give a list of the conspirators against Julius Caesar and a short sketch of the causes which led to that conspiracy.
2. Write a brief note on each of the following words or expressions as used in the play, explaining the allusion if any - Colossus; Anchises; A Brutus once; quick metal; orchard; rheumy; Cato's daughter; base spaniel fawning; pulpit; do not talk of him but as a property; Ides of March; thous beest; this cynick rhyme.
3. Give a brief comparison in form, matter and style of the speeches of Brutus and Antony. How does each illustrate the character of the speaker?

A general literature question was "Give some account of Walter Savage Landor, Thomas de Quincy, Thomas Babington Macaulay as writers."

Individual reading was encouraged and although there was no general library, classroom libraries were built up. In 1900, prize money was used to provide for classroom libraries and a reading course was organised. Certain standard works had to be read each year.

In these days of many books - some good, many worthless, some pernicious - it is important that the minds of children should be early directed to interesting and wholesome literature and we ask for the co-operation of the parents in securing from the pupils in their homes a careful reading of the books laid down for the course.<sup>6</sup>

The prospectus for 1902 lists the following books:

THIRD FORM

Evangeline .....	Longfellow
Westward Ho .....	Kingsley
The Earth and its study ....	Heilprin
Story of the Iliad .....	Dean Church
Story of the Odyssey .....	Dean Church

FOURTH FORM

Royal Windsor History Reader VI	
Waverley .....	Scott
Holy Grail .....	Tennyson
Life and her children .....	Buckley
Stories in English Literature Part I :	Wright

FIFTH FORM

Romola .....	George Eliot
Makers of Florence .....	Oliphant
Life of Macaulay .....	Trevelyan
Stories in English Literature	Wright (Part II)

French was originally taught by a French-speaking woman (Miss Fluhman 1875-83, Miss Vessot 1883-88, Madame de Sterneck 1888-99) using the "direct method" as much as possible, i.e. conducting the lessons almost entirely in French. But after 1899 French was taught by English-speaking teachers and much less emphasis was placed on oral work. There was much verb drill and translation. The University School Examination held no oral examinations in French. What was required was a good knowledge of grammar and vocabulary for translation.

---

6. Rector's Report, 1900.

History was factual - an exercise in memory work rather than an attempt at understanding. It mainly consisted of a political outline of events in Britain and Europe and some knowledge of the political events in ancient Greece and Rome. The following questions are typical of those asked in examinations:-

1. Name ten separate and important events in the struggle between Rome and Carthage with the dates of each. (1897).
2. Make brief but precise notes on: helot; Delos; Leuctra; Aristides; ostracism.
3. Make brief but precise notes on: Belisarius; the Caliph Omar; Ragnar Lodbrok; Guelfs and Ghibellines; Luther's disputation at Leipsig; the Council of Trent; the Battle of Ivry; La Hogue; Marat; Wagram. (1903).

The textbooks were closely followed. Among those used were "Primers of Greece and Rome" and Collier's "Great Events".

Geography was often linked with history and was mainly concerned with maps and physical features. There is little evidence, however, that it was ever studied as an examination subject in the High School for Girls.

Latin was studied quite thoroughly from the first year onwards. In 1906 it appeared in the final year of the course in the junior department, with the purpose of improving the language teaching. In 1904 the rector, Wellington Dixon, deplored the tendency for obtaining quick results and expressed his views on the value of Latin:

Those subjects which do not at first sight and readily show their practical uses are apt to be set down both by parents and pupils as old-fashioned and comparatively useless; while, if there were <sup>less</sup> feverish anxiety about results, it would be found that these very subjects yield the richest kind of harvest in culture, training and sterling habits. One of the subjects which needs watching in this respect is Latin, than which there is no more important study on our curriculum, when we consider it as a discipline of the intellect, as a means of inculcating habits of accuracy, perseverance and hard work, and as an aid to our own language. I venture to say that the pupil who is doing good work in Latin will not be found to fail in his other studies. Let me, therefore, earnestly ask both parents and pupils not to lightly set aside its study. In the past it has done much for its diligent students and cannot fail to do as much for them in the future. <sup>7</sup>

For the University School Examination knowledge of set books such as Caesar's "De Bello Gallico" and Virgil's "Aeneid" was required together with sight translation, prose composition and grammar. North and Hilliard's "Prose Composition" was a textbook from 1900 onwards together with the "Revised Latin Primer".

For Greek a thorough knowledge of grammar and set books such as Xenophon's "Anabasis" was required. Although women were exempt from Greek as a condition of entry for the arts course at McGill it was a compulsory subject for the academy diploma (see p. 97).

The higher mathematics studied were by modern standards rather elementary. In the University School Examination geometry part I consisted of Euclid's Elements Books I, II, and III. Algebra part I went up to quadratic equations. Trigonometry was not studied

---

7. Rector's Report, 1904.

and advanced geometry and algebra were not taken by candidates from the High School for Girls.

The sciences offered at the school were chemistry and botany. The chemistry course was laid down in "Elements of Chemistry" published by MacMillan - mainly the preparation and properties of the chief non-metallic elements and their more important compounds, and the laws of chemical action. The course in botany closely followed the textbook which in the early years was Gray's "How Plants Grow".

Although the girls in the senior department studied these two subjects from the year that the school was opened, adequate facilities were not at first available. The 1878 building had an elementary science room but it was not until 1892 that a chemical laboratory with a store room and lecture room, as well as a physics laboratory were built - the latter being used only by the boys. Science was being accepted as a necessary part of the curriculum towards the end of the nineteenth century and elementary science began to be taught in the junior department from the second preparatory year onwards. It mainly took the form of nature study but it provided an introduction to "scientific method".

We have followed an outline course issued by the Oswego Normal School, modified to suit the circumstances of our schools. This course divides the year into Autumn, Winter, and Spring work, and much interest and some enthusiasm has been aroused in the minds of teachers and pupils as the work of the year developed. <sup>8</sup>

---

8. Report of the Rector, 1897.



A teacher specialising in science was appointed to teach this subject and from 1896 onwards there was always a woman science teacher in the school.

Drawing was always part of the school curriculum but at first it was an extra in the senior department costing up to \$10 a session in 1877 and \$1.25 a month in 1879. There was little freedom for the use of the imagination in art at that time. Techniques such as shading and perspective were mechanically taught. Models of wooden cones, cubes and spheres were copied as well as flowers. The subject could be offered in the University School Examination. In 1907 the following questions were asked:

1. Construct a pentagon of one inch side and draw an equilateral triangle having the same area as the pentagon.
2. Make a drawing representing a skeleton cube when directly in front of and above the level of the eye; the nearer faces to the right, which are vertical, making angles of  $30^{\circ}$  with the picture plane.
3. Make a drawing in water colour of the group of objects.

More interesting work was carried on in the junior department where in 1896 a course called "Form Study and Drawing" was introduced as part of aesthetic training, in which "the hand and eye are trained to express thought through the study of concrete objects." There were three subject divisions - construction, representation and decoration. The stated aims were to cultivate the imagination, to develop a sense of beauty, to lead to the expression of artistic ideas, to teach in true historic order what the course of the world's

great art has been, and the function of beauty in education and life. Activities included paper-folding, paper-cutting, stick laying, clay modelling and colour work.

Subjects relating to the household - sewing and cooking - did not form part of the curriculum at first. The type of girl being educated in the High School came from a home where there was at least one maid and she would rarely if ever do any housework. Some girls did plain sewing at home, making their own petticoats and corset-covers, but the children's clothes were usually made by a sewing woman who came to stay for a few days during each spring and fall.

In 1896 a three year course in sewing was introduced into the junior department. It was considered part of "manual training" and the course followed was the one prescribed by the Pratt Institute of New York. A course in domestic economy was offered in the first two years of the senior department from 1899 onwards but this was not popular. It soon disappeared from the curriculum, but it was re-introduced in 1908 as an option for Latin and algebra in the second and third year.

The course will include cooking both practice and theory, with household economics, the chemistry of food, marketing, care of dining room and kitchen; sewing, practice stitches on canvas, the cutting and making of undergarments and shirtwaist dresses; and decorative design as applied to household purposes, embroidery and stencil designs, and the use of water-colours. The object in view in the housewifery course is to prepare pupils to assume with intelligence and confidence the ordinary duties of the household. <sup>9</sup>

---

9. High School for Girls Prospectus, 1908-9.

Efforts to have household science approved as a subject for the University Schools Examination were unavailing. The enrolment grew smaller and smaller each year for these classes, so that they were finally abolished in 1913.

Music both vocal and instrumental, was always part of the school curriculum. Instrumental music (probably piano lessons) was an extra in 1875 costing \$10 a term for preparatory work and \$20 a term for advanced. The 1878 building contained a room especially for it, however, it disappeared from the curriculum in 1893. Vocal music was taught throughout the school. In the junior classes this meant class singing, but in the senior classes taught by Professor Couture it also included theory of music-sight reading, transposing tunes, harmony and so on. He also conducted a school choir which met weekly after school hours and performed at school concerts. The first school concert was mentioned in 1898 and this became an annual event. In the prospectus for 1896 the following notice appears:-

The importance of vocal culture as a school subject is now generally recognised. Its influence upon the physical, mental and moral development of the pupils and upon the discipline of the school has secured for this subject a prominent place in our course of study. Class teaching is not the only method employed. They are trained to the independent reading of vocal music, and they have regular practice in rendering suitable passages by individual voices. But while thus engaged in training individual voices, we remember that it is of first importance that every girl should know enough of the subject to enable her to appreciate good music. The importance of this course must be evident to all who take an interest in the musical education of girls.

Calisthenics was offered as a school subject in 1875 with Miss Rodger appointed to teach it. A gymnasium was fitted up and a piano purchased for use in it. The lessons consisted of simple marching and arm exercises using Indian clubs. The 1878 building, however, had no gymnasium but by special arrangement girls could attend Mr. F.S.Barnjum's gymnasium at \$5 per session. The special costume worn was a scarlet blouse with black pipings, black velvet skirt, scarlet stockings and yellow mocassins. In 1892 the High School again offered gymnastics as part of the curriculum in a gymnasium shared by the boys and the girls. This was 90 feet long and 60 feet wide, furnished with a complete outfit of apparatus of the most approved kind. Miss Barnjum was appointed as gymnastics instructor. She began a voluntary class which met weekly after school hours.

In 1900 Miss Holmstrom took charge and in the same year the girls put on a gym display for the parents' afternoon, which afterwards became an annual occurrence. In 1902 a medical examination for senior girls was instituted:

Such an examination enables us

1. to determine what girls can undertake the physical work with safety;
2. to guide and admonish those who require to exercise care and
3. to prescribe special corrective exercises in the gymnasium for those who manifest physical tendencies requiring special treatment.<sup>10</sup>

---

10. High School for Girls Prospectus, 1902-3.

This examination was made by a woman doctor at the school or alternatively a certificate from the family doctor was accepted.

At that time girls wore boots, long skirts and corsets (from the age of twelve), clothing which impeded freedom of movement. A special costume was prescribed for the voluntary classes and this was adopted for all gym classes in 1913. The outfit was a sailor blouse, bloomers, stockings and running shoes. A modification of this later on became the school uniform.

By 1906 the girls were playing basketball and by 1912 matches were reported against Westmount High School and the Technical High School. The first notice of an Athletic Association appears in 1911 covering such activities as snowshoeing, skating, tennis, walking and basketball clubs. The aim of the Association was to give the girls plenty of fresh air and healthy exercise and to encourage school spirit. Miss Holmstrom also gave extra gymnastic and dancing classes once a week. In the winter months the Bethlehem Rink was rented for skating on Wednesday afternoons. There was even a hockey team which practised on Saturday mornings coached by an old High School boy. The importance of physical education had been gradually recognised and the aim was to provide the same physical advantages for the girls as the boys had.

The High School course aimed at providing as thorough an education as possible. English, French, mathematics and science were subjects of practical value as well as being important branches of learning. The appreciation of art and music were included as part

of aesthetic training, with gymnastics and games as part of physical training. Non-academic pupils received instruction in sewing and cooking to prepare them for the running of their own households. Although the study of the classics became optional after a few years their importance as a mental discipline was always stressed. The main purpose of the course was to prepare pupils for the University or the Normal School. All the pupils who remained until the final year sat for the University School Examinations although they could graduate without being successful in them.

From 1906 onwards almost as many girls attended the Commercial and Technical High School as went to the High School for Girls. This school was established "with the view of giving pupils who have completed the Public School Course an opportunity to continue such studies as will secure them a good business preparation, or fit them to engage in any of the various occupations in which a previous training in manual work is desirable."<sup>11</sup> Two courses were available each of four years' duration. The commercial course offered English, French, mathematics, book-keeping, business forms, business correspondence, shorthand and typewriting. The technical course offered as well as English, French and mathematics, mechanical drawing, woodwork, clay-modelling, metal work to the boys, with domestic science and art for the girls. The school replaced the Senior School founded in 1877 which had an advanced course of study beyond the elementary school level comprising mathematics, science, literature and commercial subjects but excluding the classics.

---

11. Report of the Montreal School Board, 1905-6, p.14.

The Commercial and Technical High School had 189 girls enrolled in September, 1906, compared with 199 in the High School for Girls, and 234 in 1914 compared with 287.<sup>12</sup>

After completing her elementary education a girl after 1906 could decide to follow a vocational course, a general course or a classical course. By creating the Commercial and Technical High School the School Board maintained the academic character of the High School for Girls, while providing for those parents who desired a more practical course for their daughters.

Chapter VI

School Examinations and Prizes

1. School Examinations

In all stages of school life examinations were important. Admission to the junior and senior departments was by examination, and in order to proceed from one grade to the next a student had to pass the yearly sessional examinations.

The School Board regulations state that public examinations were held from time to time by appointment of the Commissioners.<sup>1</sup> These were oral examinations which the Rev. Elson Rexford described as follows:

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.<sup>2</sup>

Another regulation states that a general examination of schools was held annually and in accordance with its results prizes were awarded, promotions made, classes re-arranged and the next year's work inaugurated. These examinations usually took place during the month of June. The Board furnished the questions and determined the manner in which the marks assigned to each subject were to be given. All answers were read, valued and signed by two teachers of the school.

---

1. School Board Regulations, 1886.

2. Rexford, Gammell, McBain, op.cit., p.62.



The results were then considered by the superintendent who made promotions if he was satisfied with the marks attained by the pupils.<sup>3</sup> This meant that each pupil had to pass this yearly examination in order to advance to the next grade. There were always some failures - in 1892 90 per cent of the pupils in the High School for Girls passed their examinations and earned promotion to the higher grades.<sup>4</sup>

In addition to these two kinds of examination there were the University School Examinations. These examinations had been established by McGill University during the time when the boys' High School was administered as a department of the University (1853-70). They were taken by boys in the final year of the High School course. When the Montreal School Board took over the school, however, the examinations were discontinued.

These examinations were re-introduced in 1875. When certificates were presented to the successful candidates in June, 1875, at a ceremony in the University, the Principal Dr. J.W. Dawson explained about the examinations. They had originally been instituted following the recent examples of the Oxford middle-class examinations which had been so successful and useful in England. The purpose was to secure a uniform and high standard for the schools which trained students for the University and for the higher departments of business and professional life. Eleven candidates had presented themselves from four schools and eight had passed. He hoped for 40 or 50 candidates the following year. It was also hoped that all schools capable of

---

3. School Board Regulations, 1886.

4. Montreal School Board Report, 1892-3, p.12.

reaching the standards required would take part; that the certificates would be recognized by all public bodies and would be held to be a guarantee that its holder had received a good liberal education.

Professor Libbey added that the scheme of school examinations had been so successful in England that it had been extended to girls, who passed at Oxford or Cambridge, very much the same examination as the boys. He hoped the time would come when such would be the case in Montreal.<sup>5</sup>

In 1876 the School Board was in favour of asking the University to extend its examinations to girls and of making provision to secure candidates for examination at least the next year.<sup>6</sup> The University agreed to this proposal and so in 1877 girls were admitted to the examinations. Seven pupils from the High School for Girls were successful, one achieving fourth place.

The graph on the following page shows the numbers of High School girls successful in each year from 1877-1914.

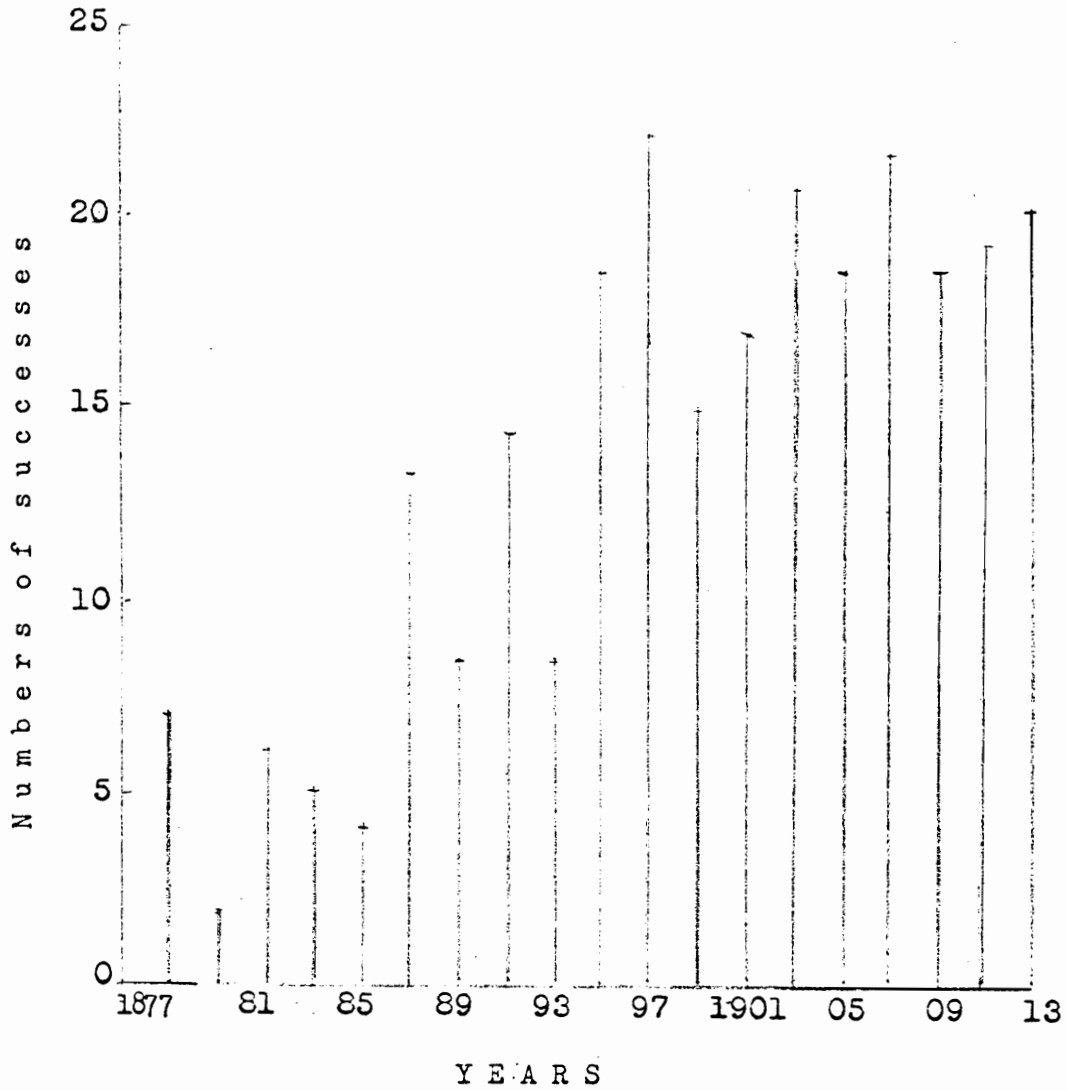
It will be seen that the numbers fluctuated from year to year but the general trend was an increasing one. For many years the High School provided the largest number of successful candidates from any girls' school taking part in the examinations and frequently a High school girl was near the top of the list.

---

5. Journal of Education, XIX, June, 1875, p.90, quoting from the Montreal Herald.

6. Minutes of the Montreal School Board, May, 1876.

### SUCCESSES IN THE UNIVERSITY SCHOOL EXAMINATION



<u>Year</u>	<u>Standing of High School Girls</u>	<u>Total Number of Successes From All Schools</u>
1877	fourth place	31
1878	second place	47
1884	first and second places	33
1885	third place	30
1886	first place	31
1890	third place	130
1892	first and third places	144
1899	first and third places	123

The custom of having public oral examinations did not continue much beyond the 1870's. The yearly examinations were controlled eventually by the various schools with the teachers setting and marking the papers and the principal promoting the students. The School Board, however, continued to set the papers for the High School at least up to the 1900's. Less than 67 per cent of the total marks was a failure. Those pupils receiving 85 per cent of the marks in a subject were awarded honourable mentions, while those with 75 per cent of the total marks achieved general proficiency.

## 2. The University School Examination

The regulations for the examination as it was re-introduced appear in the McGill University Calendar for 1875-6. The examination was actually divided into two parts - preliminary consisting of subjects in which every candidate must pass, and optional consisting of subjects in which the candidate had a choice. The preliminary subjects were English reading; dictation; grammar (as in Morell); arithmetic (all

the elementary rules); geography (acquaintance with the maps of each of the four continents and of British North America); British and Canadian history and the Gospels. The pass mark was at least one third of the total marks in each subject except for reading and dictation where two thirds was required.

The optional subjects were divided into four sections:

1. Languages - Latin (grammar and set books)
  - Greek ( " " " " )
  - French (grammar, reading and translation)
  - German ( " " " " )
  
2. Mathematics - algebra (elementary rules, involution, evolution, fractions, simple equations)
  - geometry (Euclid books I, II, III)
  - natural philosophy (mechanics and hydrostatics)
  - elementary mensuration of surfaces and solids
  - mechanical and architectural drawing
  
3. English - language (Earl's "Philology of the English Tongue", Trench's "Study of Words")
  - literature (Collier's "History of English Literature", Pilgrim's Progress)
  - history (White's "Outlines of Universal History")
  - geography (physical, political, commercial)
  
4. Natural Science - zoology (as in Paterson's "Zoology")
  - botany (Gray's "First Lessons")
  - geology (Dana's Textbook)
  - chemistry (Wilson's "School Chemistry")

Every candidate had to pass in at least one and not more than three subjects from each of the optional sections 1, 2 and 3 or 4. The pass mark was one fourth of the total number of marks for the subject. This was raised to one third of the total in 1881 and to 40 per cent, in 1894.

Candidates who passed in French or other modern languages and not in Latin or Greek received a junior certificate, while those passing in Latin and Greek, or in Latin or Greek with a modern language, received a senior certificate. The distinction between the two certificates was, however, abolished in 1892. The students who received the senior certificate were known as Associates in Arts of the University. In fact the examination was frequently referred to as the Associate in Arts examination or the A.A. Those candidates who passed in Latin, Greek, English, algebra and geometry were exempt from the matriculation examination in the Faculty of Arts at McGill University.

The Associate in Arts was the highest educational qualification available to girls apart from the teaching diplomas of McGill Normal School until 1880. In that year an examination for a Senior Associate was created especially for women. This was equivalent to the examination of the second year college course. Few women, however, were successful in it. It was no longer needed after 1884, the year in which women were admitted to McGill University.

Over the years the regulations were changed to raise the pass standard and increase the number of subjects. In 1892 six optional subjects were required for a certificate, one at least being chosen

from each section. New subjects were added - trigonometry, and geometrical and free-hand drawing in 1892, advanced geometry and algebra in 1908. The preliminary examinations after 1891 could be taken separately from the optional subjects, often two years before. By 1910 the preliminary examinations had been abolished.

When the University School Examination was revived in 1875 the corporation of McGill University applied to the School Board for some financial help. The Board agreed to share the expenses of the examination for the pupils of the city schools. In 1879 these amounted to \$150.<sup>7</sup> In that year too, an announcement appeared for the first time in the High School prospectuses, to the effect that all boys and girls in the highest classes of the High Schools would be examined at the University School examinations in all subjects common to these and to the school course. The cost of the examination would be defrayed by the Commissioners and candidates who were successful would receive their certificates on the payment of \$1 to the registrar of the University. The fee for the examination was normally \$4.

The Protestant Committee of the Council of Public Instruction for Quebec soon began to show an interest in the examination. In 1888 the examination was sanctioned by the Committee and the examination papers were adopted for Grade III of the Academies. The name of McGill University was deleted from the title of the certificate in 1905. The certificate was now signed by the Secretary of the Protestant Committee and stamped with the seal of the Committee. Members of the

---

7. Minutes of the Montreal School Board, May, 1879.

Protestant Committee were appointed to take part in all aspects of the work involved in the examination, although the members of the examining board appointed by McGill and Bishop's Universities still remained.<sup>8</sup> This take-over by the Committee resulted in the University School Examination becoming the Quebec High School Leaving Examination.

The University School Examinations were important in that they provided a standard of education which enabled students who reached it to enter McGill Normal School, the University and business life. It became the culmination of the High School course and acted as a stimulus to secondary education in general.

### 3. School Prizes

The prize and honour list of 1876-7 shows that prizes were awarded for excellence in individual subjects as well as to the pupils ranking first and second in each class. Prizes could be obtained in all school subjects, for punctuality, good conduct and general proficiency. The number of prizes varied from about 13-16 for each class. The top student in the third senior class received a silver medal and in all the other classes a bronze medal. Prizes in the form of books, certificates and medals were given by the School Board.

In the prospectus for 1888-9 two special prizes are mentioned - one awarded by the School Board for the best collection of dried plants and one given by the Rev. Canon Norman, a member of the School Board, for proficiency in French. Both of these awards were reserved for members of the third senior class. In 1892 Elizabeth Hammond

---

8. Educational Record, XXV, March, 1905, p.85.



received the silver medal, ten subject prizes and the two special prizes, thirteen awards in all.

The prizes were reduced in number in 1897. There were so many that the whole point of rewarding excellent work was lost. It also appeared slightly ridiculous when one student obtained so many prizes as Miss Hammond had. Awards were now restricted to general proficiency, conduct and punctuality which meant there were no longer any subject prizes. Two medals were now awarded in the fifth and sixth forms (the old second and third senior classes) for the top students in each section, classical and modern. Those obtaining prizes had to have over 75 per cent of marks.

In 1899, Lord Strathcona offered two gold medals, one each for the boys' and the girls' High Schools. Until 1907 this was awarded to the top-ranking student in the sixth form, the silver medal being reserved for the top student in the other section. In this year too, for the first time the members of the sixth form received High School Certificates, as distinct from the University School Examination certificates. These were awarded for good standing during the year.

The practice of awarding book prizes was discontinued in 1900 and the prize money used to provide books for class-room libraries. The following reasons were given:

Prizes benefit the few; they generally fall into the hands of those who stand in little need of the stimulus they afford. The teacher is sorely tried in endeavouring to allot them fairly and there is much heartburning among the pupils when the results of the year's work are made known. Among three or four pupils who are practically

equal the prize winner is given undue prominence by the presentation of a prize. 9

Medals were still awarded, however, in the fifth and sixth forms and in the prize list those obtaining first places and honourable mentions were listed. These pupils had to have obtained at least 85 per cent of marks.

In 1904 the Susan Rodger Prize was established for Mathematics (see p. 32) and in the same year the L'Alliance Francaise offered a prize to the pupils of the two High Schools who did the best work in French. Only those whose mother tongue was not French were eligible for this award. The prize consisted of a medal for the head pupil in French and a book for the head pupil in the school not winning the medal. The following year a special prize valued at \$7 was instituted for the top student in the fourth form.

Three different prizes were founded in 1913 - the Couture Singing Prizes (see p.38); a special prize valued at \$4 for the top student in the third form; and the George Murray medal and prize in books for the boy or girl in the sixth form of the High Schools who obtained the highest mark in Latin.

It was the principle of the school to acknowledge scholarship and good school work but prizes and awards were eventually given only to the few who excelled. The spirit of competition was discouraged because it could lead to anxiety and disappointment. It was also felt that working for material rewards was wrong.

---

9. Rector's Report, 1900.

Chapter VII

The Pupils of the High School for Girls

1. The Enrolment

It is difficult to discover from the material available who the girls were who attended the High School for Girls. There are class lists but without addresses they are of little use. However, it can be seen that the daughters of Mr. John T. Molson (Lillias, Naomi, Mabel and Evelyn) attended as did the daughters of local ministers, of professors at McGill University and of the teaching staff.

If middle-class girls did not attend the High School there were several private schools in the city. Prominent among these was the Misses Symmers' and Smith's School which in the 1880's was at 168 Mansfield Street. Pupils from this school attended the lectures of the Ladies' Educational Association and later took the University School Examinations. Some girls also entered McGill University and among these was Dr. Maud Abbott. Trafalgar School was founded in the 1880's and it prepared girls for the A.A. examination and for entrance to the University. By the early years of the twentieth century girls were also attending the Westmount and Strathcona Academies.

The enrolment in the High School for Girls increased from an average of 155 in 1875 to 524 in 1914.<sup>1</sup> The most rapid increase came between 1891 and 1893 when the enrolment jumped from 288 to 408. In 1890 the school building was destroyed by fire, and the new larger

---

1. Figures available in School Board Reports.

building which produced a bigger enrolment was opened in 1892. The figures quoted are those of the whole school including kindergarten, preparatory and junior departments as well as the senior department.

The following analysis of enrolment is available from 1906 onwards in the annual reports of the Montreal School Board.

REGISTRATION IN SEPTEMBER

Year	K.G.	1	2	3	4	5	I	II	III	IV	V	VI	Total
1906	26	23	23	34	33	-	52	57	69	68	35	27	447
1907	21	24	29	33	34	-	39	58	67	52	37	24	418
1908	25	20	31	32	33	-	47	49	79	59	43	24	442
1909	25	18	26	33	40	-	43	50	69	65	39	27	435
1910	31	21	19	22	34	54	38	59	79	60	37	22	476
1911	25	33	21	34	38	36	58	55	90	61	37	27	515
1912	23	26	23	33	33	37	47	54	95	64	35	23	493
1913	21	30	28	28	39	41	53	42	98	83	44	22	529
1914	20	22	35	37	34	42	49	49	118	68	67	34	575

Year III is the beginning of the senior department and so the numbers increased then as graduates from the public schools came in. However, the numbers began to drop from the second year up to the fourth and final year of the course. The sixth form was never large but increased considerably as did the total enrolment when the school went into the new building on University Street in 1914. In 1906 of those enrolled in the senior department the proportion of students in the sixth form was about 14 per cent, by 1913 it was down to 9 per cent. Most pupils left school after the first year of the course in the senior department.

The same trend is noticeable in the Boys' High School also. A possible reason was a lack of parental interest in the full four year course, or the fact that the course proved too difficult for many students.

## 2. Fees

The principle on which the High Schools were maintained was stated by the School Board in its published report for 1872-76.

Every Protestant child in the City of Montreal has an equitable and legal claim to an expenditure on his education of an equal share of the amount provided by taxation for the maintenance of Schools. Schools should be provided where, if fees be demanded at all, they should be so moderate as that none shall be excluded by poverty. But those tax-payers who desire for their children an education higher and more costly than that demanded by the community in general, should have access to it in Schools of different character, in which the elementary part of instruction is given at the public cost, and the more advanced part at the cost of the parents themselves. This was the evident intention of the framers of the School Law of Quebec, which provided for the establishment of Elementary Schools that shall not be free, yet shall be accessible to all at very small charge, and which, at the same time, provides for higher Schools that shall be more largely sustained by fees.

This meant that the High Schools were to be mainly dependent on fees for their support, as the amount from school taxes was not to exceed that spent per capita on pupils in the elementary schools. This is made clear in a further report by the School Board:

The Board endeavoured to fix the fees charged in the High Schools for Boys and Girls at such a rate that, after making an allowance per capita on pupils in the Common Schools, the additional cost of education should be defrayed from higher fees. <sup>2</sup>

---

2. Report of the Montreal School Board, 1886, p.15.

In 1875-76 for example, each High School pupil in the girls' school cost the tax-payer \$5.98, while each public school pupil cost the tax-payer \$9.94.<sup>3</sup> This meant that in the beginning less public money was spent on a girl in the High School than on one in the public school.

The fees were always quite high, being in 1875 \$40 per year for the junior department and \$50 per year for the senior department. The preparatory department added in 1877 charged fees of \$40 per year. In the 1880's a graduated fee scale was introduced so that there was an increase in fee for each year of instruction.

FEE SCALE 1885

Preparatory Department	Year 1	\$20	per year		
"	"	"	2	\$25	" "
Junior Department	"	1	\$30	"	"
"	"	"	2	\$40	" "
"	"	"	3	\$45	" "
Senior Department	"	1	\$50	"	"
"	"	"	2	\$55	" "
"	"	"	3	\$60	" "

These fees were to remain approximately the same until after 1914, and the maximum fee payable never exceeded \$60 per year.

When the fees of the boys' school are compared, it is interesting to note that there the fees were less until 1882. In 1875 the fees for the first form were \$24 per year, for the second and third forms \$30 and for all the other forms \$42. In 1878 the charges for the fifth and sixth forms were raised to \$50 a year, and finally in

---

3. Report of the Montreal School Board, 1872-6, p.18.

1882 the fees for each form were made equivalent to those charged in the girls' school.

For several years the fees from the pupils exceeded the maintenance cost of the school, but after 1890 the difference between the two amounts grew wider each year, until in 1913 this was over \$15,000. As we have seen the fees were not raised, although the maintenance costs continued to increase. The School Board, therefore, soon abandoned the principle stated in 1876, and accepted that secondary education was a necessary part of the school system and must be provided for accordingly. The difference between the amount of school fees and the maintenance costs was met out of general taxation. The fees were not increased although the value of money decreased, because school taxes increased during this period and it was no longer considered a parental responsibility to pay for the cost of a High School education. On the other hand, the fees were not reduced because the tax-payers would probably have raised an outcry.

An increase in the fees was, however, the method used to deal with the overcrowding experienced at the beginning of the twentieth century. There had always been a number of students attending the High School who lived outside the city limits but the School Board had no legal right to educate them. The children of tax-paying residents had first claim on the places available, so that the children of non-taxpaying, non-residents had to pay increased fees from 1902 onwards. This plan worked so well that in 1908 the extra fee was reduced to \$2.50 per year (above the residential fee) for the junior classes and \$5 per year for the senior classes to keep up the enrolment.

INCREASES IN FEES<sup>4</sup>

K.G. ....	\$35	per year	
Year 1 .....	\$35	" "	
" 2 .....	\$44	" "	
" 3 .....	\$44	" "	
" 4 .....	\$52	" "	
" I .....	\$61	" "	
" II .....	\$70	" "	
" III .....	\$79	" "	
" IV .....	\$88	" "	
" V .....	\$92	" "	
" VI .....	\$104	" "	

3. Scholarships

Certain categories of pupils were excused the payment of fees - those holding scholarships, members of large families, and the children of teachers employed by the Board. In the school regulations the following concession was made: "When four or more children belonging to one family attend any department of the High Schools, three only are charged fees." This probably did not affect many families. In addition, children of persons in the employment of the Board attending elementary schools were ~~exempt~~ from fees while those attending the High Schools were allowed a discount of fifty per cent.<sup>5</sup>

When the School Board took over the Boys' High School in 1870 the Commissioners began the practice each year of drafting into the High School the most advanced boys from the higher classes of the elementary schools. There they were allowed to complete their education free of charge. The admission to the school on these "Commissioners' Scholarships" was by competition.

In 1875 this privilege was extended to the girls and in August of that year three members of the School Board were assigned

---

4. High School for Girls Prospectus, 1902-3.  
5. School Board Regulations, 1886.



to examine the qualifications of applicants for scholarships to the High School for Girls. Eight girls were recommended, four of whom<sup>6</sup> were allowed scholarships.

The qualifications needed for obtaining a scholarship are given in the reports and regulations of the School Board. The purpose of the Commissioners' Scholarships was to encourage "the sons and daughters of the poorer classes to avail themselves of the benefits of a higher education".<sup>7</sup> Although the admission to the scholarships was by examination, they are described as not being competitive, because the number of scholarships were not limited and "all who attain the requisite number of marks may win for themselves the privilege." Successful candidates had to take "a general proficiency prize, secure three-fourths of the marks attainable in Latin and French and not less than two-thirds of the marks in each of the other subjects, music and drawing excepted." The scholarships were tenable only from year to year and for their retention, the holders of them had to give satisfactory<sup>8</sup> evidence of continued application and good conduct.

In 1889 these scholarships were extended to students desiring to continue their education in the Senior School (later the Commercial and Technical High School). From that time onwards students obtaining scholarships could choose between academic courses at the High School or commercial and vocational courses at the Senior School.

- 
6. Minutes of the Montreal School Board, September, 1875.
  7. Report of the Montreal School Board, 1886, p.10.
  8. School Board Regulations, 1886.

Various changes in the scholarship regulations were introduced over the years. In 1891 the number of scholarships was limited to forty "in consequence of the ever-increasing number of pupils who seek promotion to the High School." "This meant, for example, that in 1893 91 pupils gained sufficient marks to entitle them to scholarships but only the top forty received them. In 1906 the number of scholarships offered was changed. They were now to be in the proportion of one scholarship to every ten pupils in the sixth year classes.

The following table shows the number of scholarships awarded from 1906 onwards:

---

<u>YEAR</u>	<u>TOTAL</u>	<u>NO. OF GIRLS</u>
1906	40	21
1907	39	18
1908	40	22
1909	41	21
1910	45	23
1911	49	24
1912	41	19
1913	64	32
1914	72	34

This table shows the number entering the High School for Girls from the public schools together with the number of scholarship holders:

---

<u>YEAR</u>	<u>SCHOLARS</u>	<u>FEE-PAYING</u>	<u>TOTAL</u>	<u>ENROLMENT IN FIRST- YEAR - G.H.S.</u>
1906	11	17	28	69
1907	11	16	27	67
1908	11	21	32	79
1909	12	12	24	69
1910	16	21	37	79
1911	21	26	47	90
1912	15	36	51	95
1913	22	32	54	98
1914	23	45	68	118

These figures show that as a rule girls in the elementary schools won about half the number of scholarships available. More than half of the girls holding scholarships chose to go to the High School rather than to the Commercial and Technical High School. Of the girls entering the High School course less than half were from the elementary schools, the others would be from private schools or most likely from the junior department of the High School. Sixteen per cent of the first year enrolment in 1906 and nineteen per cent in 1914 were made up of scholarship holders proving that the School Board did encourage attendance at the High School by its system of scholarships.

4. Careers

The only pupils considered here are those who completed the high school course. In the 1870's and 1880's the only careers open to a middle-class girl were teaching and marriage. I shall begin by discussing the number of girls entering McGill Normal School as teaching was the first career considered by graduates of the High School. With the entry of women to McGill and other universities after 1884 other careers were gradually made available to women and were taken up by them.

a) Teaching

The table shows the approximate number of High School girls who obtained teaching diplomas between 1879 and 1907.

Academy diplomas	52
Model School diplomas	70
Elementary diplomas	6
Kindergarten diplomas	<u>2</u>
	130 <sup>9</sup>

This represents about 23 percent of the girls in the sixth form during the period 1877 to 1906.

Of the High School graduates in 1877 three of the ten became teachers. Gradually the numbers increased until in 1907 nineteen former High School girls received their diplomas. At first the academy diploma was the most popular course, but after 1893 it was restricted to university graduates so more girls entered for the model school diploma.

---

9. Figures compiled from lists of teachers obtaining diplomas in the prospectuses of McGill Normal School.

By 1877 the year in which the first High School pupils began their teacher-training, McGill Normal School, on Belmont Street opposite Hanover Street, had been in operation for twenty years. In the opinion of Sir William Dawson it was the first attempt provided for the superior education of women (see p.6 ). The Normal School was the only training college for Protestant teachers in the Province of Quebec. Three courses of study were offered leading to the elementary school diploma, the model school diploma, and the academy diploma.

Candidates for admission into the elementary school class were required to pass an examination in reading, writing, the elements of grammar, arithmetic and geography. They had to be aged sixteen or over and to produce a certificate of good moral character signed by a clergyman or minister of religion.<sup>10</sup>

At the close of the first year of study, students could apply for examinations to gain diplomas giving the right to teach in elementary schools, and after two years' study, or if found qualified at the close of the first year, they could on examination be entitled to diplomas as teachers of model schools. Students having passed the examinations for the model diploma with creditable marks in classics and mathematics or having otherwise advanced to the requisite knowledge might obtain the academy diploma. The latter was the qualification for teaching in a high school.

---

10. McGill University Calendar, 1876-7.

There was little hardship involved for a student attending the Normal School as tuition with the use of textbooks was free, and bursaries were available to help towards the cost of board, varying from \$36 in the first year to \$80 in the third year.

The courses for the elementary diploma would be well within the ability of a successful candidate in the University School Examinations. They included English, geography, history, arithmetic, algebra, geometry, physics, French, natural history, drawing, music, book-keeping, chemistry, religious instruction and lectures on teaching methods - all to a rather elementary standard only.

Students entering the model school class had to have passed a satisfactory examination in the subjects of the elementary school class. However, new regulations in 1888 allowed students who had passed the Associate in Arts examination with at least two thirds of the aggregate marks, and who had passed in French, to enter the model school class without further examination. The courses for the model school diploma were more detailed than those for the elementary school diploma and also included advanced mathematics and science with the elements of the Latin language.

To enter the academy class students had to pass a satisfactory examination in the subjects of the model school class. Courses included advanced English literature and geography, logic and ethics, trigonometry, solid geometry and mechanics, four set books in Latin with prose composition and Roman history, two set books in Greek with grammar and history, botany, French, elocution and drawing. Persons

holding a university degree could receive the academy diploma on passing an examination in the art of teaching, and in such other subjects necessary to the academy diploma, as may not have been included in their university examinations.

Kindergarten diplomas were introduced in 1897. After taking the elementary school diploma students with the necessary qualifications, especially love of children, a good voice, musical ability, and an engaging manner could enter the training school for kindergartners, and receive diplomas at the close of their second year of Normal School training. Among the subjects studied were mother play, gifts, occupations, clay modelling, nature lessons, games and songs, drawing, music, French, psychology of the child, history of education, and the art of teaching.

In 1907 the training of teachers was transferred to Macdonald College at Ste. Anne de Bellevue and McGill Normal School came to an end.

b) Careers other than teaching

It was the entrance of women to the universities that enabled them to pursue careers other than teaching. By obtaining degrees women proved that their intellectual abilities were equal to those of men. Gradually careers in medicine, law, higher education, the arts and other fields became open to women.

There was a very close connection between the High School for Girls and the admission of women to McGill University.

Sir William Dawson, the Principal, was concerned about the education of women (see p. 7) and he realised that the opening of a High School for Girls which gave the training necessary for the matriculation examination, would lead in a few years to a demand for a college education.<sup>11</sup> Other members of the University were interested in this problem too, and as far back as 1870 the Reverend Dr. Wilkes moved a resolution to the effect that the University should, as early as possible, extend its benefits to women. This resolution was carried unanimously and Chancellor Day pledged that it would receive attention.

One result of this resolution was the formation of the Ladies' Educational Association in 1871. The university professors cooperated well with this scheme but the question of the admission of women to the University was not settled. The main difficulty was the fact that public opinion of the Protestant community of Montreal would not tolerate mixed classes. The duplication of classes for women, therefore, required a substantial endowment which did not appear forthcoming.

In July, 1884, several pupils of the High School for Girls who had distinguished themselves in the Associate in Arts examination applied for admission to the University. Sir William Dawson was sympathetic but explained that little could be done without money being provided. By coincidence in September of the same year the Hon. Donald A. Smith voluntarily offered \$50,000 to provide separate classes in Arts for women for the first and second years, leaving

---

11. J. W. Dawson, Fifty Years of Work in Canada, p.258.



the question of how their education was to be continued afterwards in abeyance.

This generous offer was accepted by the University and classes for women were opened in the October. In 1886 Sir Donald Smith increased his endowment to \$120,000 with the purpose of providing sufficient income for courses in the third and fourth years. In this way the college course for women at McGill University was established. The Donalda Department, as it was called, had 108 students in the session 1887-8, 26 regular and 82 partial students.<sup>12</sup> Although separate from the men the women received the same lectures which the professors repeated for them in the afternoons. Most classes were held in the Redpath Museum.

Of the first women graduates in 1888 four were former High School girls. Donalda McFee obtained a first class honours degree in philosophy, and she later received a Ph.D in Zurich. "She was the first Canadian lady to take a degree in a European University!"<sup>13</sup> Octavia Ritchie, daughter of T. W. Ritchie Q.C., had the ambition to become a medical doctor. Graduating with a first class degree in natural science she entered Bishop's College and in 1891 became the first woman to receive a medical degree in Quebec. After post-graduate work in Austria she became assistant gynaecologist in the Western Hospital, Montreal. Dr. Ritchie worked to arouse public

---

12. J. W. Dawson, Fifty Years of Work in Canada, p.261.

13. H. J. Morgan, op. cit.

opinion in favour of the medical education of women. Her other interests included public welfare, public health and women suffrage. Of the two other graduates, Alice Murray became a teacher and Matilda Murphy married.

Helen Reid who obtained a first class degree in modern languages (1889) took up a career in social work. In 1914 she was convener of the Montreal Patriotic Fund; in 1915 Lady of Grace of St. John of Jerusalem; in 1918 Governor's Fellow of McGill University; in 1919 a member of the Dominion Council of Health. She received honorary degrees from both McGill and Queen's Universities in 1921.

Annie Barr (1881) was one of the first High School girls to take up nursing but this career was not a popular one. Hildegarde Beard (1887) and Ethel Shaw (1892) also became nurses. Helena McMillan (1887) who obtained a general degree from McGill University in 1892 went on to teach nurses in Chicago.

A. Louise Shaw (1893) taught for several years in the High School for Girls (1899-1909) after obtaining a second class honours degree in philosophy from McGill in 1898. She left teaching because "the offer of a secretaryship in a down-town office was too tempting from a remunerative point of view".<sup>14</sup> Later she became organiser of the library in the Agricultural Department at Ottawa. Charlotte Houston (1894) took a library course and became the first school librarian in Montreal, in the new High School building which was

---

14. Rector's Report 1909.

opened on University Street in 1914.

Georgina McBain (1899) was the first woman dentist in Montreal obtaining her D.D.S. from Bishop's University in 1903. She practised at 1097 St. Catherine Street W. Three of the graduates of 1911 went on to study medicine at McGill University after completing arts degrees. They were Jessie Boyd, Mary Childs and Lilian Irwin. Dora Schacher (1910) was one of the first girls to take up pharmacy.

Other careers included painting - Annie Savage (1914); drama - Marguerite McNaughton (1904) Director of the Little Theatre in the University of Minnesota; war work - Isabel McCaw (1908) ambulance driver in Serbia during the first world war (she was awarded a gold medal by the Serbian government); women's organizations - Marjorie Younger (1903) President of the National Council of Women in Great Britain; Junior Red Cross - Ruth Badgeley (1906); education - Florence McSween (1909) became one of the first two women to be appointed to the Protestant Committee of the Council of Education in Quebec.

There were also a number of missionaries. Edythe Garlick (1895) worked in Turkey; Isabella Ogilvy (1888) worked in Honan. Margaret Craig (1889) became Principal of a school in Japan and was joined there later by her sister Bessie (1899). Winnifred Bennett (1897) worked in Formosa; May Smith (1901) worked in Honan; Ester Ryan (1902) worked in Tokyo; Gertrude Schafheitlin (1903) worked in Arabia; Annie Williams (1886) worked in central West

Africa; Louise McDougall (1895) worked in India and Anna Schafheitlin (1905) taught German in Peking.

The ever-widening scope of careers available to women generally in North America is reflected in the many varied careers pursued by the graduates of the High School for Girls. It seems that teaching was still the most popular profession in 1914 but by 1920 girls could choose interesting careers in nursing, library work, journalism, household science, secretarial work, dentistry, medicine, pharmacy, the civil service, social service, agriculture, applied art, music, insurance, business, scientific work and religious work.

CONCLUSION

The foundation of the High School for Girls was important because it fulfilled a need in the English-speaking community of Montreal - a need for a school to provide at moderate cost an education for girls beyond the elementary stage. So successful was it that within two years the pupils there had been brought up to the standards of the University School Examination which had at first been available only to boys. Within ten years of its opening some of its graduates asked for and obtained admission to McGill University. The school was, therefore, a local pioneer in supplying a high school education for girls and proving by its successful programme that girls could benefit from an academic education.

Support for the school was at first provided by a minority of citizens led by the members of the Protestant School Board, Dr. J.W. Dawson, and some professors from McGill University. The School Board did not have much money in those days but it constructed an adequate building to hold both the boys' and girls' High Schools in 1878. When, however, this first building is compared to its successor of 1892 in size and equipment, there is reflected a change in public opinion. The School Board felt justified in spending an appreciable amount of money on the second building because secondary education had come to be accepted as a necessary part of the educational system, due in no small measure to the success of the two High Schools. The increase in enrolment was a proof of growing public support as was the large number of pupils from outside the City who attended. In fact

the number of non-resident pupils had to be checked because the building was too small to hold all the children who wished to register.

The academic programme consisting of the classics, modern languages, mathematics and science as well as the aesthetic programme of literature, history, art and music was not modified during this period in spite of parental complaints about Latin. Elective courses and extra subjects were, however, introduced. The school soon established and maintained a reputation for scholarship by the successes of its pupils in the University School Examinations and at the University. The School Board wisely provided the Commercial and Technical High School in 1906 to cater for girls desiring a less academic and more vocational course instead of altering the nature of the High School course.

The successes in those early years were mainly due to a hard-working and devoted staff. The principals too, who had high ideals and definite ideas on education, increased the good reputation of the school. Unfortunately the remuneration for the women teachers, particularly for those who were university trained, was inadequate throughout this whole period. It is fortunate indeed, that despite this problem, the school was able to retain a good staff of teachers and maintain a high academic standard.

Other schools such as the Misses Symmers' and Smith's School and the Trafalgar Institute followed the example of the High School for Girls in providing academic courses for girls. Municipalities around Montreal, also, gradually established high schools but the Montreal school supplied the model and set the

standard. For many years it had the largest number of successes in the University School Examinations.

Of the graduates, some remained at home as was the custom of the time, but many determined to take up a career. As a result two girls entered the medical profession to become the first woman doctor and dentist in conservative Quebec. Other girls enthusiastically adopted careers varying from nursing and missionary work to business and the civil service. Teaching was always popular and a steady stream of High School girls proceeded to the Normal School or the University, and from there into the local schools to raise the standards of education in Montreal.

The idea of providing an education for the less wealthy sections of the community in the High School was effected by the Commissioners' Scholarships awarded to outstanding students (in the elementary schools), which gave a free education in the High Schools. Usually about 15 per cent of the entrants to the High School course were scholarship winners. The fees too, were never expensive which resulted in almost half the enrolment being made up of graduates from the elementary schools.

It is perhaps to be regretted that the High School for Girls must follow the present-day trend in education where co-education is the norm. After the 1963-64 session when the present principal, Dr. Ross, retires, the school will be amalgamated with the boys' High School. This will see an end to a tradition of separate

education for girls. However, the positive contribution of the High School for Girls during the years 1875-1914 to the higher education of girls and young women in Montreal will not be forgotten.



APPENDIX 1

Extract from a letter written by Mrs. John  
Monk to her husband (in the possession of  
Miss Elizabeth Monk, Q.C.)

June 26th, 1875

My dear husband,

I do not know if I have mentioned a girls' High  
School that is to be opened in September. I would like  
to send Lillie there and if I do so I must apply at once.  
Dr. Bancroft says it will be the best in the City and  
Dr. Dawson told me to apply to Mrs. Scott who is to be  
Lady Principal. The masters are from McGill College and  
the lady teachers picked from the best out of the model  
teachers. Therefore do not be annoyed if you find it  
all arranged .....

APPENDIX 2

Copy of a memorandum of the amount of salary paid by the Protestant Board of School Commissioners of Montreal to Miss Isabel E. Brittain from 1893-1915 (in the possession of Miss Brittain).

<u>Years of Service</u>	<u>Annual Salary</u>
1898-99	\$ 525
1899-1900	525
1900-01	600
1901-02	625
1902-03	650
1903-04	675
1904-05	700
1905-06	750
1906-07	800
1907-08	800
1908-09	850
1909-10	900
1910-11	900
1911-12	975
1912-13	975
1913-14	1025
1914-15	1150

BIBLIOGRAPHY

Books

- Atherton, William Henry. Montreal 1535-1914. 3 Vols. Montreal :  
S.J. Clarke Co., 1914.
- Borthwick, Rev. J. Douglas. History and Biographical Gazetteer  
of Montreal. Montreal: John Lovell  
& Son, 1892.
- Dawson, Sir J. William. Fifty Years of Work in Canada. London:  
Ballantyne, Hanson & Co., 1901.
- Goad, Charles E. Atlas of the City of Montreal. Montreal, 1881.
- High School for Girls. Prospectuses 1875-1925.
- McCutcheon, J.M. Public Education in Ontario. Toronto:  
T.H. Best Printing Co., 1941.
- MacDermott, H.E. Maude Abbott. Toronto: MacMillan Co. of  
Canada Ltd., 1941.
- McGill Normal School. Prospectuses 1884-1907.
- McGill University. Annual Calendars. Montreal: 1870-1920.
- MacVicar, John H. Life and Work of Donald Harvey MacVicar.  
Toronto: Westminster Co. 1904.
- Massey, Alice Vincent. Occupations for Trained Women in Canada.  
Toronto: J.M. Dent & Sons, Ltd., 1920.
- Montreal Directories. Montreal: Lovell Printing & Publishing Co.,  
1871-1915.
- Morgan, Henry James. Canadian Men and Women of the Time.  
Toronto: W. Briggs, 1898.
- " " " Types of Canadian Women, Vol. I.  
Toronto: W. Briggs, 1903.
- Percival, Alicia Constance. The English Miss Today & Yesterday.  
London: G.G. Harrap & Co., 1939.
- Percival, Walter Pilling. Across the Years. Montreal: Gazette  
Printing Co., 1946.

Bibliography (contd.)

Books (contd.)

Rexford, E.I., Gammell, I., and McBain, A.R. History of the High School of Montreal. Montreal: 1949.

Shortt, Adam, ed. Canada and Its Provinces, Vol. XVII. Toronto: T. & A. Constable, 1913-17.

Woody, T.E.A. A History of Women's Education in the United States, Vol.I. New York: The Science Press, 1929.

Articles and Periodicals

Daily Witness. Montreal: John Dougall & Sons.

Dawson, Sir J. William. Future of McGill University. Montreal, 1880.

" " " " Plea for the Extension of University Education in Canada, and especially in connection with McGill University, Montreal, 1870.

" " " " Thirty-eight Years of McGill. Montreal, 1893.

" " " " Thoughts on the Higher Education of Women. Montreal, 1871.

" " " " Thoughts on an Ideal College for Women. Montreal, 1894.

Educational Record of the Province of Quebec, Vols. I-XXXV. Montreal, 1881-1915.

Journal of Education for Lower Canada, Vols. I-XXIII. Montreal, 1857-1879.

Montreal High School Magazines. Montreal, 1912-1930.

Montreal Protestant School Board Regulations.

Reports

Montreal Protestant School Board Annual Reports. 1847-1915.

Rector's Reports (Montreal High School) 1896-1914.

Dawson, Sir J. William. Report on the Higher Education of Women, presented to the Corporation of McGill University, Montreal, 1884.

Bibliography (contd.)

Unpublished Material

Hendrie, Lillian. The High School for Girls, 1875-1930.

High School for Girls. Record cards.

High School Committee. Minutes of the monthly meetings 1896-1915.

Johnston, John Alexander. The Presbyterian College, Montreal 1865-1915.  
McGill Thesis 1951.

Montreal Protestant School Board. Minutes of the monthly meetings.  
1870-1915.