



## "MILITARY KNOWLEDGE AND SCIENTIFIC PURSUITS..."<sup>1</sup> ROYAL MILITARY COLLEGE OF CANADA: THE FIRST 125 YEARS

by Ross McKenzie

*On first June 1876, I went to Kingston and took a cab (a museum piece even in those days, driver and horse in keeping) and asked the driver to take me to the Military College. He said, "Where is it?"<sup>2</sup>*

#13 A.B. Perry

*On 12 November '95, 90 minutes after lift-off and once around the Earth, Space Shuttle Atlantis passed directly over Kingston. I floated over to the window, and had a clear look down at RMC. I could easily see the peninsula, and could even make out the rectangular shape of the sports fields and parade square. At that moment, I was struck by the history of this place and the amazing sequence of events that took me from RMC to Earth orbit, 400 km up.<sup>3</sup>*

#13738 Chris Hadfield

**W**hen the graduating RMC Class of 2001 marched off the College Parade Square to the strains of "Auld Lang Syne", the music played out not only in remembrance of the past four years, but in remembrance of all cadets from the past one hundred and twenty five years. It was on 1 June 1876 that the first cadets of the then newly created Military College reported for duty, and today, 125 years later, the College is engaged in a year-long celebration. One hundred and twenty five years is a long time in Canadian history, and the ex-cadets of RMC have certainly done their share in creating that history. From the arrival of the first cadets in horse and buggy to ex-cadets in earth orbit, Canada and its Military College have come a long way.

As much as the College has contributed to Canadian history, as far as public awareness goes, little seems to have changed from Perry's cabby in 1876. That particular story and, in some cases, even the existence of the Royal Military College of Canada, is not known to the Canadian public. General John de Chastelain, writing this year in the forward to *Truth Duty Valour*, notes: "How much of the history of Canada's military colleges is known outside a small professional circle is open to question, but it seems that few today know what RMC does and why it exists."<sup>4</sup> A remarkably similar comment appeared in *The Canadian Magazine* in January 1895: "In contradistinction to its prototype of the neighboring republic [USMA West Point], the Royal Military College at Kingston is an institution, the objects and utility of which little is known and less understood by the public."<sup>5</sup> Although not widely known, the history of the College has been well documented by Richard A. Preston in his two books, *Canada's RMC* and *To Serve Canada*.<sup>6</sup> These two works form the basis of all subsequent overviews of RMC and are also the basis of this article.

A more recent publication, *Truth Duty Valour*, by Peter Dawe and Jack Chiang, provides a beautiful photographic record of the College, and captures the spirit, pride and enthusiasm of today's cadets.<sup>7</sup> This spirit is timeless. It comes though again and again in the personal accounts of ex-cadets that appeared over the years in the *RMC Review* and in the two volumes of *As You Were! Ex-Cadets Remember*.<sup>8</sup> Apart from the statistics, the politics, and the numbers, it is people that make history. RMC is not a perfect institution, nor are all of its

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cadets destined to be Napoleons, but it is a remarkable place and its impact on all those associated with it is profound. The training, the education and the experiences are unique, and the values instilled and the lessons learned have carried ex-cadets on to remarkable achievements in peace and in war.

The words of #490 Brigadier F. H. Maynard, Indian Army (RMC 1901), and a veteran of the fighting in France, Mesopotamia and the North West Frontier of India, are perhaps representative: "I have always

the Old Gym and on the St. Lawrence pier... summer camps at Petawawa, the riding academy with its equestrian activities, the academics, the historical facts of the College we had to know by heart as a recruit. All these things played an important part in my past and are the foundation bricks with which I emerged from the College and started to build a career. As every ex-cadet also well knows, we memorized every word on the Arch and were able to recite them at a moments notice for anyone who asked to hear

them, especially our seniors. Thus these inscriptions became an integral part of my life. ...I recall those horrible days as a POW during World War II. The suffering, pain, torture, starvation, sickness, beatings and living as animals through which we tried to exist. When, after fighting the good fight with everything within our poor emaciated bodies, and even after dredging up that final bit of reserve which we never knew we had, still it was not enough for some of us and we would have to say good-bye to comrades as they left us. It was then that those words on the Arch came to shine before me with their true meaning. As we carried out the blanket covered bodies I found myself silently reciting that memorable inscription:

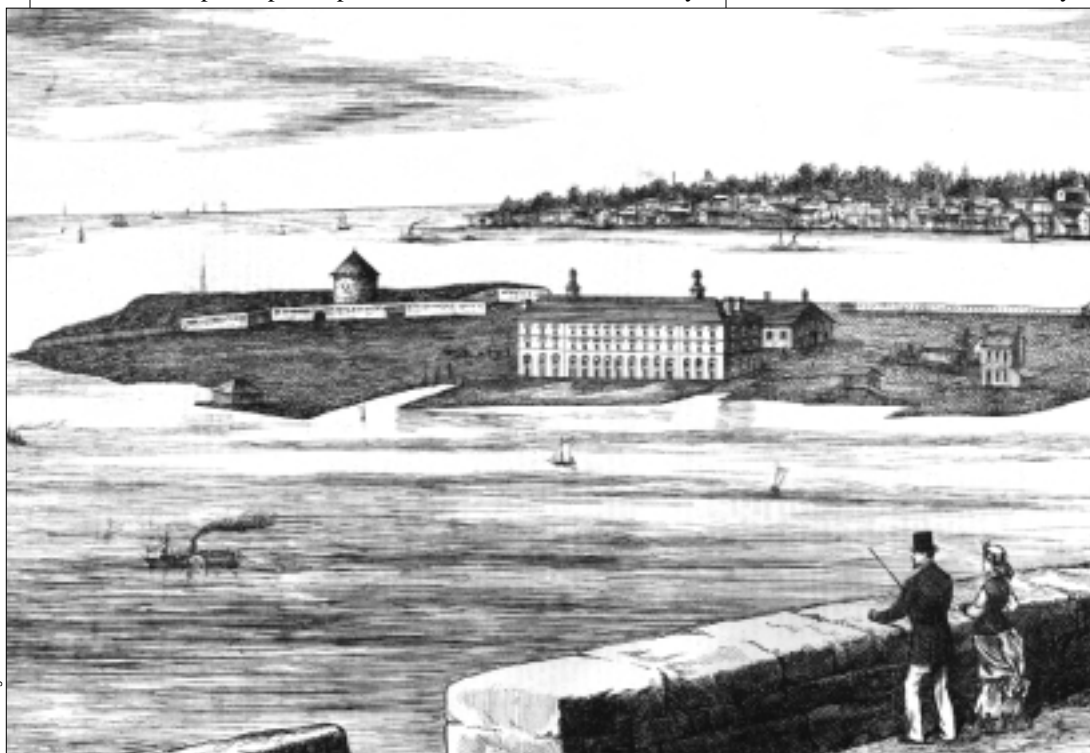
Blow out you bugles over the rich dead,  
There's none of these so lonely and poor of old  
But dying has made us rarer gifts than gold.<sup>11</sup>

Before the College, there was the Point. Although the College itself is 125 years old, the military history of the Point Frederick campus goes back well over two hundred years. To understand the atmosphere and the ambiance of RMC, some understanding of this earlier history is required. When Kingston was laid out in 1783-84 as a refugee settlement for the United Empire Loyalists, Point Frederick, Point Henry and adjacent lands were set aside as Crown Reserve for military purposes. Tentative steps were taken in 1784 to establish a naval depot on Point Frederick, but a final relocation decision was delayed until 1789. In that year, the Lieutenant Governor ordered a reluctant Provincial Marine to remove from Carleton Island and set up in Kingston. Kingston was far from an ideal naval station but it was the major population centre of Upper Canada.

remembered with pride that I was a graduate of the RMC. What I learned there carried me through many dangers and difficulties and I wish to record here my gratitude to all who taught me and with whom I served at the RMC, Canada."<sup>9</sup> A more recent peace-time example is #11721 Larry Stevenson, founder and former CEO of Chapters Books, who recalled: "At the height of the pressure that Harvard throws at you, my roommate would say, 'Gee, this seems to be just rolling off your back'. Well, the reason it rolled off my back is that Harvard has only one pressure — a mental pressure. But at RMC, the pressure was physical as well as mental. No one at Harvard woke me up at 6 a.m. to tell me I had to go on a five mile run before breakfast — and then work on my cases."<sup>10</sup>

In a different, more poignant vein, an example of the impact of the RMC experience and its ability to give strength in adversity has been recorded by #2364 Air Commodore Leonard Birchall, who writes:

The life at the College when I was a cadet was made up of an untold number of things. The recruiting, running the square, life in the dormitory, my fellow classmates, the sharing and working together as a team, the June Balls in



The newly opened Military College as seen from Fort Henry, 1876.

Therefore, in official minds, it was a logical location. The ships of the Provincial Marine, the supply depot and the dockyard were all under the control of the Quartermaster General's Department, which provided an armed transport service on the Great Lakes. The War of 1812 changed forever the sleepy little town of Kingston. A draft of several hundred seamen under the command of Commodore Sir James Lucas Yeo arrived in the spring of 1813, and the small army naval establishment was absorbed into the Royal Navy. Point Frederick would remain a Royal Navy establishment until the early 1850s. For the duration of the War, a non-stop ship building race was on, and it was the existence of this Royal Navy squadron on Lake Ontario that ensured the successful defence of Upper Canada. The strategic importance of the Kingston naval station was thus established. Kingston was the key to Upper Canada and had to be defended at all costs. As a consequence the now familiar Kingston landmarks — the Rideau Canal, Fort Henry and the Martello Towers — were built. The Dockyard facilities were improved and several stone buildings erected, including a stone warehouse known as the Stone Frigate. RMC exists literally in the shadow of its military past. The omnipresence of Fort Henry on the horizon, the Stone Frigate, the Dockyard Hospital, Fort Frederick, the Dockyard Gate and Guardhouse are all daily reminders to cadets of Canada's military heritage.<sup>12</sup>

On 15 May 1874, the House of Commons passed a Bill to create a military college in Canada, "for the purpose of imparting a complete military education in all branches of military tactics, fortifications, engineering and general scientific knowledge in subjects connected with and necessary to a thorough knowledge of the military profession, and for qualifying officers for command and staff appointments. Such institution to be known as the Military College, and to be located in some one of the garrison towns of Canada."<sup>13</sup> Many factors influenced the decision to introduce this Bill. Perhaps the most important was the philosophical view of the Prime Minister of the day, Alexander Mackenzie, who believed that a country with aspirations of self-government was a country that had to take some responsibility for providing for its own defence. Mackenzie, a former Militia officer, who believed that such a college "was in fact laying the foundation of a future national military system", was responding to pro-

fessional military advice that was urging his government to take some steps to reform the training of Militia officers.<sup>14</sup> The acting Adjutant General of Militia, Lieutenant Colonel Walker-Powell, had in his Annual Report for 1873 recommended the creation of a military school that would offer a superior military and scientific education. He argued that the existing Militia courses were inadequate for those who would hold senior command appointments. In addition to Walker-Powell, there was some not so subtle lobbying from Government House via Colonel Henry Fletcher, military secretary to the Governor General, the Earl of Dufferin. Fletcher, and indeed Dufferin himself, were well-versed in all aspects of military education, as both had been involved in a Royal Commission on Military Education (1868-69) that had examined the British military colleges and schools. The Royal Commission had proposed a system of scientific education, like that of the United States Military Academy at West Point, where this education was the basis for officers of all arms, not just for engineering and artillery officers. While the recommendations of the Commission were not adopted in Britain, both Dufferin and Fletcher believed that they could be a model that would meet Canadian needs.

Walker-Powell, Dufferin and Fletcher (and indeed others, such as Lieutenant Colonel George T. Denison, Militia cavalry officer and military writer) were all reacting to a pressing practical need for improved Militia instruction, but also to a growing awareness that military affairs were undergoing fundamental changes. They believed that if Canada was to have any military viability at all, her officers needed a more professional basis for their education and training. The American Civil War and the Franco-Prussian War had demonstrated that warfare had fundamentally changed. The introduction of rifled small arms and artillery, the railway, the telegraph and the use of mobilized mass reserves — all served notice that modern technology had arrived on



Cadets in winter dress, c. 1880.

RMC Archives



the battlefield. Indeed, had the Victorians been prone to using catchy jargon, the perceptive few might even have referred to these events as a Revolution in Military Affairs. The recent remarks of Vice-Admiral Gary

Force army and air officers selected for British staff colleges. Not widely known, and not yet examined by historians, this staff college preparation was an early venture into what the College now calls Continuing Studies.



RMC Archives

The Cadet Wing on parade, 1960.

Garnett neatly sum up the problems of the 1870s; “The RMA we are experiencing is a combination of American initiatives and several uniquely Canadian conditions. Our current circumstances may not be quite as we wish, but the new technology and the ideas associated with this RMA cannot be, and are not being ignored.”<sup>15</sup>

The new Canadian Military College, based on the USMA model, was to be Canada’s answer to the RMA. Apart from imparting “a general scientific knowledge” to new era cadets, the new College was also intended to qualify Militia officers for command and staff appointments. This dual role arose from the perceived failure of the then existing Militia schools. These schools had enjoyed some success when established under the auspices of the British Army in 1864-65, but with the departure of the Imperial garrison they had gone into decline. The formation of two permanent batteries of artillery to provide competent gunnery instruction was a partial solution to the problem, but it is clear from the wording of the Act that the new Military College was also envisioned as a new Militia command and staff college. In any event, this second function didn’t gain the prominence intended, but it was indeed a part of College activities. From 1882 onwards, Militia artillery officers attending the School of Gunnery also received instruction at RMC in surveying, strategy, tactics and administration. This subsequently became the ‘RMC Long Course’ of six months duration, designed to qualify Militia officers for senior command. Between 1890 and 1914, some 270 officers attended this course. The Long Course was reinstated in 1924, and pre-staff college correspondence instruction was also offered to Permanent

traditions. Despite many problems, he set the College on such a strong course that it was able to survive the political meddling that followed his departure.

One issue never really faced by the government was what it was to do with its newly acquired “professional” and “scientific” junior officers. Had Mackenzie remained in power, it is conceivable that he would have made some provision for “Mackenzie’s pets” (as one contemporary critic called the cadets) by offering them preference in the awarding of permanent commissions, or for public service appointments. However, with Sir John A. Macdonald returned to office in 1878, nothing of that sort was done.

The British Army offered four (and sometimes more) commissions a year to the Canadian graduates. Among those cadets wanting a professional army career, the competition was fierce. The practice of granting British (or Imperial) commissions to Canadians was retained up until the Second World War. Many of these early ex-cadets served in the late Victorian colonial campaigns, and tales of their daring-do make fascinating reading. (The first ex-cadet killed in action was Lieutenant William Henry Robinson, Royal Engineers, who died while attempting to blow open the gate of a stockade at Tambi, Sierra Leone.) Several of these men would come back to Kingston as ‘British’ officers posted to the instructional staff at RMC. Some of these Canadians went on to senior rank in the British Army. Although the idea of sending Canadians into British service seems a bit odd today, during the heyday of Empire when the concept of Imperial unity was strong,

Canadians in British service were viewed as contributions to collective defence. Apart from taking a British commission, or trying for one of the very few Artillery or NWMP commissions in Canada, there was no other military outlet for graduates, except the Militia. The fact that a goodly number of graduates could not be accommodated in the tiny Canadian Permanent Force was understood from the beginning, and the academic portion of the studies was designed so that graduates could reasonably seek work in the civil sector as engineers. The course of study was set at four years, the same as Canadian universities, and much longer than most military academies, so that RMC graduates would be competitive with those from other engineering schools. Most ex-cadets returned to civilian life where, even if their scientific skills were not employed in government service, they formed a pool of talent for future mobilization.

As noted above, after Hewett's departure in 1886, the College drifted into decline under the somewhat indifferent government of Macdonald. It was with the return of a Liberal government under Laurier in 1896, and the regime of the newly appointed Minister of Militia and Defence, Frederick Borden, that this trend was checked. A new Commandant, Colonel G.C. Kitson, was brought in as the new broom. Kitson purged the civilian staff, tightened discipline and worked to restore morale. More emphasis was put on military training, and the course was cut to three years. In the period following the South African War, Frederick Borden introduced army reforms that expanded the Permanent Force. In an effort to create a more viable armed force, he took steps that saw the creation of the Royal Canadian Engineers, Army Service Corps, Canadian Ordnance Corps, Canadian Army Medical Corps, Canadian Corps of Signals, Staff Clerks, Canadian Corps of Guides (intelligence) and Pay Staff. With this expansion came a corresponding increase in the number of ex-cadets taking commissions in Canada's Permanent Force. It was a small, belated, but important move towards Mackenzie's dream of having RMC serve as the foundation of a national military system.

The horrors of the Great War (1914-1918) brought Canada to nationhood and RMC to some degree of national prominence. At the College, the academic program was cut and efforts were concentrated on officer training. Cadets attended for as little as six months before being commissioned and sent to their units. From June 1876 to November 1918, 1273 cadets entered RMC. In the First Great War, no less than 982 ex-cadets served, and of these, 147 were killed in

action. Ex-cadets won over five hundred decorations, including Billy Bishop's Victoria Cross. While RMC's ex-cadets were a minority of the officer corps, when the 1st Division went overseas in 1915, 22 percent of its commanders and staff officers were ex-cadets. At the Armistice in 1918, ex-cadets formed 23 percent of the officers of the Canadian Expeditionary Force. These were remarkable numbers for a College with such a small output. At war's end, the two Canadian divisions chosen to march across the Rhine were both commanded by ex-cadets — #151 Major General Sir A.C. Macdonell and #246 Major General Sir H.E. Burstall. Perhaps more significantly, given the engineering emphasis of RMC the two men that held appointment as Chief Engineer of the Canadian Corps, #293 Brigadier General C. J. Armstrong and #444 Major General W.B. Lindsay, were ex-cadets. As Preston so aptly notes: "It is sometimes said that Canada came of age on Easter Sunday at Vimy Ridge. It is equally true that RMC's contribution to the Canadian achievement fully justified the College's existence. Alexander Mackenzie's prescience was vindicated on the fields of France and Flanders."<sup>16</sup>

In the immediate post-war years, the next great man of RMC was appointed as Commandant — #151 Lieutenant General Sir Archibald Cameron Macdonell, former Commander of the 1st Division, was asked to defer his retirement to take his old College in hand. Under Macdonell, the first Canadian army officer to be commandant, the College was 'Canadianized', with officer appointments filled with Canadian staff. The four-year course was restored, and Macdonell negotiated accreditation agreements with universities and professional societies. Perhaps not surprising, given that the Great War had just ended, military training formed a large part of the curriculum. Academic subjects were honed to military relevance — artillery, cavalry and infantry training were introduced and field operations in trench warfare were conducted. The College was expanded to 300 cadets and the old pre-war uniforms re-introduced. A new academic building and assembly



An aerial view of Royal Military College, 1987.

RMC Archives

hall, a Memorial Arch, Memorial Staircase and campus beautification were all undertaken during his command. Macdonell's legacy is still very much a part of the College today.

In these inter-war years, the trend towards filling more Permanent Force appointments with RMC graduates continued. While the College remained "army" in its orientation, from the early 1920s onwards, cadets were given the option of opting for navy or air training during the summer months. Under this system, the first RCAF commission was awarded to a graduate in 1923, and the first RCN commission in 1932. Although the armed forces as a whole in this period were cash starved and effective troop training was all but non-existent, RMC did help to keep some semblance of military professionalism alive in Canada. It continued to be a Militia training centre and, as noted above, became a centre for pre-staff training. Many of the Permanent Force officers that would go on to high command in the Second World War were on staff at the College in the 1920s and 30s. The famous professional debate on armoured warfare carried out on the pages of *Canadian Defence Quarterly* between #1032 Lieutenant Colonel E.L.M. Burns and #1596 Captain G.G. Simonds is evidence that RMC was producing thinking officers.<sup>17</sup>

The Second World War, like the First World War, gave proof that RMC ex-cadets were one of the foundations of Canada's wartime achievements. Ex-cadets dominated the senior army ranks — #749 General H.D.G. Crerar commanded the First Canadian Army. One of his two Corps commanders, #1596 Lieutenant General G.G. Simonds, and two of his five Division commanders, Major Generals #1661 H.W. Foster and #1633 C. Vokes, were ex-cadets. All four officers who held the position of Chief of the General Staff in Ottawa during the War were ex-cadets. The Canadian Militia was the building block for expansion into the wartime formations and ex-cadets were again an important part. Indeed, it was a Militia officer, #1866 Lieutenant Colonel C.C.I. Merritt, who won the first Canadian VC of the War. Although a minority of the total officer corps, ex-cadets were to be found in just about every level of command and staff appointment. A letter published in the 1945 issue of the *RMC Review* gives some insight into the extent of ex-cadet involvement:

Here at the "Big Maroon Machine" [5th Armoured Division] we consider ourselves very much an RMC Division. General Hoffmeister is not an ex-cadet, but all four brigadiers are: C.R.A. - 32126 Brig J.S. Ross, #1769 Brig. Cumberland, #1855 Brig. Johnston and #2016 Brig. Lind. Then there's #2382 Chips Drury as A & Q.; #2211 Jack Christian as CRE; #2066 Harris Widdifield as OC Sigs; #2482 John Sinclair as BMRA; # 2685 Pete Hertzberg on the G Staff and myself [#2435 Bob Bennett] as A.D.O.S. Up until a short while ago, too the CRCASC was #1760 "Spanky" J.L. Sparling and his brother # 1878 Brig. H.A. was CRA. #1858 "Kit" Jordan has the G.G.H.G. while #2362 Bob Smallian and #2563 Bob Cameron had Field Squadrons RCE until a few weeks ago.<sup>18</sup>

In all, some 1420 ex-cadets served in the services or were otherwise engaged in special war work during the Second World War. As would be expected from an "army" College, the majority, about 71 percent, served in the army and of those, some 30 percent served in technical corps. One hundred and fourteen ex-cadets were killed in action. Once again, in the achievements and sacrifices of its ex-cadets, the College had proven its worth to Canada.

The decades following the Second World War brought some of the greatest changes ever made at RMC. The two World Wars had proven the importance of the old RMC to a tiny Permanent Force and a large Militia, but would the College be relevant to new circumstances? Considerable debate as to the course of military education and officer production took place, but eventually the Minister of National Defence, Brooke Claxton, made a decision and created the tri-service Canadian Services College system. The RCN had re-opened a navy cadet college in 1942 (just as the army was closing RMC).<sup>19</sup> The Royal Canadian Naval College at HMCS Royal Roads was established to meet the urgent wartime need of the RCN for junior officers. Considerable differences were perceived by the RCN, the RCAF and the Canadian Army in what was desirable for training junior officers. The tri-service college system was one result. RMC was reopened in 1948 with a four-year programme, and Royal Roads was to be a feeder College with a two-year programme. Cadets of the navy, army and air force could start at either school, but the navy cadets would leave after two years. All the army and air force cadets would complete a four-year programme, and all would do their last two years at Kingston. A mixture of the terms and traditions of the three Services were introduced at the two Colleges. RMC was no longer an 'army' school. In 1952, the two Colleges were joined by a third, Collège militaire royal de St-Jean. Like Royal Roads, CMR was established as a feeder school for RMC, but its purpose was to increase the number of francophones in the officer corps. With the three cadet colleges came the introduction of the Regular Officer Training Plan (ROTP). The Canadian government, in response to the Cold War and NATO commitments, had for the first time authorized large standing armed forces in peacetime. There was now an unprecedented peacetime requirement for Regular Force officers, and intake at the colleges became largely ROTP.

The academic focus at the College also underwent change. This was the work of the third great man of RMC, #1557 Colonel W.R. Sawyer. Sawyer served as Vice-Commandant and Director of Studies from 1948 to 1967. He had been heavily involved in the reopening of the College, and was tasked with assembling the new faculty and establishing the curriculum. It was Sawyer's vision that RMC should be more akin to a university. Faculty would be qualified at the PhD level. He believed that the modern officer should be educated both technically and generally, and be able to think conceptually and creatively about issues. In addition to reestablishing science and engineering as areas of study, he added four Arts departments. Engineers would study the humanities, and Artsmen would receive instruction in math and science. It was a vision somewhat ahead of its time.



It was Sawyer's work, plus the realization among the three services that at least technical and long service officers would be better served with a university degree, that led to the request for degree granting status for the College in 1959. This brought to the fore an interesting constitutional issue. RMC was created under Section 91.7 of the BNA Act, which authorized the Dominion Parliament to legislate for defence. However, Section 93 of the BNA Act clearly assigned education as a provincial responsibility. The Federal government,

professional requirements and military education took place in the late 1990s. A technical staff course was created on site to utilize College engineering resources. It set the pattern of utilizing RMC's outstanding academic facilities and faculty for broader educational purposes. An Office of Continuing Studies was established to make university education available to all-ranks by distance or correspondence courses, and a Leadership Institute and the editorial offices of *Canadian Military Journal* have been located on campus. These changes,



The recruit obstacle race, an RMC tradition dating back over a hundred years.

least of all the Canadian Armed Forces, could not create a university. The Royal Military College of Canada Degrees Act was thus passed by the Ontario legislature in 1959. The first graduate to receive his RMC degree was #4393 Desmond Morton.

Other changes followed, some were minor and others had major ramifications. Unification brought a new system name — the Canadian Military Colleges vice Canadian Services Colleges. Graduate programmes were introduced for serving officers. The Official Languages Act of 1969 would eventually bring in increased bilingualism requirements and a standard needed for graduation. Women were admitted in 1980. The two sister colleges, RRMCC and CMR, both of which had also grown to degree-granting status in their respective provinces, were closed in 1995 as a cost cutting measure by the government. RMC was now the sole Canadian military university. A further examination of

and the recent decision that all officers must now have university degrees, have brought RMC front and centre as the institution of professional military education in Canada. Colonel Sawyer's vision for a modern officer corps may yet become a reality. After 125 years, RMC is truly approaching Alexander Mackenzie's dream that his College would be the foundation of a national military system.

The Royal Military College of Canada was established in 1876 to provide education in military knowledge and scientific pursuits. Through the efforts of men like Hewett, Macdonell, Sawyer and many others, it has attempted to do just that. Although the Royal Military College story may not be well known, overall, the College and its ex-cadets have served Canada well.



## NOTES

1. "Where as it is expedient to make further provision for the education of Cadets and Officers of the Militia in military knowledge and scientific pursuits connected with the military profession..." Preamble to An Act to Establish a Military College in One of the Garrison Towns of Canada. [Assented to 26 May 1874]
2. Perry, A.B. "The First Four Years", in Smith, R. and Guy C. (eds), *As You Were! Ex-Cadets Remember*, Vol.1, RMC Club of Canada, 1984, p. 24.
3. Hadfield, C., RMC Museum document.
4. Forward by General John de Chastelain to Peter N. Dawe, *Truth Duty Valour*, Quarry Press, Kingston, 2001, p.12.
5. *As You Were! Ex-Cadets Remember*, Vol. 1, p.110.
6. Richard A. Preston, *Canada's RMC. A History of the Royal Military College of Canada*, University of Toronto Press, Toronto, 1969 and *To Serve Canada, a History of the Royal Military College Since the Second World War*, University of Ottawa Press, Ottawa, 1991. The purpose of this brief article is merely to highlight some of the people and events that have contributed to College history and to reiterate the significance of the College in the larger context of Canadian history. The full story is detailed in Preston's two volumes.
7. The name of the book is, of course, the motto of RMC: a motto that originated with Colonel Hewett, who believed that where Truth and Duty exist, Valour is sure to follow.
8. The *RMC Review* has been published from 1920 onwards. Originally a semi-annual magazine, it became an annual in 1943 and continues today as the College Yearbook. Up to the 1950s, it forms an invaluable source of RMC history. The value of the *Review* as an historical document is due to the work of its first and long time editor, an unsung hero of RMC, Professor W.R.P. Bridger. Much of the material in Preston builds on the foundation of Bridger's work. As *You Were! Ex-Cadets Remember* is largely a collection of material gathered from early *Reviews*.
9. *As you Were! Ex-Cadets Remember*, Vol.1, p. 78. The story of Brigadier Maynard is the stuff of Boy's Own adventures. He was the oldest living ex-cadet at the College centennial celebrations in 1976 and he unveiled the RMC Club's gift, the statue now known as 'Brucie'.
10. Quoted by Alexander Ross, "Where Industry Gets Captains", *Canadian Business*, January 1993.
11. RMC Club Foundation, Memorial Arch Appeal, 2001.
12. The story of the Provincial Marine on Point Frederick has not been completely explored. The only detailed examination can be found in *The Naval Business - Point Frederick and the Provincial Marine*, unpublished manuscript by J. R. McKenzie. For an account of the Royal Navy see Robert Malcomson, *Lords of the Lake*, Robin Bass Studio, Toronto, 1998. Also John W. Spurr, "The Royal Navy's Presence in Kingston" in *Historic Kingston*, Nos. 25 and 26, and T.L. Brock, "H.M. Dockyard Kingston Under Commissioner Robert Berry", *Historic Kingston*, No. 23.
13. "An Act to Establish a Military College" - reproduced in full in *Canada's RMC*, pp. 387-388.
14. Quoted in Preston, *Canada's RMC*, p. 18.
15. Garnett, Vice-Admiral Gary, "The Canadian Forces and the Revolution in Military Affairs: A Time for Change", *Canadian Military Journal*, Vol. 2, No.1, Spring 2001, p. 5. It is perhaps unfair to take these comments out of context, but they do serve to illustrate that dealing with technology is not a new military problem. For contemporary discussions see, for example, Colonel Patrick MacDougall, *Modern Warfare as Influenced by Modern Artillery* (1864) and Sir Henry Havelock, *Three Main Military Questions of the Day* (1867). In Canada, see George Denison, *Canada, is She Prepared for War?* (1861) and *Modern Cavalry: Its Organization, Armament and Equipment in War* (1868).
16. Preston, *Canada's RMC*, p. 225.
17. Burns was a prolific writer had had many articles published in *CDQ*. The Burns and Simmonds articles on armoured warfare appeared in *Canadian Defence Quarterly*, Vol. XV, 1937-38.
18. Originally in *RMC Review*, 1945, quoted by Preston, *Canada's RMC*, p. 314.
19. The Royal Naval College of Canada had been established with the creation of the Canadian Navy. It existed from 1911 to 1922. Originally located in Halifax, it was destroyed in the Halifax explosion of 1917. It was temporarily co-located with RMC in 1917 before removing to Esquimalt.



**Setting up camp in Skopje, Macedonia, 29 August 2001.**

DGA Combat Camera Photo by: Mcpl Brian Walsh, ISDO01-9335