

DOUGLAS FAMILY

ANNIE J. DOUGLAS

SUBJECT FILES

Westmouth Academy Valedictory
Address

2303.24

Box 7

File 3

Westmount Academy
Valedictory
Oct 1912

A. W. D.

True greatness — P. 81.
Simplicity of aim &c. P. 82 + 94
(Aspiration — P. 85
Stony leaves — P. 114 & P. 227
Huslow's school — P. 114
Moss with bastards — P. 115 + 27
(graduate theorbis — P. 113
Beauty everywhere — P. 214
Duty and Opportunity — P. 217.
("Ming to come".) — P. 220
Education — P. 300

Ambition + aspiration (Dr. J. M. E.)
To equal a predecessor &c. (B. Gracian)
Verily it is heaven upon earth &c. (B. Gracian)

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We, the members of the
leaving class of 1912 are
this evening passing the
second mile stone of our
lives. We would turn our
faces backwards for a moment
and ~~raising the curtain of~~^{throwing open the gateway of}
the 'yesterdays', gaze down the
avenue of our years. In
the far distance all is
enveloped in a soft mist -
scarcely can we perceive where
this mist ends, so gradually does
the avenue of time merge from
its shadowy embrace. But
in imagination, let us retrace

our steps, back, back, back, to
the first milestone — the time
when school life ^{first} became
~~to~~ ^{us} a reality. In what
varied scenes is this first milestone
placed in the lives of the individ-
ual members of this class! Some
began their school course in the
elementary grades of the Westmount
schools, and have slowly but
surely won their way from the
lowest to the highest; some
commenced in ~~the~~ ^{the} schools of this
Montreal or in other cities or towns
of our Dominion, ~~or indeed of~~
~~this continent~~; while a few of

us must needs look to the
Old Land to find the mile stone
which marks our initiation to
school life. But wherever it
may have been, and no matter
how many years ^{now} have elapsed,
the feelings which we experienced
on our first day of school surge
before our minds, ^{this evening} as if it had been
but yesterday. It was as if we
were standing at the base of a steep
mountain, and many a doubt
filled our minds, as we thought of
the long years it would require to
scale those heights, & of the difficulties
which would have to be overcome

ere we should stand on the summit
~~could~~ could we ever reach the crest?
would we be able to ~~surpass~~ ^{surmount} the obstacles
which ~~would~~ ^{do} ~~bring~~ ^{bring} up gigantic and
seemingly bar our way? But we
were not required to take great
strides. Step by step, slowly and
steadily, one obstacle after another
has been passed, and left behind, and
to-night we stand upon the summit
having grasped the goal of
our hopes and labours -
having completed our school
course. ~~Yes~~: School life is
over, ~~yes~~, but only in a narrow sense.
For ~~was~~ not this world ^{designed to be} a school, an

academy in which we may
develop mentally & morally? And
does not Nature supply abundant
material? — { Are you a mathematician?
Go, calculate the immensities
of space, or the minuteness of a
single atom. Are you a scientist?
Go, study the laws, functions
and forms displayed in the moss,
the fern, the flower, the animal;
Or go to the rocks, turn over
their stony leaves and decipher
the hieroglyphics which tell
the history of the ages. Are you
a lover of beauty? Turn where
where you will, and you find.

Beauty in the valleys, beauty
in the rising hillsides, beauty in
the autumnal tints of the forest,
beauty in the silvery moon,
beauty in "the creeping shrub
of a thousand eyes", beauty
everywhere in Nature! Are you
a ^{student} lover of music? Listen and
you catch notes more ^{exquisite} beautiful than
trumpet or organ can produce,
Nature is full of music } —

What branch of knowledge cannot
Nature furnish and furnish
so abundantly that a life time
of study is insufficient!

And from this view point

Are you a ^{philosopher} philosopher? Can you solve
the mysteries which all the ^{philosophy of the ages}
has not succeeded in dispelling? (Linnæus)

we find ourselves not upon the
summit — as we supposed, but
~~have we not yet attained~~
only on
the crest of the first hills of
knowledge. Before us rise
range upon range, and with
all the enthusiasm and deter-
mination of the mountaineer
we cry "Excelsior!" and press
upward.

But what are our feelings
this evening as we pause for
a moment in reflection?

They are, I think, ^{two} of two
kinds: ^{those of} gratitude and of hope.
And have we not every reason
to be grateful? {Education
has now become a question

of primary importance to
every civilized nation } ^{P. 100}
place our tribute of honour and
respect at the feet of that man
who has given to history one of
the greatest names of which any
age can boast, that man whose
genius built up ^{the} that vast
empire of the early mediæval
times, who when he sought to
consolidate his empire depended
not on the skill of his diplom-
atists, not on the powers of
his army, but on the higher
powers of mental and moral
culture. And so in history

the name of Charlemagne stands
forever honoured as the first
to originate ~~of~~ a system of
national education. ^{Education etc} We
place our tribute of honour
and respect at the feet of the
pioneers of our land; those who
battled with privation and
endured hardship that they
might open up for the generation
following all the natural wealth
and beauty of this land; ^{the} this
Dominion which is our heritage,
and what a heritage! so full
and rich with opportunities for
service of one kind or of another
ms. This land, in which they laid a strong
& lasting foundation of public education;

that even as the raindrops
fall on every blade of grass, so
opportunity comes to each of
us; and let us never forget
that wherever there is oppor-
tunity, there is duty - Duty,
that word which above all others
^{proclaiming} expresses the dignity and
value of ~~human~~ life.

^{We place our tribute of honour}
and ^{and respect at the feet of our teachers}
do we place our tribute of ~~love~~,
honour and respect. Next to
home influences, the influence
of our teachers has been the
strongest in our lives. Consciously
or unconsciously ~~our~~ characters

have throughout these years
received the impress of their
characters.) We have throughout
these years been receiving upon
our characters the stamp and
impress of theirs. ~~characters.~~ If
success has attended our efforts
in the years that is past, it is due
to our teachers. Not only to those
under whose guidance we
were privileged to study during
the last years but also to those
who in the ^{elementary} elementary grades
taught us the elementary
principles without which
foundation our higher work

would have been ^{impossible} ~~useless~~. Words
are insufficient to express our
gratitude for ^{all that our} ~~the~~ ^{teachers} ~~unfailing~~
~~interest~~ ^{have done} for us
which our teachers
have taken in us, and in
our work. Never shall we
forget the kindness of those who
devoted so much ~~extra~~ time out
of school hours to aiding us in
our work, and of him, especially,
our class master, whose generosity
and self-denial ^{in this respect} ~~along this line~~
we appreciate more and
more.

Our hopes: ~~is~~ For the ~~future~~
of the Academy ^{they are} ~~is~~ three fold:—

that the success which has marked
it ~~throughout~~ⁱⁿ the Past may follow
it ~~in~~^{throughout} the Future; that its sphere
of influence ^{in this} may become community,
may become broader and broader;
+ that it may ever stand for the
highest and noblest ideals, devel-
oping strong, pure characters in
the youth of this city.

To the students whom we leave
behind us, we would say a few
words, first expressing the hope
that true success will be the result
of their efforts during the year just
beginning. This is a ^{marvellous} remarkable
age in which we live - an age

of great advantages, an age when
science is broadening its horizon
and stretching its grasping
fingers far into space, an
age when ^{material} prosperity ^{seems to be} settling
upon our land. But where
much is given, much is required,
so much so, that it has been
said, "If we would equal a
predecessor, we must be twice
his worth." (But with all its
advantages this age has its dangers.
It is a fast moving time, and we
all have ambition, but are we
not too often lacking in aspiration,
we press on, but in our haste

we forget to press up. Let us
remember ~~the words of him who said~~ that "true success is
never sporadic, springing up,
as in a night, but is ever the
result of long accumulating
conditions without and aggressive
powers within.

"Sincerity of aim, persistency
of purpose, have ever been the
condition of great achievement."

Our final hope expresses
our desire for our own future,
that it may be unmarred
by any action which would
bring discredit upon ourselves
or upon the Academy; that

we may never forget the
great debt which we owe to
the instructors of our youth,
and that the remembrance
of their kindness may ever
be an incentive to us to
do what we can to raise those
about us to higher plains of
intellectual and moral life; and
lastly, that we may all strive
to walk amidst our duties, cares
and trials, in that state of
happiness described by ^{Maccom} ~~the~~
(in the words,) "Verily, it is heaven upon
earth to have a man's mind
more in charity, rest in

Providence, and turn upon
The poles of truth.

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A.V.D.

The
Pocket

Note Book