

Class of 65 Newsletter

Bulletin d'Information—Classe de 65



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

Editor's Corner/Coin du rédacteur

I am pleased to report that this issue includes a number of items of real substance, although, unfortunately, not all of them are happy. First of all there is a summary of the Class gifting program with an emphasis on the Professor in Leadership project. **Ernie Cable** has provided a professional airman's viewpoint on the current F35/Gripen decision. In response to the article on retirement living by **Fraser Holman** in the last issue, **Doug Cope** has weighed in with his approach. **Gord Forbes** has provided another of his insightful blogs and finally, sadly, we must report on a couple of sad losses from the Class.

6515 James (Jim) Boyd (1945-2026)

We are deeply saddened to announce the passing of James (Jim) Ross Boyd. He died suddenly at his home in Dartmouth on February 24th at the age of 81. One minute, he was shovelling snow in the driveway, and in the next, he was somewhere else. Jim had an abiding faith in God.

He will be greatly missed by surviving family: his beloved wife of 58 years, Angela (nee Curley); son, Colin (Jenny Haysom); sisters, Diane (Jim Wood), Shirley (Don Phillips), and Wendy; his grandchildren, Lucy (Joshua Wagamese), Sam, Julia, and Lucas, as well as extended family and dear friends. Jim was predeceased by his son, Kevin (Denise), and his parents.

Born in Winnipeg on September 14th, 1944, to James and Phyllis Boyd, he was a colicky infant. As a bright-eyed and precocious preschooler, he taught himself to read while his mother was busy with baby Diane. Two more sisters followed, Shirley and Wendy, and the four close siblings enjoyed a classic Prairie childhood with glorious northern summers at the family cottage in Minaki.

At the age of seventeen, Jim arrived at the Royal Military College in Kingston, entering a life of discipline and routine that he was uniquely fit for. In the spring of '65, during a weeklong spree of graduation festivities, he was matched with a beautiful, red-headed nursing student on a blind date. Fun-loving Angela Marie was the perfect dance partner for Jim, and the two instantly clicked. After spending the summer together in Kingston, Jim left to attend the California Institute of Technology where he earned a Master's Degree in



Numero 184

Mar/mars 2026

Page 2

Jim Boyd (Concluded)

Chemical Engineering. He and Angela were reunited shortly thereafter, and married in Ottawa in 1967.

Following Jim's career as a naval officer, the couple frequently moved and forged many close friendships with other military families. They welcomed their first son, Kevin James, in 1968 in Victoria. Two years later, Colin Patrick was born in Halifax. During their postings across the country, the family often traveled to Prince Edward Island for their summer holidays to be with Angela's family, where Jim enjoyed games of mini golf and catch with his boys, followed by evenings of black flies and brewskis, cards, "tunes" and guitars. From the get-go, Jim was embraced by the Curleys, by Angela's parents, O'Leary and Mary, and her siblings, John, Michael, Billy, Kathy, and Gerard—as well as their wonderful wives and kids.

Jim's naval career concluded when he took a job with the Ship Repair Unit in Halifax and the family settled permanently in Dartmouth. Here, he completed an MBA at Saint Mary's University, channeling his passion for stats and spreadsheets (indeed, he arranged his world with precision, care, and tidy round handwriting). When he retired from the public service, Jim turned to ministry within the Catholic Church, work that fed his inner being while forming spiritual connections with others. He also travelled extensively, beginning with a year-long backpacking tour of Europe with Angela, and many subsequent trips and cruises with family and friends. Jim was a skilled and fearless driver who could handle everything from a stick shift on a winding verge, to the throng of a foreign metropolis.

In retirement, Jim especially excelled at being a grandfather. He loved to play with his grandchildren, and was equally comfortable throwing a ball, building a sandcastle, or wearing a pink hat and hoisting a tiny tea cup. He could immerse himself in just about any game, with kids and grownups alike, and spent many a quiet hour on his own, occupied with a crossword or a sudoku puzzle, delighted by the challenge.

Jim's playfulness and warm smile are things we'll fondly remember. We cherished his gentle spirit, his dry wit, and even tolerated a contrarian streak that had him shovelling wet snow in his 80s. He died having lived a full and beautiful life, and every bit of him was loved.

A funeral was held on Tuesday, March 3rd, 11 a.m. at St. Thomas More church in Dartmouth.

Passing of Cheryl Pellerin

I received the following sad news from 6349 Alain Pellerin— *It is with great sadness that I announce ,after long illness, the passing of my beloved wife Cheryl. Cheryl passed peacefully with family present yesterday evening. She will be sorely missed by myself, Axelle and the rest of family and friends.*

The Class of 65 joins in sending its condolences to the families of Jim Boyd and Alain Pellerin.



The Professor in Leadership Program

As most of you are aware, the Class of 65 sponsors two important programs—the annual Teaching Excellent Awards at both RMC and CMR, and the Professor in Leadership program. On your behalf, these two programs are overseen by a Gifting Committee comprised of Messrs **Ambachtsheer, Adams, Emond and Houghton** and they devote long hours to their management. I think it is probably safe to say that most of us have a fairly good understanding of the TEA Program, but less so of the Professor in Leadership.

The following are intended to enlighten all of us about the Professor in Leadership Program and, as appropriate, to elicit comment or questions.

The RMC “Class of 1965 Professor in Leadership” Research Grant

The choice of the Class of 1965’s two gifts to RMC reflects the themes around which our thinking coalesced when we first considered gifting back to the College short of our 25th anniversary of graduation. As we collectively pondered what had been the elements of our RMC experience that had been most critical in meeting the career and life aspirations and challenges as officers and citizens that we had faced so far, we gravitated toward enhancing RMC’s mandate to maximize the “Learning and Leadership” potential of future officer-cadets. This led us to establishing the highly respected Teaching Excellence Award (TEA) and later, as funds became available, the Professor in Leadership research grant.

While considering the request by our current “Professor in Leadership,” Dr. Holly-Ann Garnett, for a 2-year extension, as provided for in the Terms of Reference, your Gifting committee reviewed the candidate’s related research and deliverables, as well as her plans going forward. In the process, we requested feedback about the impact our contribution to her research had also impacted officer cadet learning. She described the experience of one officer-cadet, Naval Cadet Nolan Skolski, who got significantly involved in her Professorship related research work. We requested that he respond directly to us by email about his experience, which we share with you below.

Compared to the other Class of 1965’s gift, the Teaching Excellence Award (TEA), whose merits seem to be well enough understood, the perceived contributions and constraints of our investment in the “Professorship in Leadership”, a research grant broadly focussed on “Leadership”, may seem vague, requiring them to be more clearly explained.

With the concurrence of my colleagues, I offer my personal reflections to help you better understand the impact, both short and longer term, of this modest investment in exploring various aspects of the complexities of “leadership” and how these funds provide RMC officer cadets with worthwhile additional learning and personal growth opportunities.

Before beginning, I would first like to mention that over the past months, we have been exchanging with the previous Professor in Leadership, Dr. Christian Leuprecht, with regard to the publication of the long awaited fruits of our investment with him over 5 years, the publication of “A comparative study of Military Colleges” involving a number of international institutions with input from different academics that he led.

And finally, I would like to note that as a “Follow-on”, in the months ahead, the Gifting Committee will be getting back to you to report on its recent budgetary work and to consider options for Class gifting going forward as we contemplate the inevitable need to handover of our stewardship.



Numero 184

Mar/mars 2026

Page 4

The Professor in Leadership Program (Continued)

The RMC “Class of 1965 Professor in Leadership”

Established in 2011, the objective of the Class of 1965 Professorship in Leadership is to promote research and scholarly activity in the broad area of leadership, broadly defined as the ability of a person (or organization) to "lead" or guide other individuals, teams, or entire organizations. The initial term is 3 years, with a 2-year extension as mutually agreed.

The Class of 1965 gift provides annual funding of \$25K, of which \$10K/yr is for their research and \$15k/yr to fund course teaching relief(s) to enable the Professor to devote additional time to research activities related to their chosen “Leadership” issue.

The Professor in Leadership has an annual deliverable, namely a public lecture broadly defined as a department or faculty seminar, presentations to the RMC Club, or at another venue agreeable to both the Professor and the Class of 1965.

The merits of funding research by Professors in Leadership may not be as apparent as our almost equal financial investment in the Class of 1965 Teaching Excellence Award (TEA). But, as with the TEA, the impact of these two awards goes well beyond an annual recipient or research deliverable.

In the case of the Professor in Leadership, the grant only provides the time made available by diverting the equivalent of teaching a class for one (Science/Engineering) or two (Arts) term sessions to the their to the their “Leadership” research project. Consequently, expectations in terms of deliverables need to be realistic. Moreover, research is a notoriously unpredictable process where achievement milestones can be set but not guaranteed. Additionally, research that involves outside, multinational players, in such a broad filed as “Leadership,” can also be challenging.

The Professorship in leadership needs to be viewed as our way of “supercharging”, for a time, the research efforts of someone who whose research has already shown promise, who is seeking funding to advance notable current research or launch a unique research project, possibly in collaboration with others, that requires the assurance of steady funding and time commitment for an initial period.

While the Class funding provides a measure of time to devote to the agreed research project, the expectations that comes with the title “Professor of Leadership” incites the professor to contribute more of their discretionary time to their chosen research project.

Another important concern needs comment: the degree to which our gifting strategy directly impacts officer-cadet learning.

This is more obvious with the Teaching Excellence Award, which engages student assessment of teacher performance throughout the process of selection and provides a bright light on the importance for every academic of quality teaching, through the compounded impact of the various levels of TEA-related recognition (Nominations, List of Finalists and ultimately, an Award recipient).

But this direct positive impact on the quality officer-cadets learning is not absent as regard the derivatives of our research-oriented financial investment in the Professorship in Leadership.



Numero 184

Mar/mars 2026

Page 5

The Professor in Leadership Program (Continued)

The accompanying letter from Naval Cadet Nolan Skolski underscores the significant impact the Class of 1965's research grant can have on a student's learning experience, but it might also suggest that perhaps he might be the only officer-cadet to benefit from our investment, though even if that was the case, the return on investment would be noteworthy.

I want to believe, however, that the fruits of NCdt Skolski's work permeated back into classroom discussions. Additionally, his example of getting deep into the subject-matter and the satisfaction he showed about it also sent a message to others that deepening your learning experience can be worth the effort.

There are also the impact of the additional research funds the Class of 1965 grant on the professor's personal growth in knowledge that will inevitably pay dividends over their current, as well as future generations of students and, indirectly, as well, to their professional departmental colleagues.

While the additional research that the recipients of the Professorship in Leadership were able to undertake surely helped to make them incrementally a more valued member of faculty. The recipients have also invariably and purposefully integrated class students into the research effort and hence, enhanced their learning, some more deeply than others, but however small their involvement, enhancing the learning experience of RMC officer-cadets.

Charles Emond 6496
Truth Duty Valour

My name is NCdt Nolan Skolski, and I am a 4th-year political science (honours) major at RMC. I am a Naval Warfare Officer by trade and also served as a reservist at my home artillery reserve unit in Nanaimo, British Columbia, from June 2019 to July 2021. Before continuing my occupational training at CFB Esquimalt, I aim to pursue a Master's degree in political science at the University of Ottawa, beginning in the fall of 2026. Once I earn my graduate degree, my current plan, though it could change, is to serve out the remainder of my contract at the RCN (around 7 years) before releasing and pursuing other opportunities, whether by returning to academia, the public sector, or something else, hopefully related to politics in some way. That said, I am very thankful for the opportunity to work with Dr. Holly Ann Garnett and the funding from the Class of 1965 Professorship in Leadership, which has afforded me many enriching educational experiences that are seldom available to RMC cadets.

During the summer between my second and third years at the college, I had the opportunity to work directly with Dr. Garnett as an undergraduate research assistant. During this period, I conducted research on global electoral integrity, proofread various academic articles, and assisted with other tasks as needed. This opportunity allowed me to experience a side of academia beyond typical assessments (i.e. writing essays, tests, and final exams) and sparked a personal interest in further research at RMC and beyond.

Following this, I took part in the Undergraduate Partnered Research Programme, in partnership with Elections British Columbia, and, under the supervision of Dr. Garnett and Mr. Valere Gaspard, completed a year-long research report examining the relationship between voters' familiarity with voting technologies and their perceptions of electoral integrity in B.C. At the program's conclusion, I presented and discussed my findings virtually with Elections B.C.'s senior



Numero 184

Mar/mars 2026

Page 6

The Professor in Leadership Program (Continued)

management team and answered any questions they had. Furthermore, in September 2025, I presented a research poster on my findings at the Technology and the Future of Democracy Pre-APSA Workshop in Vancouver, B.C. In doing so, I was able to further discuss my work with other researchers and academics, as well as with the then-Chief Electoral Officer of B.C. and RMC alumnus Anton Boegman.

Also presented at this conference was a chapter from my research, published in the State of the Federation series by the Institute for Intergovernmental Relations at Queen's University, which examines Elections BC's technology-enabled voting and counting system. This year, Dr. Garnett is serving as my supervisor for my thesis, in which I am looking at the relationship between age and political party preferences in the most recent federal election.

As I mentioned, very few of my peers at RMC have been able to benefit from these academic opportunities to the extent that I have, and I would like to profusely thank Dr. Holly Ann Garnett for her support throughout my time at the college and the class of 1965, as their financial support has opened the door for myself and other cadets to benefit from these unique academic opportunities.

La subvention de recherche du « Professeur en leadership de la promotion 1965 »

Le choix des deux dons de la promotion de 1965 du Collège militaire royal du Canada (CMRC) reflète les thèmes autour desquels notre réflexion s'est rassemblée lorsque nous avons envisagé pour la première fois de redonner un don au Collège, avant notre 25^e anniversaire de graduation. Alors que nous réfléchissions collectivement aux éléments de notre expérience des Collèges militaires royaux qui avaient été les plus cruciaux pour relever les aspirations et défis de carrière et de vie que nous avons rencontrés jusqu'à présent, nous nous sommes orientés vers l'amélioration du mandat du CMRC visant à maximiser le potentiel « Apprentissage et Leadership » des futurs élèves-officiers. Cela nous a conduit à créer le très respecté « Prix d'excellence en enseignement (PEE) » et, plus tard, à mesure que des fonds se sont débloqués, la subvention de recherche pour professeurs en leadership.

En examinant la demande de notre actuelle « professeure en leadership », la Dre Holly-Ann Garnett, pour une prolongation de 2 ans, telle que prévue dans les mandats, votre comité de donation a examiné les recherches et les livrables de la candidate ainsi que ses plans pour l'avenir. Dans ce processus, nous avons demandé des commentaires sur l'impact de notre contribution à ses recherches sur l'apprentissage des élèves-officiers. Elle a ciblé l'expérience d'un élève-officier qui s'est impliqué de façon significative dans ses travaux de recherche liés à la chaire. Nous avons demandé à cet élève-officier (de la marine), le Nolan Skolski, de nous répondre directement par courriel au sujet de son expérience, que nous partageons avec vous ci-dessous (plus bas).

Avec l'accord de mes collègues, je vous offre mes réflexions personnelles pour vous aider à mieux comprendre l'impact, à court et à long terme, de cet investissement modeste dans l'exploration de divers aspects des complexités du « leadership » et comment ces fonds offrent aux élèves-officiers du CMRC des opportunités d'apprentissage et de croissance personnelle précieuses.

Avant de commencer, je voudrais d'abord mentionner que, au cours des derniers mois, nous avons échangé avec l'ancien professeur en leadership, le Dr Christian Leuprecht, concernant la publication des fruits tant attendus de notre investissement avec lui pendant 5 ans, la publication de « Une étude comparative des collèges militaires »



The Professor in Leadership Program (Continued)

impliquant plusieurs institutions internationales avec la contribution de différents universitaires avec lesquels il collaborait.

Et enfin, je tiens à souligner qu'à titre de « suivi », dans les mois à venir, le Comité des dons vous recontactera pour faire un rapport sur ses récents travaux budgétaires et de vous présenter les options pour l'attribution des fonds de la classe à l'avenir, alors que nous envisageons la nécessité inévitable de remettre notre gestion.

Le CMRC « Professeur de la promotion 1965 en leadership »

Créée en 2011, l'objectif de la « chaire de la promotion de 1965 en leadership » est de promouvoir la recherche et l'activité académique dans le vaste domaine du leadership, défini au sens large comme la capacité d'une personne (ou organisation) à « diriger » ou guider d'autres individus, équipes ou organisations entières. La durée initiale du mandat est de 3 ans, avec une prolongation de 2 ans convenue mutuellement.

Le don de la promotion de 1965 prévoit un financement annuel de 25 000 \$, dont 10 000 \$/an pour leur recherche et 15 000 \$/année pour financer des allègements à l'enseignement des cours afin de permettre au professeur de consacrer plus de temps à des activités de recherche liées à la question de « leadership » qu'il ou elle a choisi.

Le professeur en leadership a un livrable annuel, à savoir une conférence publique largement définie comme un séminaire de département ou de faculté, des présentations au club CMRC, ou dans un autre lieu convenant à la fois au professeur et à la promotion de 1965.

Les mérites du financement de la recherche par des professeurs en leadership ne sont peut-être pas aussi évidents que notre investissement financier presque égal dans le « Prix d'Excellence en Enseignement (PEE) de la promotion 1965 ». Mais, comme pour le PEE, l'impact de ces deux prix va bien au-delà d'un simple récipiendaire annuel ou d'un livrable de recherche.

Dans le cas du professeur en leadership, la subvention ne fournit que le temps disponible en détournant l'équivalent d'enseigner un cours pour une session (Science/Génie) ou deux (Humanités) vers leur projet de recherche « Leadership ». Par conséquent, les attentes en termes de livrables doivent être réalistes. De plus, la recherche est un processus notoirement imprévisible où des jalons de réussite peuvent être fixés, mais pas garantis. De plus, la recherche impliquant des acteurs externes et multinationaux, dans un domaine aussi large appelé « Leadership », peut aussi être un défi.

La chaire en leadership doit être vue comme notre façon de « surcharger », pendant un certain temps, les efforts de recherche de quelqu'un dont la recherche a déjà montré du potentiel, qui cherche du financement pour faire avancer des recherches actuelles notables ou lancer un projet de recherche unique, possiblement en collaboration avec d'autres, qui nécessite l'assurance d'un financement stable et un engagement de temps pour une période initiale.

Bien que le financement du cours offre une certaine quantité de temps à consacrer au projet de recherche convenu, les attentes liées au titre de « Professeur de leadership » incitent sûrement le professeur à consacrer davantage de son temps discrétionnaire au projet de recherche choisi.

Une autre préoccupation importante mérite un commentaire : Dans quelle mesure notre stratégie d'attribution de dons influence directement l'apprentissage des élèves-officiers?



Numero 184

Mar/mars 2026

Page 8

The Professor in Leadership Program (Continued)

Cela est encore plus évident avec le Prix d'Excellence en Enseignement, qui implique l'évaluation des performances des enseignants par les élèves-officiers tout au long du processus de sélection et met en lumière l'importance pour chaque milieu académique d'un enseignement de qualité, à travers l'impact cumulé des différents niveaux de reconnaissance liée aux PEE (Soit les nominations, la liste des finalistes et, ultimement, l'annonce annuelle du lauréat).

Mais cet impact positif direct sur la qualité de l'apprentissage des élèves-officiers n'est pas absent en ce qui concerne les dérivés de notre investissement financier axé sur la recherche dans la chaire de leadership.

La lettre accompagnante de l'élève-officier (de la Marine) Nolan Skolski souligne l'impact significatif que la subvention de recherche de la promotion de 1965 peut avoir sur l'expérience d'apprentissage d'un étudiant, mais cette seule pièce d'évidence pourrait aussi suggérer qu'il pourrait être le seul élève-officier à bénéficier de notre investissement, bien que même si c'était le cas, le retour sur investissement serait remarquable.

Je veux cependant croire que les fruits du travail de l'élève-officier (de la Marine) Nolan Skolski ont repénétré dans les discussions en classe. De plus, son exemple d'approfondir le sujet et la satisfaction qu'il a suscitée à ce sujet ont aussi envoyé un message aux autres que l'approfondissement de son expérience d'apprentissage peut valoir la peine.

Il y a aussi l'impact des fonds de recherche supplémentaires de la subvention de la promotion 1965 sur la croissance personnelle du professeur, ce qui rapportera inévitablement des dividendes par rapport aux futures générations d'étudiants et, indirectement, à ses collègues professionnels du département.

Bien que les recherches supplémentaires que les récipiendaires de la chaire en leadership aient pu mener ont certainement contribué à faire d'eux des membres du corps professoral de plus en plus valorisés, les récipiendaires ont aussi invariablement et intentionnellement intégré les élèves-officiers de la classe à l'effort de recherche, certains plus profondément que d'autres, mais aussi faible soit-il leur implication, le potentiel la Chaire du professeur en leadership d'enrichir l'expérience d'apprentissage des élèves-officiers du CMRC est indéniable, selon moi.

Charles Emond 6496
Vérité Devoir Vaillance

Traduction du texte de l'élève-officier Nolan Skolski (fait par CE)

Je m'appelle élève-officiers (de la marine) Nolan Skolski, et je suis étudiant en quatrième année en sciences politiques (avec mention) au Collège militaire royal du Canada (CMRC). Je suis officier de guerre navale de métier et j'ai aussi servi comme réserviste dans mon unité de réserve d'artillerie d'origine à Nanaimo, en Colombie-Britannique, de juin 2019 à juillet 2021. Avant de poursuivre ma formation professionnelle à la BFC Esquimalt, je vise à poursuivre une maîtrise en sciences politiques à l'Université d'Ottawa, à partir de l'automne 2026. Une fois que j'aurai obtenu mon diplôme d'études supérieures, mon plan actuel, même s'il pourrait changer, est de terminer le reste de mon contrat au RCN (environ 7 ans) avant de libérer et de poursuivre d'autres opportunités, que ce soit en retournant dans le milieu universitaire, le secteur public, ou autre chose, espérons-le lié à la politique d'une manière ou d'une autre. Cela dit, je suis très reconnaissant pour l'opportunité de travailler avec la Dre Holly Ann Garnett et le financement de la chaire de leadership de la promotion 1965, qui m'a offert de nombreuses expériences éducatives enrichissantes rare-



The Professor in Leadership Program (Continued)

accessibles aux cadets du CMRC.

Durant l'été entre ma deuxième et ma troisième année au collège, j'ai eu l'occasion de travailler directement avec le Dr Garnett en tant qu'assistant de recherche de premier cycle. Durant cette période, j'ai mené des recherches sur l'intégrité électorale mondiale, relu divers articles académiques et aidé à d'autres tâches au besoin. Cette opportunité m'a permis de découvrir un aspect académique au-delà des évaluations habituelles (c'est-à-dire rédiger des dissertations, des examens et des examens finaux) et a éveillé un intérêt personnel pour la recherche ultérieure au CMRC et au-delà.

Par la suite, j'ai participé au Programme de recherche partenaire de premier cycle, en partenariat avec Élections Colombie-Britannique, et, sous la supervision du Dre Garnett et de M. Valere Gaspard, j'ai rédigé un rapport de recherche d'un an examinant la relation entre la familiarité des électeurs avec les technologies de vote et leur perception de l'intégrité électorale en Colombie-Britannique. À la fin du programme, j'ai présenté et discuté virtuellement de mes conclusions avec l'équipe de haute direction d'Élections C.-B. et j'ai répondu à toutes leurs questions. De plus, en septembre 2025, j'ai présenté une affiche de recherche sur mes découvertes lors de l'atelier « *Technology and the Future of Democracy Pre-APSA* » à Vancouver, en C.-B. Ce faisant, j'ai pu discuter davantage de mon travail avec d'autres chercheurs et universitaires, ainsi qu'avec l'ancien directeur électoral en chef de la Colombie-Britannique et ancien élève du CMRC, Anton Boegman.

Également présenté lors de cette conférence, un chapitre de mes recherches, publié dans la série « *State of the Federation* » de l'« *Institute for Inter-gouvernemental Relations* » de l'Université Queen's, examine le système de vote et de comptage technologique d'Élections BC. Cette année, la Dre Garnett agit comme mon directeur de thèse, dans lequel j'examine la relation entre l'âge et les préférences des partis politiques lors de la plus récente élection fédérale.

Comme je l'ai mentionné, très peu de mes pairs au CMRC ont pu profiter autant de ces occasions académiques que moi, et je tiens à remercier chaleureusement la Dre Holly Ann Garnett pour son soutien tout au long de mon temps au collège et de la promotion de 1965, car leur soutien financier a ouvert la porte à moi-même et à d'autres élèves-officiers pour profiter de ces occasions académiques uniques.



Numero 184

Mar/mars 2026

Page 10

F35 vs Gripen by 6601 Ernie Cable

There are few Government decisions as disappointing as the deferred CF-18 replacement program. Despite initiatives to streamline military procurement the program is undergoing its fifth evaluation, which will likely result in the recommendation to continue with the purchase of F-35s. Consideration of a mixed fighter fleet of half F-35s and half Swedish Saab Gripens has serious consequences that should concern decision makers. Those opposed to a fleet of only F-35s agree the fighter's far superior capabilities are not in question but claim the mercurial state of relations with President Trump's administration makes the full purchase untenable.

However, a review of American political history shows that the president's words and actions are a radical departure from the deeply embedded foundations of American foreign policy, especially with regards to free trade and maintaining strong alliances. Trump's Executive Orders are highly destructive to many aspects of American domestic and foreign policy. For example, Trump's threat to "decertify" Bombardier aircraft, which account for 40 to 50 percent of the regional jet market, affects the 3,000 direct and tens of thousands indirect jobs within the United States.

Does this portend a permanent rupture for future Canada-U.S. relations? The fact that the vast majority of Americans reject Trump's foreign policy raises the question will right-leaning Republicans elected to future office promote a return to former policies of cooperation with allies in fear of facing electoral irrelevance. Moreover, given the damage wreaked on America's international standing by Trump's current posture, the U.S. will need allies more than ever, especially given the deteriorating state of the international system.

While Canadians are quick to criticize the Trump administration's reliability as an ally, we should be aware of American concerns about Canada's lack of defence spending and the vulnerabilities this poses for their own security, particularly the chinks in North America's armour by choosing a less capable aircraft than the F-35. This concern far predates the Trump administration and has been regularly expressed by our friends and allies.

U.S. Ambassador to Canada, Pete Hoekstra, has suggested the United States would need to fill the capability gaps in Canada's defence to address the threats to the United States if Canada did not proceed with the full F-35 fleet. Many Canadians who are familiar with the state of today's RCAF will accept Hoekstra's remarks as an accurate description of the present situation. Although the 40-year-old CF-18 fleet has been modernized with advanced radar and avionics shared with the U.S. Navy's Super Hornets, the Canadian CF-18s are unable to deal with the complex threats facing the North American continent, including cruise missiles, hypersonic weapons and long-range Russian and Chinese bombers. Hoekstra's comments realis-



F35 vs Gripen [Continued]

realistically underscored that acquiring Swedish made Gripen jets, even in a dual fleet configuration, would only institutionalize Canada's air defence weakness for decades to come.

Proponents of a dual fleet ignore this severe limitation and claim the Gripen's vastly lower costs make up for the capability difference. To support a dual fleet, they advocate for a "hi-lo mix", fewer more capable but costlier aircraft, supported by a fleet of less capable but cheaper aircraft. Surrendering superior capability to cheaper costs is hardly reassuring to future fighter pilots engaging a determined enemy. Canada rejected the multi-fighter concept in the 1980s when it made a conscious decision to consolidate three types of fighters into a single fleet with the purchase of a flexible multi-role aircraft like the CF-18 to maximize the value of its spending. Furthermore, the Gripen does not provide a cost savings over the F-35; if we were to buy fewer F-35s in favour of more Gripens, Canada would not benefit from the F-35's massive production scale that drives down the per-unit cost of aircraft procurement and future upgrades, not only for Canada but also for the international F-35 community. Lockheed Martin delivers more F-35s in a year than the Gripen program's lifetime order book of 117 aircraft. Consequently, savings from the Gripen's lower operational expenses are erased when the total costs of ownership are considered. Operating two fleets is inefficient and costs far more in personnel and logistical support than a single fleet. It makes zero sense when the "lo" end portion costs more than the "hi" end portion of a mixed fleet. The combination of capability and economics are a key reason why by 2035 the most common fighter in Europe will be the F-35, with six states, including Denmark and the UK opting for the single fleet route. Norway and Finland, Sweden's closest neighbours with near identical operational environments selected the F-35 over the Gripen for the same reasons.

The final reasoning behind purchasing Gripens to support the Canadian aviation industry is wishful thinking. The cost of establishing a production line in Canada would obliterate the tenuous cost argument for the fighter and may only bring hundreds of jobs, not the ten thousand promised by Saab. To obtain more jobs, Canada would need to create the infrastructure to nationalize more of the supply chain, which could lead the "cheap" Gripen to have a purchase cost double the F-35 for a largely obsolete capability. Moreover, it does not offer greater sovereign control over operations compared to the F-35. In fact, critical portions of the Gripen, including its engine and core avionics, are built in the United States, and therefore subject to American controls.

It is rare for our bureaucrats to encounter a policy decision where the facts are so one-sidedly in favour of one option, yet after 16 years, our Canadian bureaucracy seems incapable of following through. Purchasing fighters, or any defence capability, should be based on a careful consideration of long-term requirements and technical evaluation. By considering a dual fleet,



Numero 184

Mar/mars 2026

Page 12

F35 vs Gripen [Concluded]

Canada is doing the exact opposite, courting a decision that would have deleterious consequences for Canada's defence, fiscal solvency and industrial performance that will extend far beyond Trump's time in office.

A Slightly Different Senior Housing Experience by 6611 Doug Cope

I just read Fras's note on his Retirement Home experience. My wife, Carol, and I took a different route in 2018. We had a lovely, isolated home on 4 acres in the country about 60 kilometers south of Ottawa. We loved it there but as I aged I realized that it would soon be too much for me to maintain and Carol would not be able to live there alone if something happened to me.

Carol had put our names on a waiting list for a rental apartment in a building on Richmond Road in Ottawa just at the end of the western parkway near the Lincoln Fields shopping area. Just by chance we dropped into the Apartment office one day while in Ottawa. Also by luck the manager ignored the waiting list and said that he knew that an older lady was about to give up her 9th floor apartment and we went to have a look.

It is a 3 bedroom, 1 1/2 bathroom apartment, an end unit with a large balcony that has a fantastic, unobstructed view of the Ottawa River and the Gatineau Hills beyond. We said, yes, and rented the place immediately. We moved in about 6 months later and we are happy to still be there. The complex has a very large indoor pool that Carol uses regularly plus we have 2 underground parking spots for our 2 cars.

We still have to shop for groceries but like Fras, no snow shoveling and no stairs. The year we moved in we went on a winter trip and coming home we arrived in Ottawa in a heavy snow storm. Luckily the taxi got us home safely and when we arrived back in the apartment I said to Carol – "Guess what I have to do tomorrow." She said "What?" to which I replied with great joy "Nothing". At our house in the country I would have been shoveling, bringing in wood, clearing the long lane, etc.

Also, luckily, the apartment building is an older one so it is still under rent control and as rents rise in sunny Ottawa we are surprised that ours is still comparatively low. Just a story about an alternative to moving on from owning your own home. Since I lived in apartments for many years prior to going to Roads I had and still have no great fear or qualms about apartment living.



Acronyms and Abbreviations

By 6533 Gord Forbes

Have you noticed that we live in a world of acronyms and abbreviations? They're everywhere in our everyday language.

As a military man, I was brought up in such a world. The military was notorious about such things. I was introduced to it at military college, RMC (Royal Military College). We had CWCs (Cadet Wing Commanders) and LCDRs (Lieutenant-Commanders), LCOLs (Lieutenant-Colonels) and BGENs (Brigadiers-General). Its motto was abbreviated to TDV (Truth, Duty, Valour).

But it was out in the real world of, in my case, the RCN (Royal Canadian Navy). There was an entirely new set of acronyms and abbreviations. The first ship I encountered was HMCS (Her Majesty's Canadian Ship) Beacon Hill, an FFE (Escort Frigate), converted for cadet training. When I was posted to an exchange appointment to the USN (United States Navy) I was inundated by a whole new set of such things. When I asked what some of them meant, I was directed to the DicNavAb (The dictionary or naval abbreviations.) While there, I worked at the DesDevGru (Destroyer Development Group). In my second year there, we merged with another group where I worked under the first Black Admiral in the USN, who possibly had the longest title as ComCruDesGruTwo/DesDevGru (Commander Cruiser Destroyer Group Two/Destroyer Development Group) (honest, I still have their plaque!).

Whereas in the past, the military had a near monopoly on this language, it is now so prevalent that we just take it for granted. The military primarily used them to ensure brevity in communication; they are now made up and used indiscriminately. How many times a day do you see such things as OMG, GST, TSX, NHL. Last night, we saw POTUS (President of the United States) give the State of the Union Address to, among others, SCOTUS (Supreme Court of the United States).

Open any newspaper and see acronyms, primarily, on almost every page (usually except the comics). They are very prevalent in the business sections where every writer adds a few to his story, frequently without definition. It seems like insiders talk to bamboozle the average reader.

Then internet spawned a new breeding ground for acronyms and abbreviations. Text messages and some chat sites beg for brevity. I've seen messages that consist solely of such things, not a single whole word.

You don't talk about merchandise anymore, its 'merch'. Usual has become 'use'. Friends have become BFFs (best friends forever) or FWBs (friends with benefits). I don't know if other languages use such things as much as English, but they have become a fixture in this language. For once, wouldn't you like to see a narrative written entirely with dictionary approved English whole words.

On that note I'll say TTFN.