

great deal of valuable scientific material. The collections were labeled and suitably taken care of for study purposes, and a good start was made in the exhibition halls during the period under review. The Director ever strove for the building of a modern museum, which would be to Canada what the British Museum is to Great Britain, or the Smithsonian Institution is to the United States. As a result of his labours, a splendid study museum has grown up, but largely due to war conditions, as an exhibition museum, the hopes of its supporters have yet to be fulfilled. With returning prosperity it is hoped that an expressed sentiment on the part of enlightened Canadians may overcome the apathy of the average politician and make possible the splendid institution whose scientific foundations have been so well and truly laid.

During the days immediately preceding the outbreak of the Great War, Brock's love for British Columbia, and his interest in teaching, drew him from the turmoil of Civil Service Administration, and, resigning from the position of Deputy Minister of Mines of Canada, he became Dean of the Faculty of Applied Science in the University of British Columbia.

The War Clouds broke! Recruiting and the training of troops be-

gan, and Dean Brock became Major in charge of 'C' Company of the 72nd Battalion, C.E.F. Later he was called upon to recruit the 196th, known as the Western Universities battalion, the part played by him in raising and training this unit being a matter of history! For a time Major Brock was held in England as second in command of the 196th Battalion and as officer in charge of the training of the 19th Reserve Battalion, and also as O.C. of a school of map reading and topography for officers. The quality of this training was shown by the 19th Battalion securing the training championship for the Canadians against the pick of all the British forces. Later Major Brock was transferred to the Egyptian Expeditionary force, and served in the Palestine and Syrian campaign under Allenby as a special intelligence officer.

Returning from the war in 1919 Dean Brock became active in re-constituting the Faculty of Applied Science of the University of British Columbia, and as a member of the executive of the University in helping to make it what it is to-day.

Nationally and internationally, Dr. Brock is an outstanding member of the Geological Profession. As a member of the International Commission on Pre-Cambrian Geology; of the executive committees of the

International Geological Congress; and as Vice-President of the American Association for the Advancement of Science, his ability has been recognized by his contemporaries. It is perhaps, however, by the Mining Men of British Columbia, that his work is best appreciated. The prospector, and the mine manager of the Boundary district saw in Brock the true successor of Dr. G. M. Dawson, and that was enough.

Of Dean Brock's seventeen papers published since the war, the following titles illustrate his breadth of observation and experience:

"Geology of Lower Syria."

"Tectonics of Eastern Asia."

"Ore Deposits of the Pacific Coast Regions."

"Petroleum Provinces of Canada."

"Structure of British Columbia."

"Geology of Viti Levu, Fiji."

Successively, Government Geologist, Professor, Director of the Geological Survey of Canada, Deputy Minister of Mines, Major C.E.F., Dean of Applied Science of the University of British Columbia, Dr. R. W. Brock is with us as a loyal citizen of British Columbia, a true friend of her mining development and an educator of her youth along the lines of liberal education balanced by application to the problems of the day.

THE FACULTY OF ARTS AND SCIENCE

(By Dean H. T. C. Coleman)

The Faculty of Arts and Science is the oldest in the University of British Columbia, since it was the direct inheritor of the work done for many years in British Columbia under the auspices of McGill University. It is also the oldest of all the Faculties included under the University name, for it can trace a direct connection with the schools of higher learning of the later Roman times.

Age is, however, no recommendation in itself, and the Faculty of Arts and Science has no disposition to assume any special dignity on that account. It rests its claims for consideration and support solely upon the contribution which it makes to modern life and the part it necessarily plays in any well-organized scheme of modern learning.

If one cared to use the terms "Cultural" and "vocational," he would, I suppose, speak of the Arts courses (so called) as cultural, while the courses in professional or semi-professional faculties, like law, medicine,

engineering and agriculture, would be spoken of as vocational. The fact is, however, that Arts subjects are not strictly the first nor are the subjects of the other faculties strictly the second. The student who is preparing for a profession doubtless receives a considerable amount of general culture from the courses he is required to follow, and it is certain that the ordinary student for the Arts degree acquires a considerable amount of information, and develops habits and attitudes which are (or at least, can be) of much use to him in the calling he shall later follow in life. The absence of any strict line of demarcation between the cultural and the vocational in the local University may be illustrated by a number of facts taken directly from the University calendar.

(1) Many subjects, such as Bacteriology, Botany, Chemistry, Economics, and Mathematics, may be pursued either out of a desire for knowledge or as a means of equipment for a profession. In either case subject-matter and method are the same and it is not unusual to find students registered in all three faculties taking what is practically the same course.

(2) Foreign languages, like French and German, have a value for utility as well as for culture, but whether they are pursued with one or the other aim in view, it is the same language which is studied, based on the same grammar and involving the same idiom.

(3) Professional training at the present day tends to begin with studies which are quite general in their nature and scope and, gradually, to direct the student towards activities and pursuits which are more and more technical in character. In the earlier studies the cultural aspect is emphasized and in the later, the vocational, but both aspects are present throughout. A graduate in engineering is always, then, something quite different from a "glorified" plumber, to use the term that