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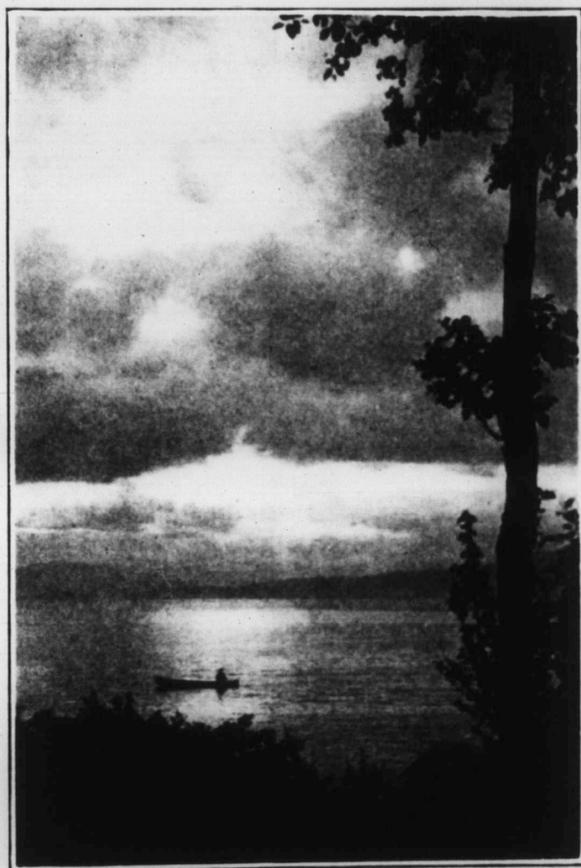
The Magazine of the Canadian West

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Volume 25

UNIVERSITY NUMBER (1)

No. 3



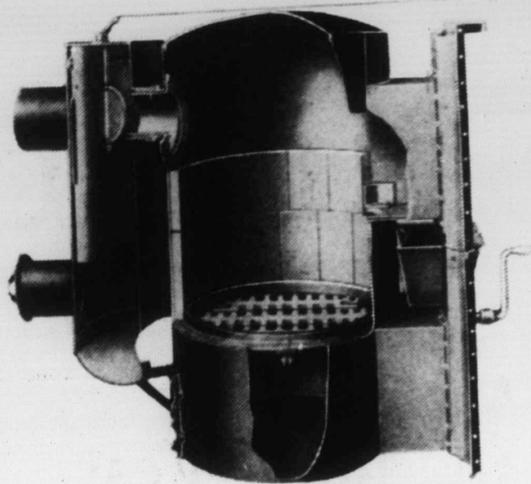
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VOL. 25

UNIVERSITY NUMBER (1)

No. 3

Educational Notes

(By Spectator.)

For years past a conference, or a series of conferences, has been held for the purpose of studying Pacific problems, and by such study to promote peace between all the nations whose territories bound the world's greatest ocean. So far the meetings of this association, the Pan-Pacific, have been held in Honolulu. During the coming summer the members are to convene in Japan. Nothing but good can result, even if for a time the greatest good should prove an achievement beyond the power of the present generation. A generation or two ago the world consisted of a congeries of isolated nations, or groups of nations, dominated largely by a spirit of selfishness that would be considered intolerable in the social life of private persons. Now the world is really one. All nations now look one another in the face. In time it must become patent to all that friendly co-operation, and not selfish antagonism, is the power that must bring prosperity and happiness to each.

* * * *

Fifty years ago the theory of evolution was a much discussed subject, and many good people were then disposed to look askance on any one suspected of dallying with a doctrine so dangerous. As the years went by, however, it seemed as if not only men of science, but the thinking world generally, had accepted the theory in some form or other, and as if the wordy strife the question had once engendered, had now happily passed away forever. Then, like the explosion of a bomb in the midst of a peaceful gathering, came the Dayton trial, with the late William Jennings Bryan as the great anti-evolution protagonist.

So great was the interest in the trial itself, and in the eminent American citizen who had so fearlessly leaped into the arena to spend, as it proved, his latest breath in combatting the supposed pestilent heresy, that few men noted the most serious matter of all, viz., that an American legislature in the twentieth century had had the temerity to do that which had caused the Pilgrim Fathers to accept cheerfully exile in a wilderness, rather than to bask in the sunshine of a royal court. The Act of the Tennessee legislature, in forbidding the teaching of the theory of evolution, was in perfect keeping with the action of a royal autocrat attempting to "carve creeds for slaves."

With all reverence be it said, the Bible would be a poor text-book in science. Little beyond a very superficial knowledge of scientific principles was required by the primitive folk among whom the various books of the Old Testament first saw the light of day. But men and women of those times were like men and women of our own day, hungering after the things that

truly satisfy, the deep things of the spirit, the bread of life coming down from heaven. The Bible will never lose its freshness, its appeal, its satisfying reaction to all who approach it aright. That its words have satisfied the deepest yearnings of the human soul, that it has strengthened and sustained the crushed and broken heart, that it has ceaselessly proved the power of God unto salvation from sin, are the unanswerable and undying proofs of its inspiration.

* * * *

These are red-letter days in the educational life of British Columbia. First, we have the publication of the findings of the Commission, composed of Inspector Putman and Professor Weir, appointed to make a survey of the elementary and secondary schools of the province. Following closely on the heels of this, we have the inaugural ceremonies celebrating the removal of the University from its temporary quarters on the General Hospital grounds, Fairview, to its permanent home on the magnificent site at Point Grey.

As for the educational survey, there has never been any thought on the part of the surveyors, or of others in close touch with them, that their recommendations would be, or could be, put into force all at once. To put it briefly, the report and its recommendations may be considered an educational guide-book pointing out the main highways, and some of the byways, along which educational advance may most successfully be made during the next decade or two.

With respect to the University, it has well been pointed out that a school of higher learning is no longer a cloister to assist in the so-called cultural development of a social or intellectual elite, but the great school of the people, a fitting foundation on which all other grades of schools may be securely reared.

The functions of a university may be variously defined. One authority very properly points out that a university is an institution for the training of leaders for every department of human activity and life. In the world of industry, the world of commerce, the world of finance, the professional world, the university man is sought out and set to work. In the educational world he is, in these days, indispensable. Education is not reformed from the bottom up, but from the top down. The university prepares teachers for our high schools, the high schools in turn train teachers for our elementary schools. Increased efficiency in the university is the source of increased efficiency in our high schools, and increased efficiency in the high schools is quickly reflected in the greater effectiveness of the work done in our elementary schools. The university must, to a greater and still greater degree,

become the true alma mater of us all, the benign mother, the great nourisher in life's feast.

Among the numerous agencies ministering to the improvement of the school, far beyond all others, must ever be the ideal teacher. To cramp and starve the teacher, is to cramp and starve the child. To this great trust the eyes of the surveyors were always open. Hence the emphasis placed on the longer and more careful training of the would-be teacher, in high school and normal school.

The present three-year course in the British Columbia high schools is found to be all too short, and entered upon at all too late an age, for the doing of the work these schools are expected to do. Hence the urgent need of junior high schools for the benefit of grades seven, eight and nine, and, next to these, the senior high schools training junior high school graduates in grades nine, ten and eleven, and, in some instances, in grade twelve. With the new organization, the suitable classification of pupils with respect to courses, and the added year or two, teachers will find it possible to do much more satisfactory work.

In the findings of the surveyors the normal schools come in for a large measure of attention. These should be made to function satisfactorily, if satisfactory groups of teachers are to be graduated from them year by year.

No one knows better the shortcomings of our normal schools than do the teachers comprising their present staffs. They have long known that their schools have been insufficiently staffed, that money and energy have been wasted in the attempted training of twice as many students as are required to fill all school vacancies; that instructors have been parsimoniously paid; that equipment and facilities for doing the best work have been wholly inadequate.

In truth, the principals and teachers of our two normal schools deserve the gratitude of all who are interested in the education of our children. Given the conditions urged by the surveyors, they are not likely to be found wanting. In spite of the present untoward conditions, they have worked wonders. With conditions approximately ideal in future years, their work may well surprise some of their not too sympathetic critics.

Verse by Western Canadian Writers

THE JOURNEY'S END.

(By Jean Kilby Rorison.)

Dear Lord! when I come near my journey's end,
Before I reach the weary traveller's rest,
The bourne to which I come at Thy behest,
If I should linger on its threshold, lend
Me grace to bear whatever Thou dost send,
Patience to wait and cheerful courage lest
They grieve for pity—those whom I love best.
To spare them sorrow I on Thee depend.
Lord, in Thy mercy send a brief eclipse,
In the still night, ah! bid me come to thee.
From me this life a worn-out garment slips,
Death gently breaks the thread and sets me free:
Then onward with a smile upon my lips,
That thus so kindly Thou dost send for me.

VASHTI'S FAREWELL.

(By Alice M. Winlow.)

Let the hyssop drip upon thy brow,
The tender dew when thou from sleep doth rise
And seekest thy fair garden. On thine eyes
'Twill fall in blessing as my tears do now.

Let the frankincense around thy feet
Murmur Vashti's name, each crimsoned leaf
Betray my soul's great agony and grief,
While round thy head my dove's soft wings shall
beat.

Let my peacock glowing in his pride
Greet thine eyes with beauty, on his breast
Royal hues shall shine, while unconfessed
Vashti stands, a shadow, by thy side.

LIFE DREAMS.

(By Jessie Palmer.)

Within our dreams we build
Tall hills pillared with clouds,
And starlit nights,
Within our dreams we drift,

Parting the rushes 'neath the willow trees,
The dip of oars hushing the eventide.
And these, these phantasies of life are ours,
Are truly ours, Beloved.

But when I wake to find
A night of stars silent with conscious pain,
And when I stooping trace
No dim reflection of our willow trees,
No dip of oars, no circling evening light,
But mirrored emptiness within the stream,
Then do I cry, "Beloved! All that we built
Within our dreams, in spirit, this is ours,
The rest is only life."

(Continued on Page 16)

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The University of British Columbia:

A review article written specially for the BRITISH COLUMBIA MONTHLY
by John Ridington, University Librarian

NOTE:—Perhaps the progress and possibilities of the Province of British Columbia cannot be indicated better than by a review or survey of the equipment provided for Educational life and work.

Through causes beyond our control, publication of this University number has been unavoidably delayed; and rather than prolong the delay, we shall publish in another issue references to the work of the different Faculties and also portraits and impressions of the more outstanding personalities connected with the University.

—Editor B.C.M.



A "Live" U. B. C. Photograph - Taken during the Students' Campaign for the New University

The closing weeks of September, in this present year of grace, will long be memorable in the history of education in British Columbia by reason of two events, both destined to have important and permanent influence in the present and the future.

The first was the publication of the comprehensive Survey of the primary and secondary school systems of the Province, the second, the removal of the University to its permanent home at Point Grey.

Concerning the Survey, public opinion has not crystallized itself into definite conviction. There is, in some quarters, a disposition to question --- even to challenge --- the judgments given by the experienced experts who compared the policies and methods in use in the schools of cities, towns, villages and rural districts of British Columbia with those in vogue elsewhere. Some of the findings are still topics of heated disputation in the public press; in teachers' discussions, and at school board offices. But light is beginning to displace heat; agreement with the Surveyors' verdicts is becoming more general, and gives promise of

soon becoming well nigh unanimous. This great educational stock-taking will be justified by its results---by the stimulation of public interest, the clearer perception of educational aims, the vitalization of educational methods.

No such atmosphere of controversy surrounded the second important educational event of the year. The establishment of the ten-year-old Provincial University in its permanent quarters was accompanied by a chorus of felicitation and congratulation that was heard far beyond the boundaries of the Province, or even the Dominion. Sister institutions---some of them established centuries ago---welcomed the amazing progress that in one short decade has marked the history of the Empire's youngest university. It gave one a new sense of the fellowship of learning to see over a hundred representatives of the great centres of culture and scholarship on both sides of the international boundary, and from both sides of the Atlantic, march in dignified procession, delighting to pay honor to the brilliant accomplishment of the University of British Columbia's brief past, and the

splendid promise and possibility of its fine future. To hear messages and greetings from ancient and honored seats of learning---some of them established centuries before Columbus discovered America, or before stout Cortez stood "silent upon a peak in Darien," and beheld that great ocean upon the eastern edge of which, almost but yesterday, Vancouver was built,---the hearing of these greetings from famous heads of famous universities gave to all who listened a new appreciation and realization of the unity that links together all men and all institutions aiming at the extension of the boundaries of knowledge, and its practical application to the progress and happiness of mankind.

The inauguration ceremonies were marked throughout with a fine academic dignity. Distinguished American visitors commented on the fact that the various functions were characterized by a decorous stateliness almost traditional in conception and observance. They were reminiscent of ancient Cambridge or Oxford, rather than of a city and

province born and built within the memory of men not yet old.

It is but two-thirds of a century—1869 was the exact date—that the men of Fort Victoria laid planks from the landing to the Hudson Bay Fort, in honor of the arrival from England of the Rev. Robert Staines, who came to found the first school in the colony. Two years later there were three schools, with 111 pupils, in Vancouver Island. The sum of \$10,000 was then voted to pay the salaries of teachers, and for the erection of new school buildings. This was the first appropriation for education in British Columbia.

It was a Presbyterian minister, Rev. Robert Jamieson, who opened the first school on the mainland, at New Westminster, in 1862. It cost \$2.00 a month per pupil to send children to school in those days, and but few of the settlers could afford the outlay. In 1870 even the Victoria school had to close down for two years.

It was in 1872, a year after the Province entered Confederation, that the school system of British Columbia was placed on a modern basis. The first superintendent, John Jessop—who walked from Winnipeg to the Rocky Mountains, and, after an unsuccessful year of mining, opened a private school in Victoria—was then appointed. With increasing rapidity the system has, year by year, developed, until, at the

present time, there are more than 1,000 public schools, and over 70 high schools in British Columbia, with 90,000 scholars attending the former, and more than 10,000 the latter. Three thousand teachers are directing this army of young students, while grants by the provincial government last year totalled \$3,200,000, and the total amount of public taxes and grants spent on education, from the kindergarten to the University, made the imposing sum of \$8,200,000. The grants made to schools by the government represented one sixth of last year's total provincial revenue. This is surely conclusive testimony to the importance the people of the Pacific Province attach to the necessity for sound education.

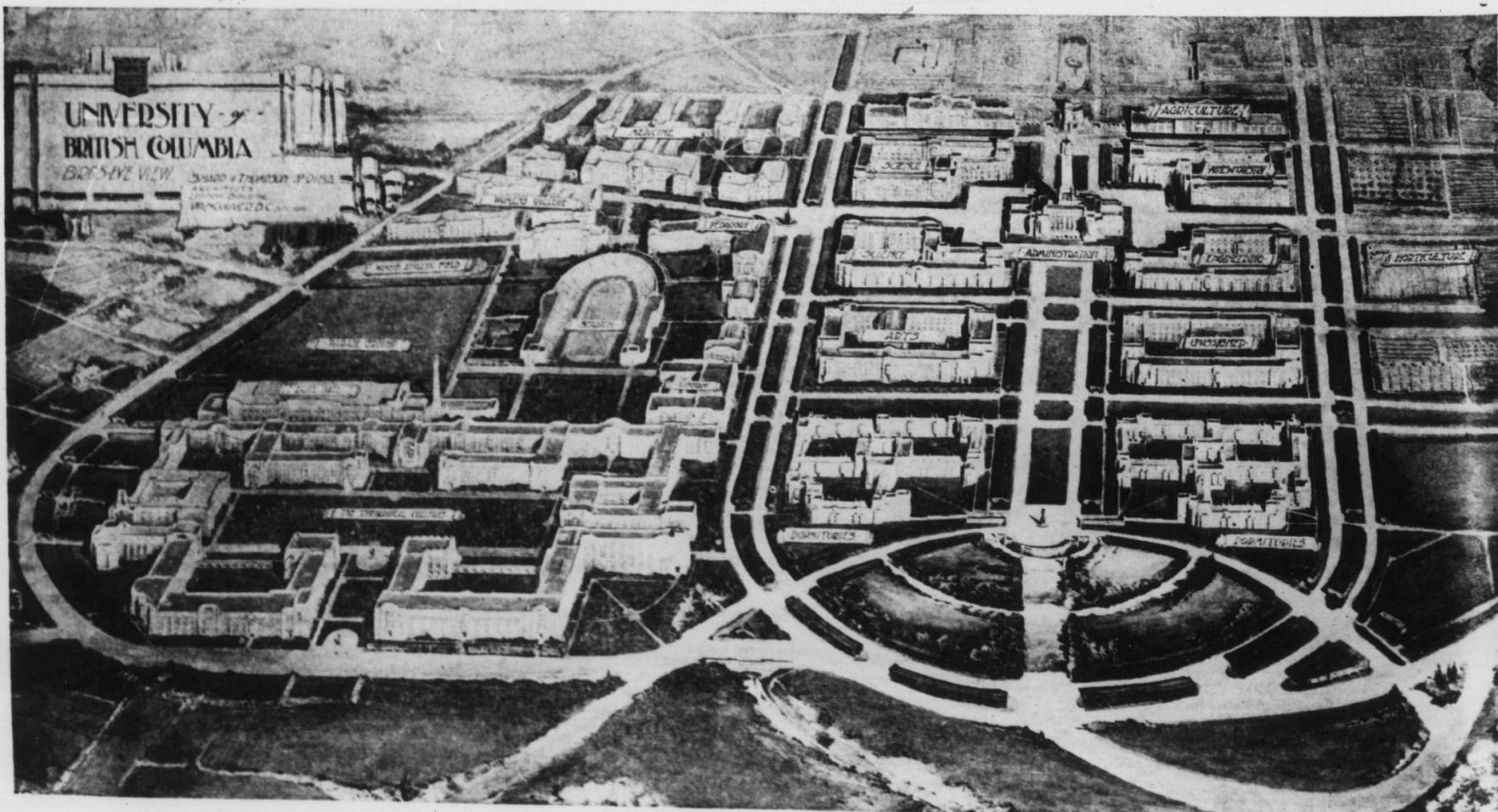
It is a matter of common knowledge that the history of the present University of British Columbia dates from 1907, when the Act establishing it was passed. It is not generally known, however, that 35 years ago, in 1890, when the total white population of the province was less than 100,000, British Columbia had a university—on paper.

The project had been broached by Superintendent of Education Jessop, in 1877, but in 1890, Mr. Simon Duck, a retired wagon-builder and wheelwright, one of the members for Victoria, and minister of finance, by request, introduced and sponsored "An Act Establishing

the University of British Columbia," which passed the Assembly with little discussion, and received the Royal Assent on April 26.

The Act arranged for an Arts and a Science course, the former to embrace all the branches of a liberal education necessary for the B.A. and M.A. degrees, while that of Science was to include agriculture, mechanics, mining and civil engineering. The teaching faculty was to consist of at least four professors, with such tutors and lecturers as might be required. The institution was to be secular and non-sectarian, and no religious dogma or creed was to be taught. Dr. I. W. Powell was appointed chancellor, and the first convocation was held in Victoria in August, 1890, with Hon. John Robson, provincial secretary, presiding. Seventy duly certified members of convocation—practically every university graduate in the Province—attended. Most of them were doctors, though there was a sprinkling of lawyers, ministers, teachers, and civil engineers.

Three members of Senate were elected at this meeting, and minor amendments to the Act discussed. Other matters, much less constructive, were also debated. The intense jealousy between island and mainland found strong expression during the proceedings, and strong sectional differences required much tactful handling by university pro-

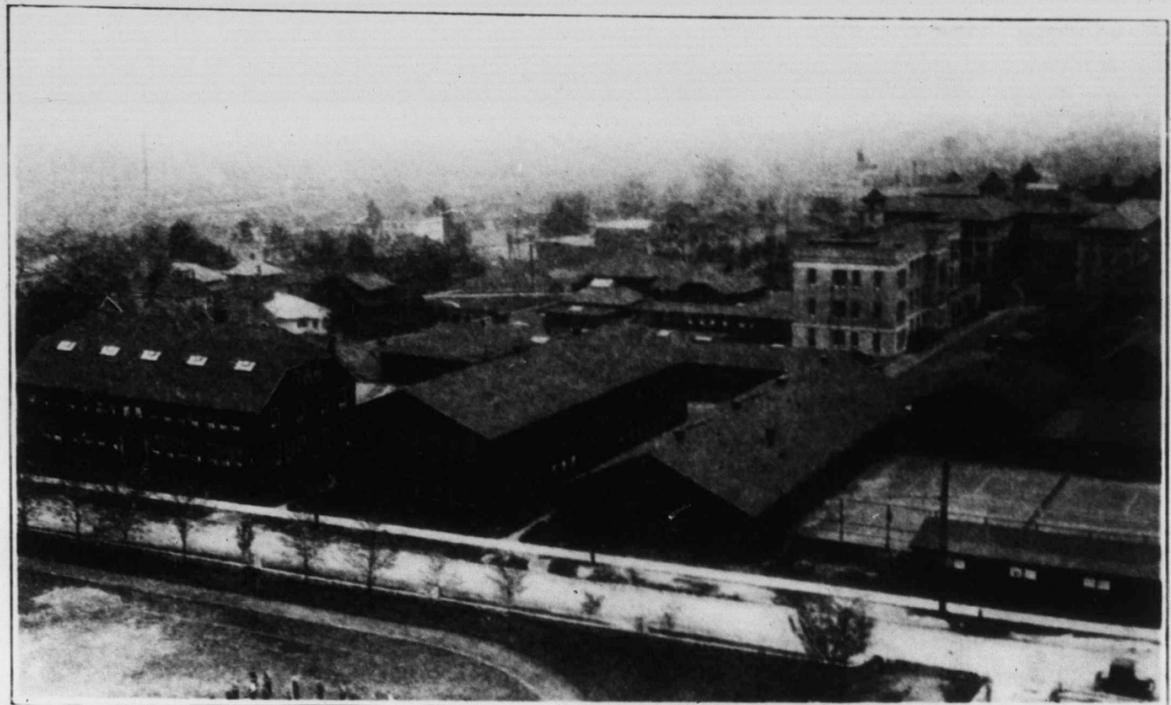


PERSPECTIVE PLAN OF THE UNIVERSITY

moters. These differences were safely bridged for the time.

In the following spring the Legislature made some amendments to the Act, the most important being the provision that no woman, by reason of her sex, should be deprived of any advantages or privileges accorded other students. The amendments called also for a meeting of the Senate on July 2, and notices to this effect were sent out by the Chancellor. Sectional jealousies, however, had in the interval rather been aroused than allayed, and when the hour of meeting came, not a single representative from the mainland was present. Those from the Island were not sufficient to form a quorum, and, in consequence, no meeting could be held as prescribed by the Act. The attorney-general, to whom the problem of further procedure was referred, gave it as his opinion that the powers of the Senate were at an end, and that the Act itself was, under the circumstances, null and void. Thus ended the first attempt to found a university in British Columbia.

For some years there was no attempt at any forward movement in higher education in the province. Then, in 1899, legislation was passed authorizing the establishment of a college in Vancouver, and, four years later, one in Victoria. Actual collegiate work was not begun in Vancouver until 1907, in some classrooms set aside in the old Vancouver High School (now a public school) on Pender and Cambie streets. Mr. George E. Robinson,



OLD UNIVERSITY SITE AT FAIRVIEW

now a professor of mathematics in the University, was principal. Steady growth necessitated its removal to a home of its own on Cambie Street, —a building formerly a hospital. Here the Arts faculty occupied the front portion, while what had formerly been a dormitory became the Science quarters.

Both the Vancouver and Victoria Colleges were affiliated with McGill University, through the "Royal Institution for the Advancement of Learning," incorporated in 1906. Standards were prescribed, and, at first, examination papers were set by the Montreal University, but as the quality of the work done approved itself, the two colleges, in their later years, became practically self-

governing institutions. At first only two years in Arts were allowed, but when the new university absorbed both colleges, on entering on its teaching functions in 1915, three years in Arts, and two in Applied Science, were being given. For this reason, the present university was able to grant degrees at the end of its first academic year.

The last move of McGill University College, Vancouver, was two years before the war, in 1912. It then occupied the building at Tenth Avenue and Laurel Street, near the King Edward High School. This was one of the buildings taken over by the University at its Fairview site, and was used by the Department of Physics. The late Mr. Car-



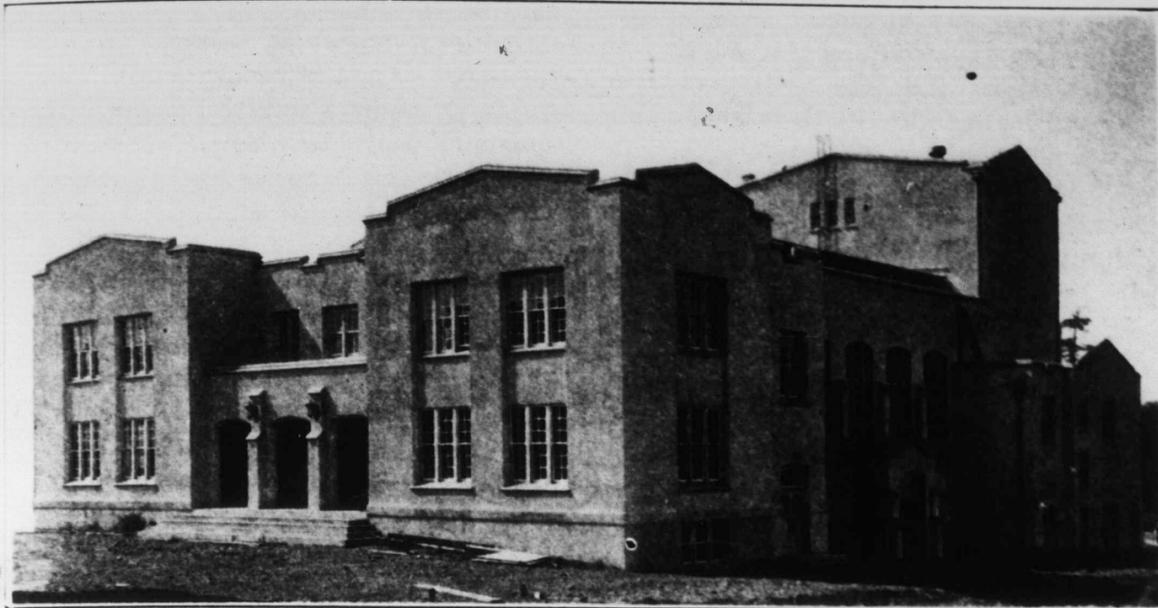
ANOTHER VIEW OF THE STUDENTS' CAMPAIGN

AEROPLANE VIEW OF THE UNIVERSITY CAMPUS



By courtesy of the Royal Canadian Air Force

ter-Cotton, owner of the "News-Advertiser," was head of the Royal Institution, and on its work becoming merged into that of the University, became first Chancellor of the latter. There is thus a very real and close connection between the University of British Columbia, and the great institution of learning on the banks of the St. Lawrence. It was the recognition of this fact that gave a peculiar fitness to selecting Sir Arthur Currie, Principal of McGill, as one of the representative speakers at the recent inauguration, while the conferring on him of one of the first honorary degrees granted by our own university was a further acknowledgment of the splendid service to the cause of education on the



AUDITORIUM BUILDING

Pacific Coast by the great institution of which he is the head.

The increasing importance and success of the work of the colleges in Vancouver and Victoria was rapidly preparing the way for the establishment of a provincial university. More than to any one man, the credit of initiating the movement is due to Dr. Henry Esson Young. As Minister of Education, he, in 1907, took definite steps to establish a university by introducing an act setting apart 2,000,000 acres of land as an endowment. The following year he introduced the Act that established and incorporated the University, constituting the various governing bodies therein, and defining their powers, providing that it should be non-sectarian, giving equality to women with men students, and reserving to it the sole right to grant degrees within the province, excepting in theology. It was established to give such instruction in all branches of a liberal education as to enable students to qualify for degrees in Science, Commerce, Arts, Literature, Law, Medicine, Mining, Engineering, Agriculture and Industry, and to provide facilities and encourage research in these and other fields of knowledge.

Two years later, in 1910, the first practical steps were taken by the Provincial Government, at the instance of Dr. Young, to select a site for the new institution. The task was entrusted to a Commission of five distinguished university authorities. The Commission, after visits to various districts, reported in June, recommending the vicinity of Vancouver as the best location, and, as its first choice, Point Grey. In 1911 the Legislature granted this site, which, by subsequent additions, now has an extent of 540 acres.

Few universities can boast a site so impressive and beautiful. The waters of the Gulf of Georgia form more than half its boundary, while its elevation,—some 300 feet above the sea—gives matchless views of marine and mountain scenery.

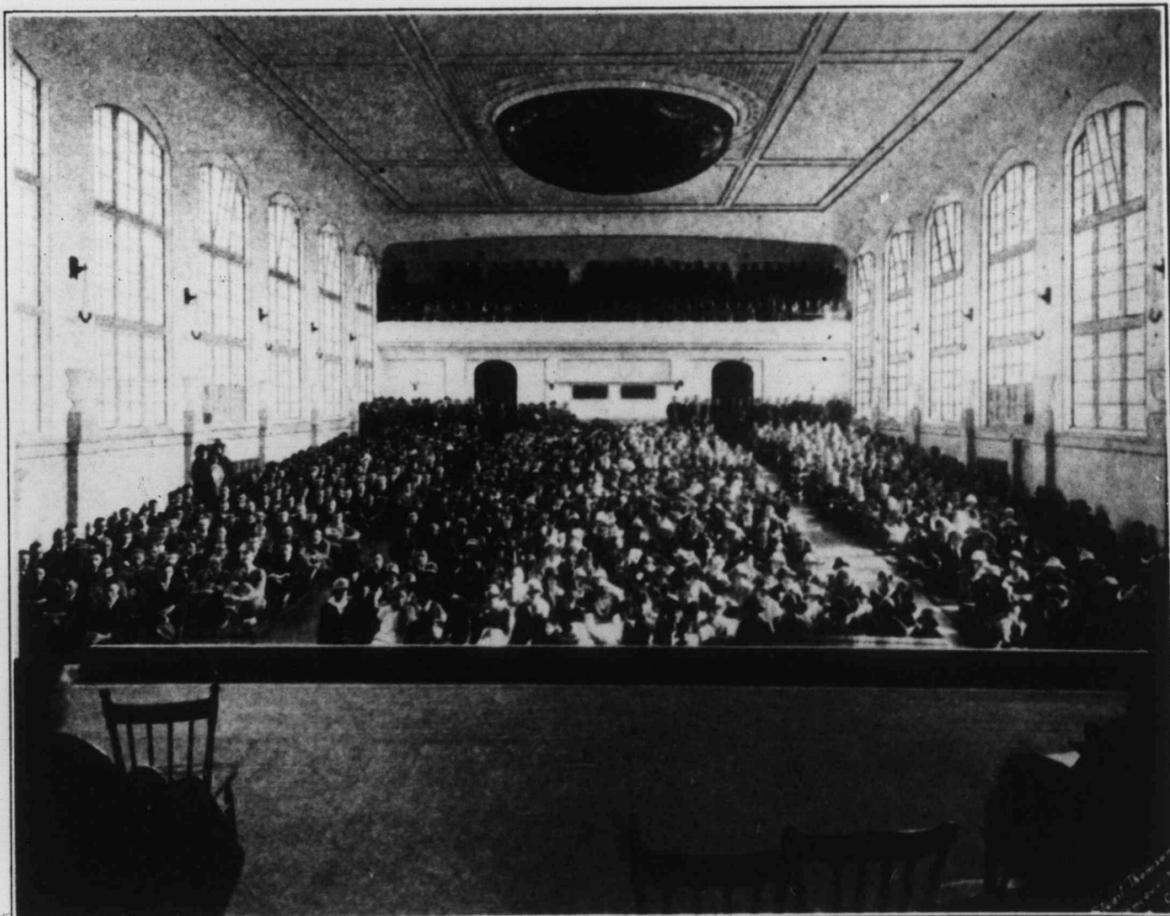
Meantime, organization was being pushed forward by the voluntary registration of graduates resident in the province to form the first Convocation. The number registering was 849, and the body convened in August, 1912, when Mr. Carter-Cotton was elected the first chancellor.

Continuing his active work in promoting the new institution, the Minister of Education in February, 1912, called for competitive plans, to in-

clude full details of four buildings to be erected immediately, and a block plan of the whole university. The first prize of \$5,000.00, carrying with it the appointment of University Architect, was awarded by the Board of Assessors to Messrs Sharp & Thompson of Vancouver. A little later, in 1913, another Commission reported on the general design for both grounds and buildings. This design is most comprehensive, and provides for the needs of an institution potentially great, the relatively small beginnings of which had to be arranged with proper regard for economy as well as efficiency, and yet in such a manner as to ensure co-ordination with a properly planned and steadily developing scheme.

As the result of all this careful planning, the University of British Columbia is perhaps the best designed institution of its kind in the world. It is, indeed, one of only three, among the hundreds of universities in Europe and America, that was planned from its very beginning. Leland Stanford Jr. University, at Palo Alto, California, was the first, while the third is also an institution of the Golden State—the University of Southern California, now under construction at San Diego.

Matters now progressed rapidly. In March, 1913, the government appointed Dr. F. F. Westbrook, Dean of Medicine in the University of Minnesota, President. The Legislature voted \$500,000 for construction



THE FIRST ASSEMBLY IN THE NEW AUDITORIUM

work in 1914, and \$1,000,000 was promised for the following year. The site was cleared, necessary grading done, two Deans and many professors were appointed, and preparations made for beginning actual university work in the autumn of 1915.

But in the summer of that year an Austrian prince was assassinated at Saravejo, and within two months the world was in arms! Countries and communities, continents and oceans away from the scene of the tragedy were enmeshed in its titanic consequences. Peaceful occupations were put aside, and men everywhere donned khaki, and turned their thoughts to the stern and bloody business of war. Plans of peace

and progress, of social reform and educational advancement, all had to be shelved till the issue of the struggle that should decide the fate of free peoples was settled. The young University was caught in the vortex of the maelstrom, and all thought of its development had to be postponed. Tenders for building, already in the hands of the government, were returned unopened to the contractors; no further appointments were made to the staff, and most of the money already voted reverted to the Provincial Treasury.

Thus 1915, which was to have seen the establishment of the University at Point Grey, was a year of disillusionment, of frustration. Ten weary years of waiting—some of them

years of terrors that called for high fortitudes,—were to elapse before professors and students could assemble in their Promised Land, and rejoice in the beginnings of fulfillment of the high hopes and promises amid which the young University was born. It would be, too, a new generation of students—youngsters who in 1915 were still attending public school—who would celebrate the final removal of their alma mater to its permanent home. Many of those who looked forward to graduation at Point Grey are today not to be seen—there or any other where. They “gave up the years to be, of comfort and of joy,” and poured out the red wine of youth, and sleep the sleep that knows not



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PANORAMIC VIEW



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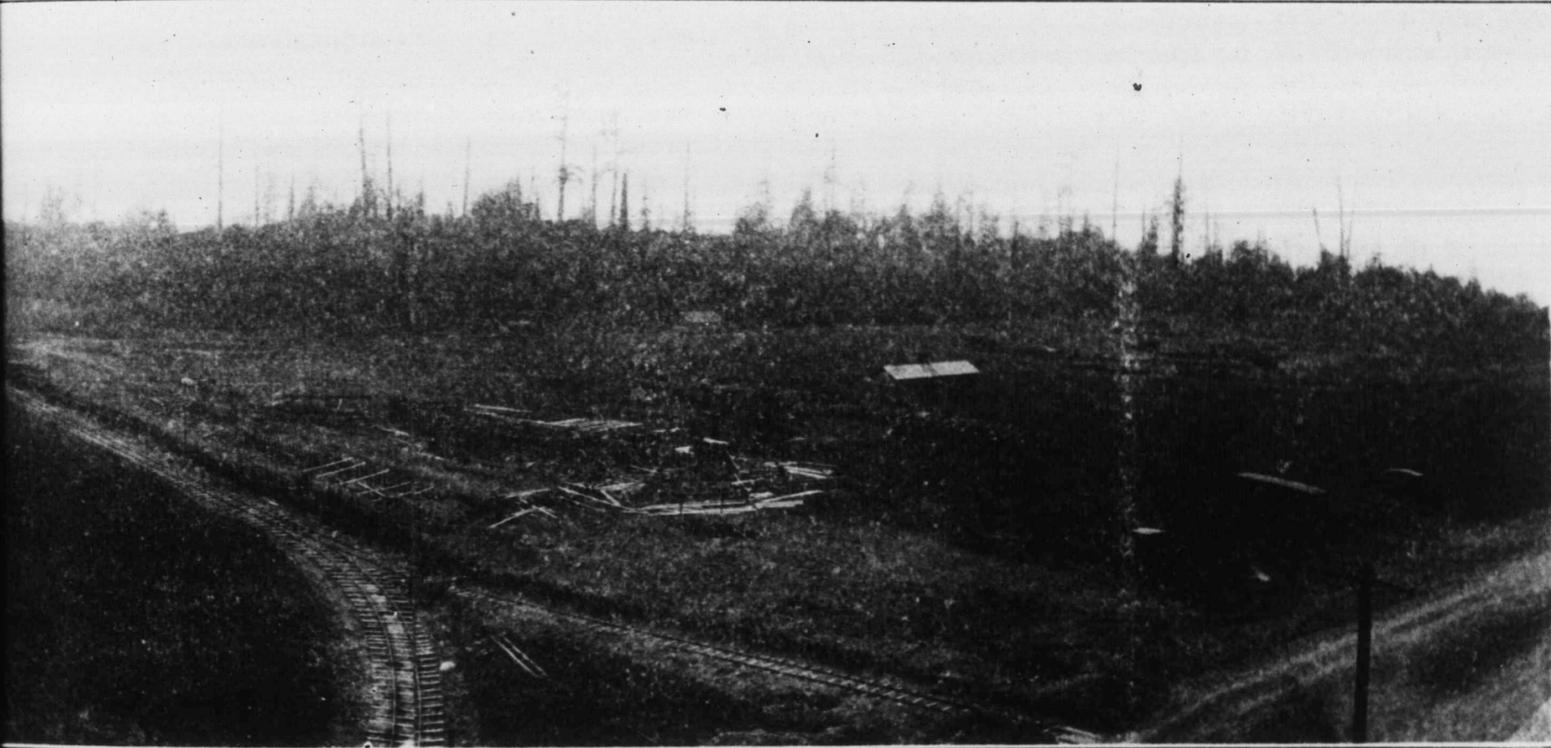
PANORAMIC VIEW

waking under little wooden crosses, in Flanders' Fields, and elsewhere. It is not for nothing that the undergraduate gown worn by students in the University of British Columbia has a narrow piping of khaki cord sewn around the edge of its yoke! "That's for remembrance!" Our University was born and cradled in the lap of war.

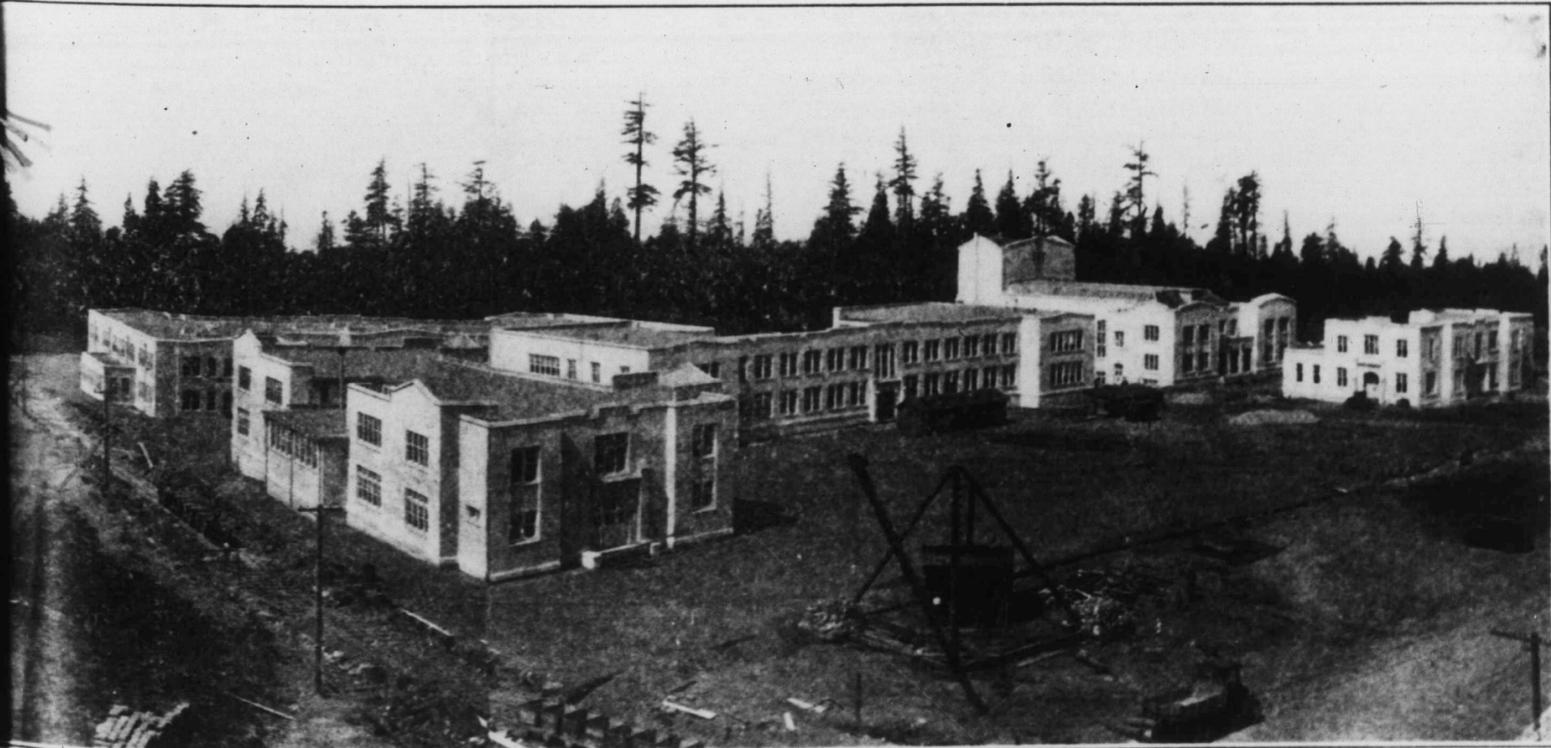
And, when the University at last marched proudly into its own possessions, at its head many missed the man in whose creative mind much for which it stood first took shape and spirit. "For Lyeidas is dead,—dead ere his prime." The eager, questing, courageous spirit of the University's first President bore stiffly up against the frustration of high

hopes and the postponement of splendid visions. From the wreck and ruin of shattered plans he assembled, re-arranged and recombined such things as were possible and practicable, and made a university—but not the university of his dreams. Before the war was over, disease succeeded in what difficulty and disappointment had failed in accomplishing, and the high heart of Dr. Wesbrook was still. Peace be to his ashes, and high honor to his memory! "He rests from his labors, and his works do follow him." "Si monumentum requiris — circumspice!" If you would behold his monument—look about you! The University of British Columbia is Dr. Wesbrook's finest epitaph.

In due course his successor was appointed—Dr. L. S. Klineck, who had been Dean of Agriculture under his predecessor. By nature and temperament the two men were in strong contrast—and yet it is doubtful if, each in his own time, the University could have been better served than it has been by both. The clear vision, quick perception and intense energy of the first President were more than matched by the breadth of view, the sense of justice and fairness, the patience, the considerate courtesy, the tireless industry, the ability for organization, the quiet persistency and tenacity of the present head of the university. He stimulates initiative, alike in students and staff, and in situations of



CAMPUS, MAY, 1924



CAMPUS, MAY, 1925

difficulty his counsel is as treasures of gold. He combines caution and courage in balanced measure and degree, and so has brought the institution safely — triumphantly — through the past six or seven difficult and critical years. The problems inherent in a University that year by year has grown far faster than its material resources—that has been cribbed, cabined and confined in utterly inadequate buildings, that has to rely, for the bulk of its financial support, on grants made by a Legislature with many competitive claims, and, in the case of some of the peoples' representatives, inadequately impressed with any sense of importance—or even necessity—of the work the University is doing—these conditions would have made shipwreck of a smaller or less patient man. But "he that believeth need not haste."—time has been the best ally of Dr. Klinck and his policies. His judgment has been vindicated, his wisdom proved, his faith rewarded. These qualities shine the brighter by remembrance of the difficult conditions against which they have been displayed, and as a result the President of our provincial university is held in high honor by all who know the facts, and are competent to pass judgment.

About Dr. Klinck there is little that is sparkling or spectacular. As a speaker he could not be justly described as brilliant or magnetic. But if he does not captivate, he can persuade, while in private conversation or public utterance one has a sense of contact with a fine and righteous personality, of calm and clear outlook, of sane and tempered judgment, and of quiet strength, the manifestation of inner resources that will enable him to successfully meet any emergency.

Perception of these things has in the past three or four years begun to infiltrate the minds of the people of his own province, and this appreciation seems destined to expand and become general, as the results of his work become more apparent with the passing of time.

Now let us swing back to the days of 1915, when on a dreary lowering day in September, the University commenced its work. Three hundred and seventy-nine students left their rain soaked overcoats and dripping umbrellas, and crowded into a small lecture room to hear Dr. Westbrook's inaugural address. The old McGill University College building was supplemented by another, built by the government for the Vancouver General Hospital for

tuberculosis patients, but not yet occupied. Fifty-six of the student body were at the war, bringing the total enrolment to 434. One of the rooms was crowded to the ceiling with huge packing cases—the nucleus of the University Library, some 16,000 volumes purchased in Europe in the months before the war cloud had lowered—and these the Librarian was unpacking, wielding his hammer with feverish energy in the five-minute hourly intervals between lectures, so as not to disturb the classes, and arranging and roughly classifying the books on the unopened cases (there was no shelving) while professors were lecturing in adjoining rooms.

Amid such conditions work was commenced. No beautiful buildings, no spacious lawns or gracious trees, no campus or playing fields, no gymnasium (there is not one, even yet) no dormitories or assembly hall, no common rooms or library accommodation—little or nothing of the complex educational plant usually associated with the idea of a university. From time to time buildings were added—none of them however, of a character consonant with a university's dignity. Many a barn in British Columbia was of finer construction. They were generally one-story frame buildings, with shingled walls and felted roofs, the maximum of accommodation for the minimum of expense. Yet none of these discouraging conditions could keep the young university down. Year by year its enrolment increased, till it grew from 400 to 1400. Its students acquitted themselves with distinction, not alone in their own Alma Mater, but in other, more ancient and more famous, seats of learning. The teaching staff was recognized wherever it was known as being of very high quality. Their contributions to knowledge, as represented in fields of literary and physical research, added to the high estimation to which the young university was being rapidly advanced in the judgment of its peers. On the playing field, as on the more grim and deadly battlefield, the prowess of its men brought honor to themselves, their Province and their Alma Mater. Those who watched the progress of the youngest university in America began to believe that it was a child of destiny—that difficulties and discouragements would help, rather than hinder, its growth, and serve only to make more remarkable and more conspicuous its phenomenal progress.

As a result there began to develop the belief that it was time to again justify the faith of its founders, and move the University to Point Grey, its permanent home. Individual citizens impressed this view on the government, Organizations—among which mention should be made of the Kiwanis Club—made careful plans and calculations of cost, and made the removal of the institution part of its major program; the students themselves made a historic demonstration through the streets of Vancouver, and out to the Point Grey site, the memory of which is yet fresh in the minds of many; a delegation of them went to Victoria, and presented their case, not merely to the Cabinet, but to the whole Legislature; thousands of signatures were secured to petitions from every part of the Province, praying the government to establish the University in its own place; the press co-operated, and those in the seats of the mighty began to feel the weight and pressure of an aroused and growing public opinion. And, in 1923, they reached a decision:—the University should move!

It was therefore with a spirit of hope and expectation that work was carried on in the temporary quarters at Fairview during the past two years. Inconveniences and disabilities were borne with cheerfulness—"another year, and we'll be at Point Grey!"

Meantime, work at the permanent site was being prosecuted with vigor. The naked skeleton of the Science Building, which had reared its concrete columns against rain and shine for nigh ten years, began to be clothed with garments of granite. Few more complicated buildings than this are to be found in the Dominion, for, in addition to the usual services to be found in any structure of this size, there are many others, necessitated by the experimental and technical character of the physical and chemical courses to be given therein. In order to obviate the delay due to the preparation and approval of the highly intricate plans and specifications, this building was let to the contractors on a "cost plus" basis, at an estimated and arbitrary total—which it was known at the time would be considerably exceeded—of \$600,000. This arrangement enabled the work to be started at once, while plans for later developments were being considered. All the remaining buildings were contracted for by public tender.

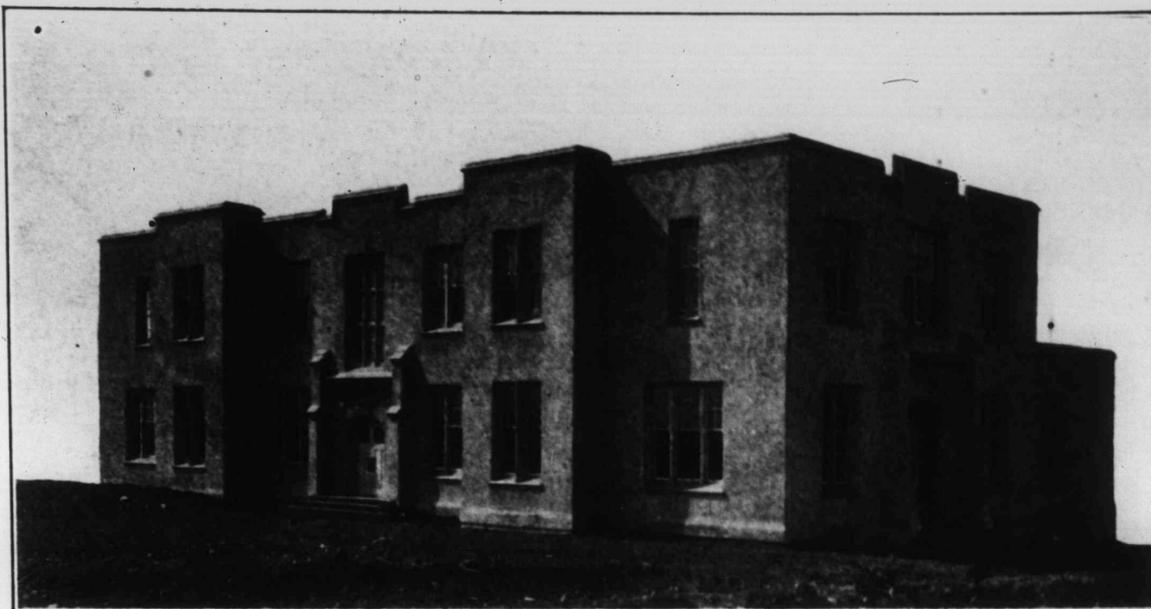
The Science Building being thus under way, the next decision to be reached was the selection of the other units of permanent buildings to be constructed, and, in addition the number, character and size of the "temporary" structures, for it was realized from the beginning of the Hegira that the sum necessary to give accommodation for 1500 students in permanent buildings, such as the Science Building, would involve an outlay beyond the present means of the government.

It was felt that the valuable books comprising the University Library should not be exposed to any risk from fire, and so a permanent stack room in which to house them was the first conclusion reached. A permanent reading room was at first not contemplated.

It was likewise determined that the power and heating plant for the whole institution should also be a "permanent" structure. The design of these three buildings was assigned to Messrs. Sharp & Thompson, the university architects. The remainder of the buildings was to be planned by the Provincial Department of Public Works, under Gen. Dr. Sutherland, through Messrs. P. Philp and C. Whittaker, the Deputy Minister and Provincial Architect. These were eight in number: Administration, Arts, Applied Science, Auditorium, Mechanical Engineering, Electrical Engineering, Mining and Forestry. The word "temporary," as applied to any of these buildings is an evident misapplication. All are on the most sturdy and enduring concrete foundations, while their superstructure is so built that they can look forward to at least three quarters of a century of usefulness.

It has already been stated that the University of British Columbia was an institution planned and designed in detail from its very beginnings. Perhaps this is as appropriate place as any to make some explanation of the plan. A map or sketch would make the design more apparent and clear, but perhaps a few paragraphs of general description will be helpful.

The University property consists of some 540 acres, most of it located at the extreme tip of the promontory between the mouths of the Fraser River, to the west, and the Gulf of Georgia, to the east. Running roughly from north to south along the peninsula is a slight crest, from which the land slopes gently—about 5 feet in a hundred—to east and west. This crest was



ADMINISTRATION BUILDING

selected as the major axis of the building design, and will be marked by two parallel roads, with lawns between. On either side of these roads, to east and west of the axis, four pairs of large, and one of small, blocks were surveyed. The large blocks are some 800 feet square.

Out of the third and fourth pairs of blocks, something less than one-fourth of the contiguous inner corners was taken to form an eleventh block, the central feature of the whole design. It fronts on the two central roads, and is also located on the transverse axis of the whole plan—the axis that connects the university with the main lines of traffic to Vancouver, through 10th Avenue, and also across the entire University property, connecting with Marine Drive. On this central block or "quad" will in the future be built the great Administration Building, which will include Congregation Hall, where the conferences of degrees, and other academic ceremonies, will take place.

The most northerly pair of these ten quads is assigned dormitories for men and women, of which none are yet built. The next pair are, to the east, the Arts Quad, towards the rear of which is placed the west, the quad on which are the first unit of the Library, and, to built five of the semi-permanent structures. Administration and Auditorium to the north, Agriculture to the south, Arts in the centre and Applied Science to the rear.

The next pair of quads, proceeding south, are Science to the east and Engineering to the west. On the former, and fronting on the "Mall," or central double road, is the Science Building, devoted to Chemistry, Physics and Bacteriology, while on the opposite block, in

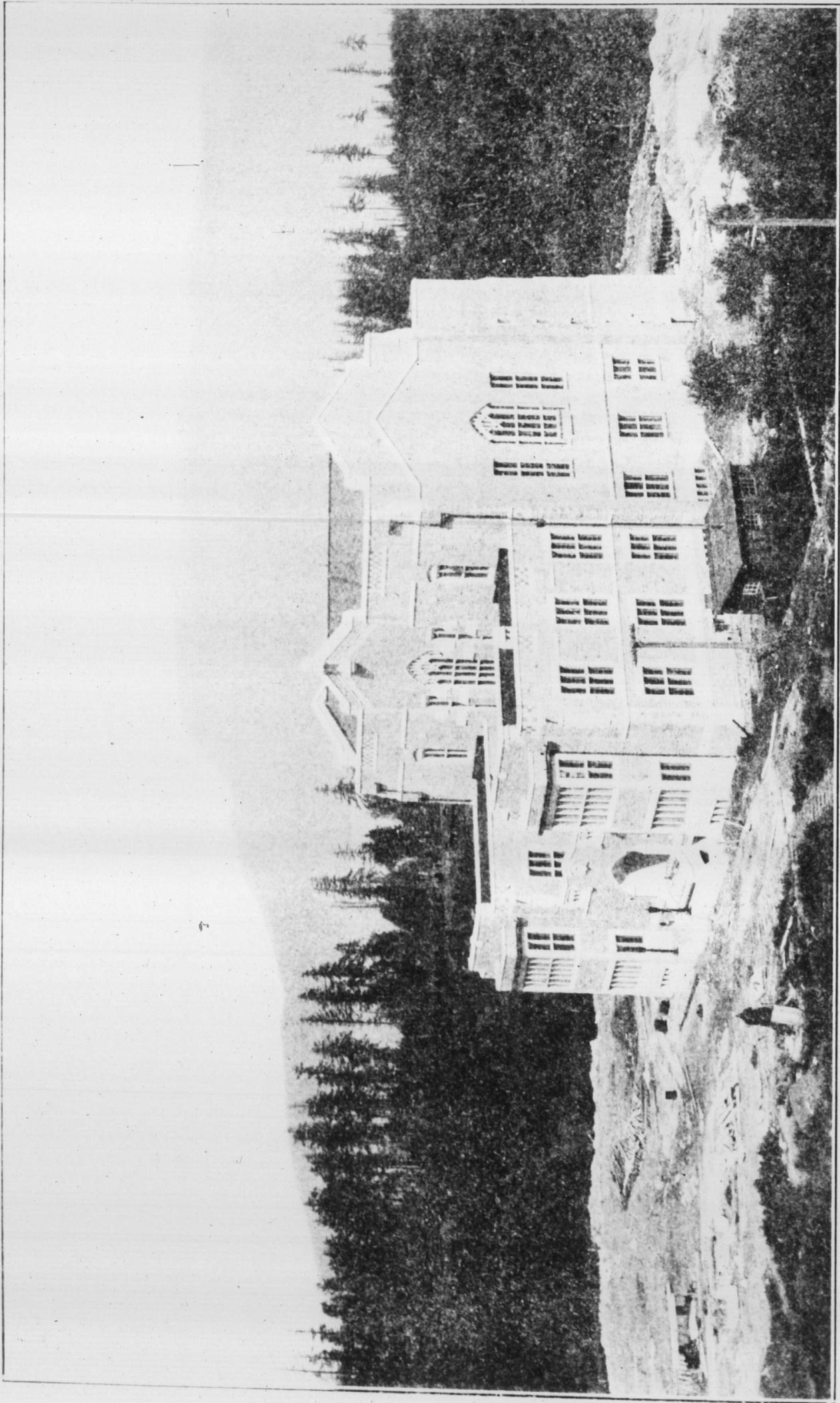
its very centre, is the power plant, which later will be masked by the hollow square of buildings devoted to Engineering. Three semi-permanent buildings, to the south of this quad, are for present use of mechanical and Electrical Engineering, and mining departments.

The Forest Products Laboratory, built, equipped and maintained by the Dominion Government, and doing valuable work for the timber industry of the province, is located on the next block to the south. There are as yet no buildings on the corresponding block opposite, to the east. Nor has any construction been started on the two smaller blocks, next to the south, both of which are intended for teaching buildings for the Department of Agriculture.

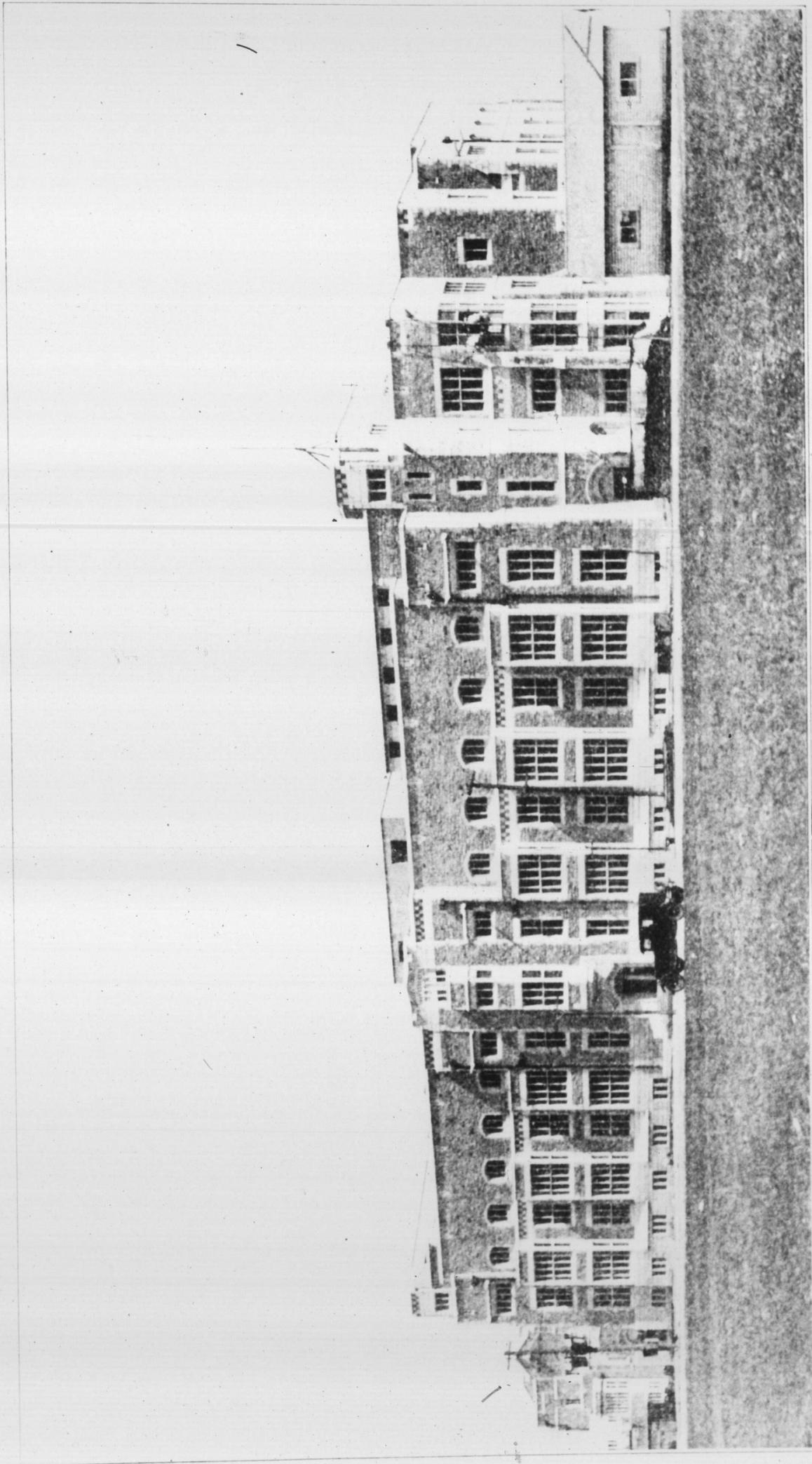
A good beginning has been made on the necessary group of buildings for practical work in Agriculture. These are arranged in a horseshoe, to the south of the main group of quads. Several are units of permanent structures, while some are makeshift buildings for temporary use. They include barns for Horticulture, Agronomy, Sheep, Cattle and Horses.

The two groups of blocks already described constitute the areas on which the main building program of the University will be carried out. In extent, it comprises about 100 acres—approximately one-fifth of the property. It lies in the centre of the area, and toward its northern end. The purposes for which the remaining land will be used, have now to be stated.

Taking that portion of the property north of the intersecting axis, and to the east of the series of main quads, the stadium and gymnasium will be erected immediately behind the Library and Science Buildings,



UNIVERSITY LIBRARY



SCIENCE BUILDING AT THE UNIVERSITY

while to the north is a block to be devoted to affiliated theological Colleges. Work on two of these—the Anglican Church and the United Church of Canada—will probably be started next summer. South of the cross axis is land assigned to future medical colleges.

On the opposite, or east, side the land between the groups of main buildings and the sea is set aside for botanical gardens. Professor Davidson has in the past ten years made a large and interesting collection of native plants, and in the spring and summer, these, and the floral displays, attract many visitors. The experimental plots of the department of agriculture are also to be found here.

The remaining area, lying to the south, is set aside for farm lands, or experimental work in Agronomy. Much of it is already in use.

The foregoing description of the general design and plan of the University will give some idea of the magnitude of the work that had to be done before the transfer from its temporary quarters to its permanent home could be made. It by no means, however, gives a complete statement of the program involved. Before any of the enumerated items could be even begun, the site had to be hewn from the primeval forest at the considerable outlay in money, and enormous labor. Then there were essential services, involving expenditures totalling hundreds of thousands of dollars, of which the only observable evidence were the hydrants, poles and manholes dotted here and there throughout the campus—water and gas mains, storm and sanitary sewers, light, power and telephone services—while miles of hard surfaced roads and sidewalks had to be built to give access to and through the property.

It can well be believed that the prosecution of so large and varied a programme of construction made the western end of the Point Grey peninsula a very hive of industry every working day of the week for the past two summers. Special arrangements had to be made for the transportation of the hundreds of men to and from the site, and, when the cease-work whistle blew, the mad rush of the men from every direction to the spot where the buses were parked presented much of interest, and something of comedy, for there was an amusing and obvious strategy in so arranging work that it should be located near the autos as the day finished.

Unresting, unceasing, the work proceeded—a work that both in na-

ture and in speed typified much of what has been done in these western lands to subdue the wilderness to the needs and uses of the race which has made it their heritage. Monarchs of the forest, that towered in serried majesty before Captain Vancouver cautiously crept by to explore the land-locked harbor, on the shores of which was to arise the great city that perpetuates his name—some of them vigorous young saplings before a white man's eyes swept the horizon of the Western sea, or even before any European set foot on this continent—these forest giants crashed to earth as the woodsman and his axe invaded the stillness of the sylvan solitudes. The air echoed with the dull boom of dynamite, the earth was shattered and riven till it looked like a shell-torn battlefield. Then, following the woodsman with his axe came the farmer with his plow, and open, smiling fields bearing the kindly fruits of the earth, the songs of birds and the lowing of cattle, succeeded the dim and leafy silences.

Meantime, other plans and purposes were conceived and maturing in the minds of a few men—plans destined to radically and permanently change the district from an agricultural to an educational use. In pursuance of these purposes, men of the lecture-room thought, men of affairs organized, and, as a result, other men stooped over draughting boards, or strode across furrows, planting stakes and taking levels. Their work completed, the way was ready for hundreds of others, who interpreted into reality the ideas of statesman, educationalist and architect, and, translated into actual and visible form the dreams of a province and a generation.

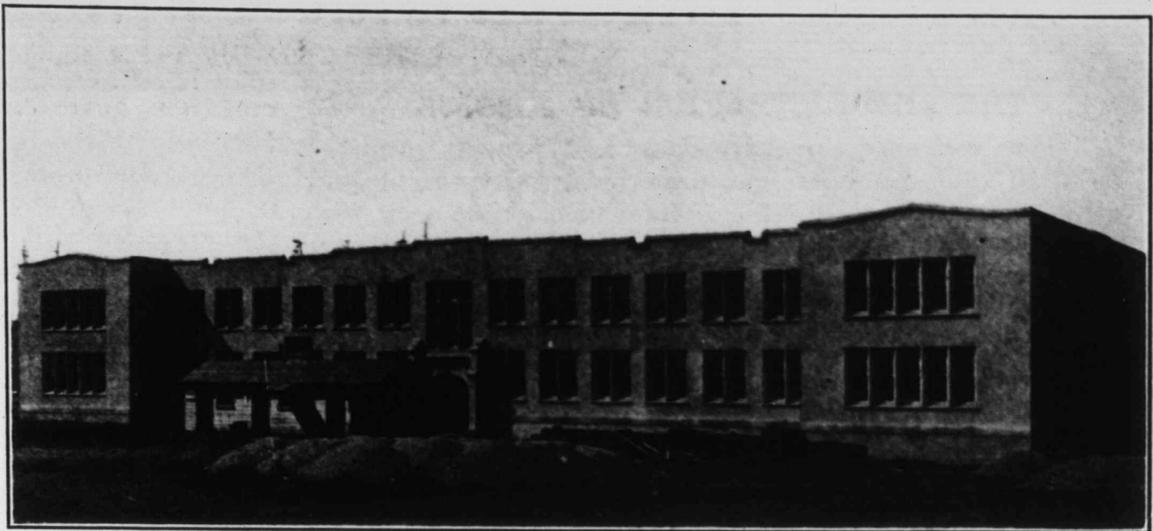
To-day it stands for all to see and to judge—the crown and keystone of British Columbia's educational system—the Provincial University. To some it may merely mean a collection of a dozen buildings, many commodious, some beautiful — or even an added item to the bills of an over-burdened tax payer. Citizens of Vancouver may think of it in terms of a pleasant auto drive on a sunny afternoon, and tourists in rubber neck wagons, under instruction of the man with the megaphone, may crane their heads this way and that, to admire the finest University library building in Canada, or to see the cairn raised as a memorial to the student campaign that was part of the effort to move the institution to its permanent home. But behind these and other equally obvious things, deeper and

broader and bigger than the impressions gained or buildings beheld as a car whizzes across the campus, is another and far finer conception. Seen with the eye of the mind, the University is at once a fulfillment and a prophecy. It is a monument to the faith and hope of the real nation-builders of British Columbia, for every lecture room, every stucco wall, every block of hewn and shapen granite, is testimony and proof that the people of this Province realize that Knowledge is Power, and have resolved that Science and Culture shall be embedded in the foundations of our provincial life, work and society. Here the discoveries of Research will promote and develop Commerce and Industry, and make their contributions to Progress. As a result of the diffusion of influences focussing at this young seat of learning, more general and sympathetic understandings will be established between sections of the social orders now too frequently in conflict. Successive generations of young men and women will go forth from its halls, with clearer conceptions of their opportunities and responsibilities, and better equipped than were their fathers to take worthy places in the ranks of achievement. Thus to every son and daughter of British Columbia cherishing worth while ambitions the institution at Point Grey should be a symbol of possibility and hope, for the basic reason of its existence is the conservation of all that is valuable in humanity's past history, and the enlargement of the boundaries of human knowledge and power, to the end that all these may be applied to the promotion of progress and happiness. And its record in the single decade since its establishment triumphantly shows that the University of British Columbia has been true to this ideal, and has already made it a tradition.

It was not, then, without good and abundant cause that friends and well wishers of the University gathered in September to celebrate the official inauguration in its now home. Representatives of a hundred sister institutions honored the occasion by their presence. Not even a lowering sea fog could wholly obscure the brilliancy of an imposing spectacle, when these, with members of Senate and Board, faculty and alumni, with Chancellor and President in the lead, marched in procession from the library to the Auditorium.

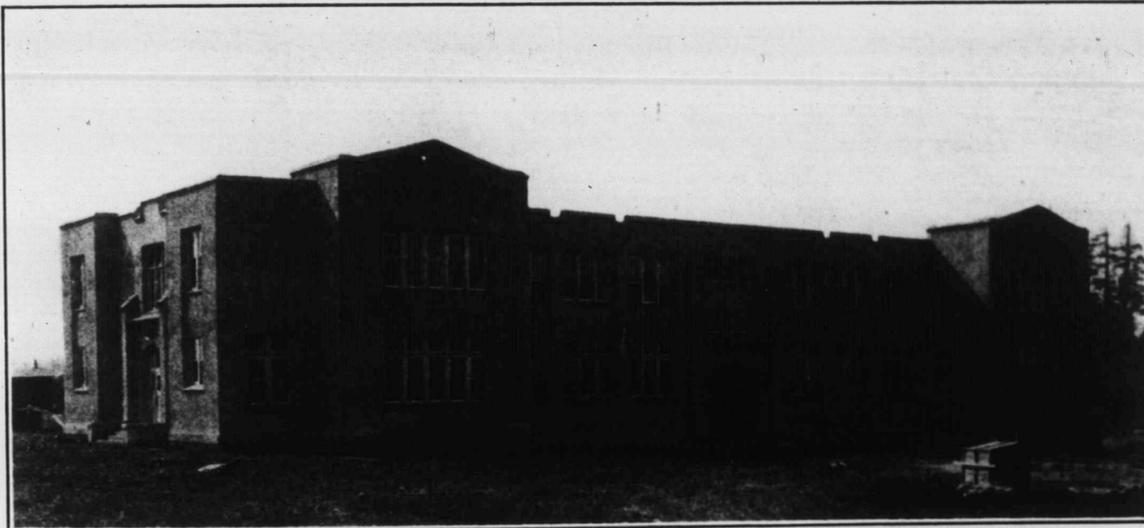
None who participated in, or witnessed the several functions are likely soon to forget them. Seven distinguished leaders in widely differ-

ing spheres of thought and action, in both Dominion and Republic, were honored by the conference of the first honorary degrees given in the life of the University. The splendid and sonorous citations with which each was introduced by the President to the Chancellor was a proclamation of service to the nation, the age and the race that was a warrant of worth that all heard with pride. The addresses of Sir Arthur Currie, President Suzallo, and others, were utterances befitting an historic occasion. The whole series of ceremonies suitably and splendidly ushered in the new era in the University's life, and were a fitting introduction to what its well wishers



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THE ADMINISTRATION OF JUSTICE

We welcome the conviction and proper punishment of some of those who have been guilty of major crimes in British Columbia. There was great need for this. The good work must not, however, cease. Respect for the Law is still wanting in many quarters in British Columbia. Until the majesty of the Law is re-asserted, conditions cannot be what they should be. Meanwhile to all who have aided in the improvement, police, juries, counsel, judges, deep and lasting thanks are due.

A SATISFACTORY ELECTION

In all our experience we have never seen so satisfactory an election as the recent Dominion election. The Liberal party express satisfaction at being still in control of the House of Commons. The Conservatives rejoice in the wonderful victory they claim to have won. The Progressives are satisfied to have justified their existence and proved (to themselves anyway) that they are and will be a national power. The defeated candidates are satisfied their constituencies were mistaken in rejecting them. The elected candidates are satisfied that the nation will be wisely guided by them. The people as a whole are satisfied that the election is over. There are some who are not satisfied with the indecisiveness of the final result. However you cannot please everybody.

SOME ELECTION THOUGHTS

While control of the House has not been placed beyond question, there are some quite interesting facts to be noted.

First, it is undoubted that in tariff matters Canadians have again endorsed moderate but adequate protection. Apart altogether from the 117 Conservatives who were elected on that distinct platform, we have the Laborites supporting that policy solely on account of its reflex action on employment and wages. On the Liberal side we have several elected on a protectionist platform; and others have for years supported Laurier and other Liberal leaders in that policy.

Next, we have the clearly proven fact that the Prairie Provinces as a whole favor free trade and a progressive policy. While the Liberals made large gains from the Progressives there, nothing indicates any permanent trend from Progressive to Liberal ideas. Circumstances were against the former, and a temporary loss was sustained by them.

Again, we have Protectionist Quebec practically a unit in supporting King. This would be an anomaly if King's cabinet representatives in Quebec had not included Marler, a high protectionist, Lemieux, Lapointe and Robb, supporters of Laurier's fiscal programme, as well as Bureau, Cardin and Boivin, who were apparently in hearty accord with King's freer trade policy, with its slogan of "reducing the costs of production."

It is unfortunate that some, even highly placed in political power, are seeking to arouse antagonisms by "playing off," so to speak, Ontario against Quebec and vice versa. Others seek to find a clerical basis in Quebec's decision, a most regrettable thing. A solid Quebec behind King will be a good thing if it is not made the basis of appeals to prejudice and racial and religious dislike.

A new election ere long is a foregone conclusion. Meighen's success in that election is equally certain. Twelve seats gained over his last effort and the Con-

servative government will have a working majority over all. P.E.I., N.B., and N.S. will furnish at least three of these. B. C. will probably add one if not two to her Conservative representation; while a solid B.C. for Meighen will be quite realizable. Alberta with proper election methods preventing theft, such as the Peace River seat, should add two more to the list. Saskatchewan should, at least, contribute two to the quota. Manitoba will furnish another one, leaving Ontario to supply but three.

Then, with a Minister of Justice and a Postmaster General who are not Catholics, we can break loose from the tradition of the past in both parties, that these posts should be held by men of that faith, and the future of Canadian national policy changed in the best interest of all without raising any racial or religious issue. Quebec will still have her necessarily immense political power exerted on a proper basis, and ere long the most prejudiced will have to admit that divisions then occurring will be divisions of policy divorced from racial or religious bias.

WHAT IS MY RELIGION?

Under this caption the "Vancouver Star" has been publishing on Saturdays of each week, articles from persons of rank and note.

A recent issue contained an article by Rebecca West which was quite as interesting as former contributions.

It is not our purpose to debate or discuss another's religious views. However mistaken they may seem to us in their conception of what religion is, or however apparently open to attack by way of historical, scientific or Biblical criticism, our plain duty is to respect those convictions as we should ask our own to be respected, and to remember that they are given not to raise debate or discussion, but we believe with a sincere desire to help others in their religious difficulties.

We noted in Miss West's article her disbelief in the Virgin Birth of the Saviour, and the reason accepted by her for its appearance in the Bible and Christian teaching. We do not propose to discuss the subject, though we are in no agreement with her whatever. We only wonder if any of our readers agree with her in either of her conclusions on this subject. Later we shall have something to say on this subject but not by way of debate or criticism of Mrs. West.

(Continued from Page 2)

A CHILD'S SONG.

(By Nancy Chapman, aged 12.)

I've seen a pixie sitting in a wood
With a little brown jerkin and a bright red hood,
A dear little fellow with a big grey beard,
Who told me the strangest tales ever I heard
Of witches and dragons and ships that sailed the sea
From Florida to Cape Town, then to the Zuider Zee.

(Chorus):

Come and I'll whisper a secret to you,
I know where the pixies live, yes, I do.

I found a little pixie perched upon a stone
Who held his little forehead thus, and gave a little moan.

I cried, "Dear Pixie, don't carry on so."
He said, "My child, I've had a very bad blow,
I've found that cocks don't sing like larks, because they
only crow." (Chorus)

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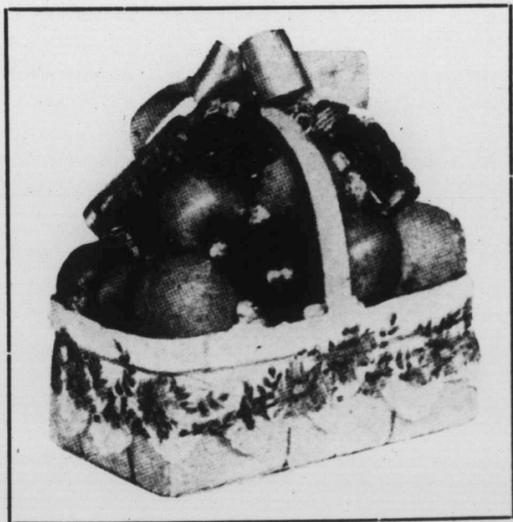


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