I.

THE PIONEERS

1872-1915

The founding of a university is rather like throwing a stone into a deep pool. As the stone strikes the water it makes a hole in it, and then, when it has sunk to the bottom, and you might think it had never gone in at all, you see circle after circle of ripples spreading over the surface of the pool, each one wider than the last. BRUCE TRUSCOT

THE EARLIEST recorded suggestion that a university might be needed in British Columbia was made in 1872, just one year after the Province entered Confederation. In that year, John Jessop, newly-appointed Superintendent of Education, in the supplementary section of the First Annual Report, made under the Public School Act of the same year, wrote these prophetic words: "The fact, too, that British Columbia will soon require a Provincial University, capable of conferring degrees in Arts, Law and Medicine, should not be lost sight of; and public lands in aid of such an institution should be granted at the outset of our career as an integral portion of the Dominion of Canada."

Jessop was a pioneer of the provincial school system; he had seen the first Education Act, known as the Common School Act, passed in 1865, and he was then appointed as the first headmaster of the Boys' Department of Victoria Central School on Fort Street, Victoria. But elementary education was not enough. Young men had passed through Jessop's classes who, if given the educational opportunities, might become the much-needed clergy, doctors, lawyers and

teachers to serve this frontier community. One of Jessop's duties as Superintendent of Education, set forth in the Public School Act, was "to deliver in each school district, at least once a year, a public lecture on education and to do all in his power to stimulate educational progress." It is clear that Superintendent Jessop took his duties seriously and with considerable success. The Act gave the Board of Education power to establish high schools. The first high school in the Province was established in Victoria in 1876, with 44 pupils in attendance. In the following year, in his Sixth Annual Report, Jessop commented on the progress of the Victoria High School and indicated his opinion that it was time that New Westminster had a high school.

His belief in the need for a university had been strengthened by his six years' experience as Superintendent of Education. In 1872 there were 14 elementary schools in the Province with 534 pupils; in 1877 there were 41 elementary schools with 1938 pupils, and one high school with 60 pupils. Jessop now pleaded the cause of higher education for the young men and women of the Province in more definite terms: "A Provincial University also will speedily become a necessity, if British Columbian youth are to be fully prepared for the various avocations of youth without going to other Provinces and countries for the purpose of graduating in Arts, Law and Science."

Jessop retired in 1878 and the university theme is not repeated in the Public School Annual Reports until 1884 when Steven D. Pope, Superintendent of Education 1884-1899, confidently trusted that "the time was not far distant when our system of education would be crowned by the creation of a Provincial University."

Both Jessop and Pope, as public servants working at the seat of government, were only too well aware of the financial problem involved in founding a university in a young province with a slender income, and which, by the terms of Confederation, had been given sole responsibility for education without assistance from the Federal Government. Jessop suggested a practical solution in the form of a land grant. Pope, as a Queen's University graduate, knew of the difficulties encountered by his Alma Mater, a denominational institution at that time, and how she had been saved from threatened extinction in 1868 by an endowment fund drive under Principal Snodgrass. He knew also of Principal George Grant's highly successful campaign of 1878 which brought to the coffers of Queen's, from the pockets of her graduates and friends, sufficient monies to enable her to maintain her independence when the University Confederation movement in Ontario threatened to engulf her. James McGill too had built himself a "monument more lasting than brass" by leaving in his estate monies to found the university named after him. Having in mind these and other such precedents, no doubt, Superin-

tendent Pope, in his annual report for the school year 1884-85, suggested that "people of means might confer a lasting benefit on the Province by endowing a University." The hand of Fate, it seems, intervened in solving this problem and the University of British Columbia, when it finally came into being, was supported not by a public land grant (though this, as we shall see, was provided) but mainly by annual grants of money from the Provincial Treasury. It was many years after the founding of the University in 1908 before "people of means" realized the important contribution it was making to provincial prosperity and began to offer significant financial help in its maintenance and development.

The idea of a provincial university, first expressed by Jessop and Pope, was fostered by the many graduates of universities in Eastern Canada, the United Kingdom and elsewhere, who found their way to this last West to serve the professional needs of the young Province. It was due to the combined efforts of these friends of higher education that the idea was early given form and substance. On April 26, 1890, "An Act Respecting the University of British Columbia" was passed by the Legislature in Victoria "to establish one University for the whole of British Columbia, for the purpose of raising the standard of higher education in the Province, and of enabling all denominations and classes to obtain academical degrees."

The Act itself, brought before the Legislature by Simeon Duck, a private member from Victoria, reveals the wide knowledge of university administration and the wisdom of those who drafted the measure. The University was to be empowered to grant degrees in Arts, Science, Medicine and Law. Courses in Arts and in Science were to be set up at once. It was laid down that the Arts course "shall embrace all the branches of a liberal education necessary for the degree of Bachelor of Arts or such degrees as may be determined on by the University Council"—a body whose composition and powers were to correspond roughly with those of the U.B.C. Board and Senate, combined. "The Science course shall include the subjects of Agriculture, Mechanics, Mining and Civil Engineering, leading and preparatory to the degrees of Bachelor and Doctor of Science." While no provision was made for actual courses to be given in Medicine and Law, the University Council was authorized to "make and alter any statutes . . . touching the curriculum and examination necessary for degrees and the granting of the same," and, in the meantime, subject to approval by the Lieutenant-Governor-in-Council, the University Council might admit to examination for degrees in Medicine or Law graduates or students from approved Medical or Law Schools situated either in the Province or elsewhere.

In the listing of courses of study of immediate concern for the university curriculum, having ordained the setting up of Arts and Science courses, the Act

(Section 11) proceeds: "There shall also be in connection with the University a Normal School for the training of teachers for the Public Schools of the Province." This provision is of special interest as giving recognition to the professional status of the school teacher and the consequent desirability that his education and training take place alongside that of engineers, lawyers, doctors and other professional men within the discipline of the university. It is noted that this proposal is far in advance of its time. It was not generally approved by contemporary school educationists who, following common practice, proceeded to establish and maintain normal schools as separate institutions, independent of university influences. The process of healing this dichotomy in teacher training has been long and complex and it was consummated only in 1956 by the founding at U.B.C. of the College and Faculty of Education, incorporating "normal school" training as part of its own curriculum.

Convocation, whose main function was the election of Senate members from their own number, was to consist initially of "graduates of any University in Her Majesty's Dominions, who shall have resided in this Province two months previous to the passing of this Act," and shall have signed a register to "be kept open by the Provincial Secretary at his office for three months and no longer." The Chancellor was to be appointed by the Lieutenant-Governor-in-Council for a period of three years. The Vice-Chancellor, to be appointed in the first instance by the Lieutenant-Governor-in-Council, was to be elected thereafter annually by the Council from their own members. Either the Chancellor or, in his absence, the Vice-Chancellor presided as Chairman of the Council.

The Act provided for degree-examinations, oral or written, or both, which might be held "in the presence of the Council of the University, or any members thereof." This semi-public method of examining reflected the influence of Oxford and Cambridge, and the same influence is seen in the inclusion of the professors in the Council, highest governing body of the University. Degree standards were to be "similar to those in force in the Universities of the Dominion."

Such was the first University of British Columbia Act. Steps were taken at once to implement its provisions. The Honourable Hugh Nelson, Lieutenant-Governor, appointed as Chancellor a McGill graduate, Israel W. Powell, M.D., C.M., a public-spirited, pioneer citizen of Victoria, who had for many years taken an active interest in public school education, first as member and then as Chairman of the Victoria School Board; as Vice-Chancellor, Richard P. Cooke, B.A., Trinity College, Dublin, of Vancouver; and as members of the Council, Rev. E. Robson, New Westminster, Rev. P. McF. McLeod of Victoria and J. A. Mara of Kamloops. No fewer than 125 persons registered to qualify as members of Convocation. The Premier and Provincial Secretary, the Honour-

University of British Columbia

Convocation met in the Court House at Vancouver on October 22nd, 1890, at 2 o'clock in the afternoon, Rt. Rev. Bishop Sillitoe in the Chair.

Prayers were read, and the roll called, 44 members being in attendance.

A communication from the Hon. the Provincial Secretary re appointment of Chancellor, Vice-Chancellor and members of Senate was read and received.

The Chancellor, at the request of the Chairman, then occupied the Chair and in doing so expressed the hope that all would work together in harmony for the good of the University.

The question of amendments to the Act was then brought forward. Rev. Donald Fraser introduced a draft of the amendments and moved, seconded by Mr A. Morrison, that the report be considered clause by clause. Carried.

The report having been considered

Minutes of the second meeting of Convocation of the University of British Columbia, held in the Court House in Vancouver on October 22, 1890.

Clause by Clause, on motion of Mr J. Stuart Yates, seconded by Mr E. Odlum. It was resolved that a fair copy of the Act be transmitted to the Council with the request that they lay the same before the Local Legislature.

Moved by Bishop Sillitoe, seconded by Mr J Stuart Yates, that an assessment of 50 cents be collected from members of Convocation to meet current expenses. Carried

Moved by Mr Fredk Schofield, seconded by Mr J. McO'Brien, that the thanks of Convocation be tendered the committee for their arduous work in preparing the amendments to the Act. Carried.

Rev Mr Fraser, on behalf of the Committee, acknowledged the compliment in a few suitable words.

Moved by Mr Fredk Schofield seconded by Mr J. Stuart Yates, that a vote of thanks be tendered His Lordship Bishop Sillitoe. Carried.

His Lordship fitly replied.

The Chancellor spoke, thanking Convocation for the support rendered him. Great progress had been made and he trusted that a no distant day the aspirations of Convocation would be met by the establishment on sure and solid foundations of the University of British Columbia.

Convocation then adjourned

J. McO'Brien,
Secretary

able John Robson, now called the first meeting of Convocation for August 26, 1890. The Register of Convocation, which gives the place of residence, degrees held and universities of all who registered, shows not only the widespread interest of the citizens of the Province, but also the great variety of university experience and training of members of Convocation. The majority resided in the centres of population, New Westminster (12), Vancouver (44), Victoria (44); also represented were Ashcroft (2), Barkerville (2), Chilliwack, Clinton, Donald, Esquimalt, Kamloops (4), Kuper Island, Ladner's Landing, Lytton, Matsqui, Mayne Island, Nanaimo (7), North Arm (of the Fraser River), Sooke, Surrey Centre, Wellington (2). From the professions were clergy, doctors, educationists, engineers, judges, lawyers and members of the Legislature. The list of names includes graduates of universities situated in every province of Canada, of all the leading universities of the United Kingdom and Ireland and one graduate of New Zealand University. There were no women members of this first Convocation for the obvious reason that there were probably no women graduates at that time in British Columbia.

When Convocation met on August 26, 1890, it was now four months since the University Act was passed in the Legislature and ample time had intervened to allow members to study its contents. Amid such a diversity of educational experience it is not surprising that numerous criticisms of the Act were made and the main action taken at the meeting was the appointment of a committee to draft amendments to the 1890 University Act. A second meeting of Convocation was convened in the Court House at Vancouver two months later, on October 22, 1890, to consider the report of the committee. Forty-four members were present. The Convocation Secretary, J. M. O'Brien, editor of *The Vancouver World*, records in the minutes of this meeting that, before adjournment, "the Chancellor spoke, thanking Convocation for the support rendered him. Great progress had been made and he trusted that at no distant day the aspirations of Convocation would be met by the establishment on sure and solid foundations of the University of British Columbia."

The changes in the University Act proposed by Convocation at this meeting were incorporated in the "British Columbia University Amendment Act, 1891," which was passed in the Legislative Assembly on April 20. Although the new Act consisted of 55 Sections and repealed 31 of the 34 Sections of the 1890 Act, the alterations and additions were mainly administrative and did not vary the spirit or purpose of the earlier legislation, except in one important matter: a normal school was not now to be included in the teaching organization of the University. It is noteworthy that, in the Public School Act of this same year, the Council of Public Instruction was given power to establish a normal school with model

departments and to make regulations for its conduct and management, though it was not until 1901—ten years later—that the first normal school in the Province was opened in Vancouver, under direct control of the Department of Education. The senior administrative body, the University Council, constituted, roughly, as under the 1890 Act, was now to be known as the Senate, which, it should be noted, still included in its membership "the Principal and Professors of the University, and the Superintendent of Education for the time being." There were to be four Faculties: Arts and Science, Medicine, Law and Applied Science. The teaching staff in each Faculty was to constitute a board of that Faculty. The University Council, its wide administrative functions now transferred to the Senate, was to be composed of "the Boards of the various Faculties in common meeting assembled, the Principal of the University presiding." The Council was to have "full control of the Library and Museums of the University" and to "conduct and supervise the work of instruction and provide for the maintenance of order and discipline."

A special section of the Amending Act was devoted to Endowments, making explicit what was implicit in the earlier Act, that the University might receive gifts of "land or other property" for the endowment of "professorships, lectureships, fellowships, scholarships, exhibitions, prizes or other rewards in the University." It is clear from this provision that these "Founding Fathers" entertained the hope that private benefactions would play an important part in the development of the University of their dreams.

The final clause of the 1891 Act has a mid-Victorian flavour. It declares that "the Senate shall make full provision for the education of women in the University in such manner as it shall deem most fitting: Provided, however, that no woman shall, by reason of her sex, be deprived of any advantages or privileges accorded to other students of the University." To many readers such provision will seem unnecessary or even redundant. Its wisdom will be recognized, however, by those who are familiar with the story of higher education in Canada and the United Kingdom. No controversy raged more hotly, while it lasted, than that of co-education of women and men. By 1891, most, if not all, Canadian universities had opened the doors of their Arts courses and degrees to women: Queen's University in 1880, McGill and Toronto in 1884, the University of New Brunswick in 1886. But the embers of the fires still burned fiercely in the ancient universities of Oxford and Cambridge. The inclusion of this clause protected future women students of the University of British Columbia against such intolerance and prejudice.

This first Act, as amended so carefully, was laid away to rest within three months of its approval by the Legislature. Its demise and burial were effected by

a technicality; it was, in fact, the victim of current, ingrained regional feelings of suspicion and mistrust between Vancouver Island and the Mainland. Senate was duly constituted as the University governing body, composed of twenty-one members, 12 residing on the Mainland, 9 on Vancouver Island. The first meeting of Senate was called by Chancellor Powell to meet in Victoria on July 2, 1891, the latest day permitted under the University Act. When the call for the meeting was received it became clear to Mainland members that, owing to absence from the Coast and illness, and to the inconvenience of travel on the Dominion Day holiday, less than 9 of their number could attend the meeting, and the voting would therefore be controlled by the Vancouver Island members. To avoid this situation, some of the Mainland Senators wrote to the Chancellor suggesting that a *pro forma* meeting be held on July 2 and adjourned to a later date. The Chancellor agreed with this suggestion and sent out a second call "to have a formal meeting on the second of July and to adjourn to the 9th." Despite an urgent telegraphic reminder sent by the Chancellor to Mainland members on July 1, less than the required quorum of nine Senators were present on July 2 and no meeting was held. Chancellor Powell at once wrote to the Honourable Theodore Davie, Attorney-General, stating the view of "the speaker and others interested that the second of July having passed without a meeting another cannot be legally held," and asking for a ruling. The Attorney-General replied on July 7 that "under the circumstances . . . it would seem that no further questions can now be passed upon by the Senate." The Chancellor then sent the following letter to all members of the Senate:

> Referring to my circular letter calling a meeting of the Senate of the University of British Columbia on the second of July, which it was proposed subsequently should be adjourned until the 9th instant in order to meet the wishes of some who could not attend on the date first named, I beg to acquaint you that I have been informed by the Honourable the Attorney General and others who have considered the question, that in consequence of the failure of a sufficient number of Senators, constituting a quorum, to assemble on that occasion and pass a motion of adjournment, no meeting of the Senate can now be legally held. It would therefore appear that until some legislative action has been secured, no further steps can be taken under the provisions of the Act respecting the University of British Columbia.

In spite of this letter, Senate members from the Mainland came to Victoria and met with the Chancellor in the Provincial Library on the 9th of July in an effort to proceed with the meeting. Word of their intended action had got around and the Chancellor read several letters which he had received from Victoria members, including the speaker of the Legislature, protesting the illegality of this meeting. After prolonged discussion the meeting adjourned, at the Chancellor's suggestion, for long enough to allow him to confer with the Attorney-General.

802/91

J. W. Powell
Chancellor
B. C. University
City.

Attorney-General's Office
Victoria. Dec 18th 1891

Sir

I have the honour to acknowledge the receipt of your letter of the 4th inst. to the Honourable the Attorney General stating for his information the facts in connection with the difficulties that have arisen in regard to the formation of the University by reason of a quorum of the Senate failing to attend the first meeting called under Section 12 of the Act for the 2nd of July last and enclosing a copy of a resolution unanimously passed at a meeting of ten members of the Senate, held on the 9th of July, ult. and requesting, in accordance with such resolution, that the question of the possibility of legally calling any future meeting should be submitted by the Lieutenant Governor in Council to the Supreme Court for decision under Section 1 of the "Supreme Court Reference Act, 1891."

I am directed to inform you in reply that, since the only object of obtaining a judicial interpretation of the Act, namely, to avoid the delay which would have been caused by allowing the matter to be dealt with by legislation and which at the time the question arose was worthy of much consideration, has by reason of the time which has been allowed to elapse, and the near approach of the sitting of the House, become of slight importance, the Executive, before whom the matter was laid, do not consider the question to be now one of such urgency as to render its reference to the Court desirable, but rather to be a matter for the consideration and action of the Legislature at its approaching session.

I have etc
Sir
(Sgd) Arthur G. Smith
Acting Deputy Attorney-General

The Attorney-General's reply to Chancellor Powell's letter of July 9, 1891, in which the Chancellor requested the Provincial Government to submit to the Supreme Court the question as to whether or not the University Senate's power had lapsed, following the alleged failure to comply with the University Amendment Act of 1891.

On the advice of the latter, this rump gathering of Mainland Senators passed a resolution requesting the Provincial Government to submit the question to the Supreme Court for a decision as to whether or not the University Senate's powers had lapsed. Such action was never taken. The British Columbia University Amendment Act, 1891, was dead.

Mutual recriminations in the press of Victoria and Vancouver followed the abortive meeting of the University Senators on July 9. *The Victoria Daily Colonist* on July 10 said, "The action taken by the Mainland graduates has made it impossible that, for a good while, there can be any hearty co-operation between the friends of higher education on the Island of Vancouver and many of those who profess to be such on the Mainland." *The Vancouver World* on the same day retorted bitterly, "It is charged by our contemporary that the sectionalism of the Mainland has destroyed the usefulness of the University. . . . The fact is that the sectionalism is all on the other side of the Gulf." The crux of this fatal quarrel seems to have been the selection of a site for the proposed University which, presumably, would be done by the Senate. Was it to be situated on the Island or on the Mainland? Taking it for granted that "the attempt to establish a University in British Columbia has for the present, at any rate, failed," *The Colonist* proposed to "establish in the Province an efficient College in which students can prepare themselves for entering the well-established universities of the East," and added, "There is nothing to hinder the establishment of such a college here, in Victoria, almost immediately. . . . It might also be made to answer the purpose of a normal school, which is very much needed in the province, and it would, no doubt, as the province grows and prospers, develop into a university." To which *The World* replied: "Practically the case stands thus: our Island friends' dictum is that unless the University is established in Victoria they will not have anything to do with it." No compromise was possible "on an amicable basis with such unreasonableness. The Colonist," continues *The World* editorial, "now advocates the establishment in Victoria of a good College. Well we suppose it is needed there, but as far as this section of the Province is concerned we are well supplied. Whetham College in this city, not yet six months in existence . . . will compare favourably in every way with any institution of its kind on the Coast and . . . will form a training school for the cap stone of the arch—the University of British Columbia. It will thus be seen that the young city of Vancouver outrivals the ancient capital in this, as in many other lines of progress. The Colonist clamors for what we already have. New Westminster too in St. Louis College possesses an institution of learning that is doing a grand work." And the Vancouver paper concluded with words which show that resentment was still alive over the selection of Victoria as the provincial centre of government in 1868: "It is time that

the people on this side of the Gulf rose to a thorough appreciation of the situation and grasped it. The Capital will not forsooth support the University because it is not to be located there; why should the Parliament buildings be placed across James Bay, when the more central and more convenient place for them would be on the Mainland where the bulk of the population is, and where it would suit the convenience of the majority of the members to meet?" Three days later *The Colonist* delivered the coup de grace: "The action of the Mainland senators is capable of but one construction, and that is that their sectionalism got the better of their common sense. . . . The question of a University for this Province is dead, not to be resurrected while the present Government is in power."

The statement of the last sentence was indeed true. The University had now entered the arena of provincial politics. The Legislature could consider and pass the University Act which dealt with academic matters. It was quite a different thing to deal, as it might have done at one stroke, with the thorny question of a site for the institution. The Government of Premier the Honourable John Robson had been elected in June 1890, on a promise of redistribution of electoral seats in the Legislature, and had immediately passed such legislation in an effort to mollify the regional contention of Island and Mainland. It was therefore politically inexpedient for the Government to take sides in the regional controversy of the University Senators, and the Legislature allowed the Act to remain dormant rather than take any action which would settle the question. There were many persons, too, who believed that the Province was not yet large enough in population or wealth to support a university. There was to be no provincial university on either Island or Mainland for nearly a quarter of a century.

But although the 1891 University Statutes were inoperative, the idea of a provincial university remained alive in the minds of those who saw most clearly the growing need for the provision of higher education in the Province out of public funds. It is almost a law of nature in every civilized community that it is the school teachers and school administrators who are most aware of educational needs. They are the men and women who, more than any others, are in intimate touch with the mental attainments and hopes of boys and girls at each stage of school age development. It is not surprising that it was persistent effort within the public school system which first brought publicly supported university education within reach of British Columbia students.

In 1890 there was already four high schools in the Province, viz., Victoria High School, New Westminster High School, founded in 1884, Nanaimo High School, founded in 1885 and the youngest of them, Vancouver High School, which welcomed the first students on January 6, 1890. These schools had a total combined registration in this year of 244 students. Here was the natural

seed-bed for planting a university. Slowly it came to be realized that the University could be developed as an extension of the work already being done in the high schools. Affiliation of British Columbia high schools with an established university was, in the end, the magic key which unlocked the door to higher education: McGill University, the fairy godmother who supplied the key.

In the meantime, before any such affiliation took place, opportunity for studies of university grade was provided under both private and denominational auspices. In 1890 Whetham College was founded in Vancouver. The Principal, Charles Whetham, Modern Languages and English Master, was supported by a competent staff. Whetham had taught Modern Languages in Toronto University and Johns Hopkins, and was for two years, 1887 - 1889, a Master in Upper Canada College, Toronto. The College prepared its students not only for the Army, Navy and Civil Service examinations and for "Matriculation Examinations in any University or College," but also "for First and Second year examinations in Arts leading to the degree of B.A. in any University." [1] The College was located in the Sir Donald A. Smith Block, where the Birks Building now stands at the corner of Granville and Georgia Streets. Three years after its foundation, this ambitious educational undertaking was forced to close, owing to shortage of funds. Hard times set in after the collapse of the Vancouver real estate boom in the early '90's and few parents could then afford the luxury of such college education for their boys.

The closing of Whetham College in 1893 did not leave the young people of the Province entirely without local facilities for higher education. As soon as it became evident that the 1891 University Act was not likely to be implemented by the Legislature in Victoria, the Methodist Church of Canada established Columbian Methodist College in New Westminster, as a denominational co-educational institution which later became affiliated with Toronto University. Work in the College began in 1892 and in the following year the College was incorporated by a Provincial Act, with power to grant degrees in Theology. As the work progressed, the College was entrusted by Toronto University with the work of all four years in Arts. Following the pattern set by denominational colleges elsewhere in Canada, the aim was to establish a liberal arts college, which would correspond in British Columbia to Victoria University in Ontario and her offspring, Wesley College, in Manitoba. Both these institutions federated with their provincial universities. It was no doubt the hope of the founders of Columbian College that a similar course would be followed, under the University of British Columbia Act, when the University came into being. Classes in Arts were

1 Whetham College Calendar, 1892-3, p. 10.

continued in Columbian College until the trend of students toward the University of British Columbia had established itself and the decline in attendance gave clear indication that Arts instruction was no longer required there, except for a diminishing number of students. Degree work in Theology, formerly taken in Columbian College, was continued in Ryerson College, Vancouver, until the Church Union Movement led to the creation of Union Theological College on the University of British Columbia campus.

MOVEMENT TOWARDS McGILL: 1891 - 1906

The fifteen years following the first attempt to found a provincial university, which ended so ignobly, are years of groping to find a satisfactory substitute. Private and denominational agencies courageously did their part but failed to satisfy the higher education needs of a rapidly growing number of high school graduates. The Law Society and the Pharmaceutical Association secured provincial legislation which enabled them to train students for the practice of Law and Pharmacy, with diplomas but without degrees. For all other professional training, except in Theology, British Columbia students were obliged to go beyond the Province. Manitoba University provided the nearest College of Medicine. For Applied Science and Agriculture, urgently needed for industrial development, it was necessary to go to the older universities of Ontario, Quebec and the Maritimes. Help was not forthcoming from the Legislature in Victoria. When, from time to time, the question of reviving the moribund University Act was raised by friends of higher education in the Legislative Assembly, the majority of speakers declared that the time was not yet ripe.

Such sentiments seem less strange when it is remembered that during most of this period the cost of provincial administration was met, in part, each year on borrowed money, and the Province was going deeper and deeper into debt. The gloomy financial picture is painted in sharp colours by His Honour Judge Howay, in his fine little book, *British Columbia, The Making of a Province*:

> In June, 1903, Richard McBride formed the first Conservative Government. He found an empty treasury, an immense overdraft, and an almost exhausted credit. Confederation had now existed for thirty-two years, yet, with negligible exceptions, each year had shown a deficit. And, in that time, the gross debt had grown to the enormous sum of $12,542,086, of which about twelve millions represented the increase in the last twenty years.

This situation was quickly righted with the advent of a stable government. By increasing taxes, and following a policy of economy, aided by the growing prosperity of the Province, the McBride Government converted yearly deficits into surpluses which, "from 1905 to 1911, amounted to more than ten million dol-

lars." Still the administration hesitated to embark on the costly work of building the University which the Government had envisaged in the Acts of 1890 and 1891.

As late as 1905, the year of the first provincial revenue surplus, Dr. Alexander Robinson, Superintendent of Education, in the Sixteenth Annual Public School Report declared himself opposed, both on financial and educational grounds, to the Government taking affirmative action on the University. He wrote:

> I see no reason to change the opinion expressed three years ago, in the Thirteenth Annual Report, that the time has not yet arrived for the establishment of a Provincial University . . . Apart altogether from the initial cost for buildings and apparatus, the amount required for salaries of professors and for maintenance would not be less than $18,000 a year, a sum sufficiently large to maintain at McGill or Toronto University 60 British Columbia students, allowing each a scholarship of $300.00 a year. Even were our population large enough to support a University, it is a question if the money required for its maintenance could not be more judiciously expended in granting scholarships at McGill or Toronto to poor but deserving students of this Province.

This opinion of the senior civil servant in the Department of Education, published in the Sessional Papers for 1905, probably expressed the view of the Government at that time.

Dr. Robinson was a member of the University Convocation of 1891. He was for a short time Principal of the Central School in Vancouver and Supervising Principal of that City's elementary schools. After eight years as Principal of Vancouver High School, 1891 to 1899, he succeeded Dr. Steven Pope in the latter year as Provincial Superintendent of Education, which post he held till 1919. He was a graduate in Classics of Dalhousie and had special gifts as a teacher. Because of his great abilities, his wide experience in educational life and his forceful personality, Dr. Robinson's opinions were always treated with respect. His duties brought him into touch with the schools and their teachers in every part of the Province. He believed in the importance of expanding the facilities for higher education. But in 1905, viewing the problem as one of relative administrative costs in a large province with a small population, Dr. Robinson regarded the establishment of a university as still premature.

In the meantime an alternative plan had been devised for bringing university education within the reach of the young men and women of the Province by establishing relations with some one of the existing Canadian Universities. This plan resulted in the affiliation with McGill University, Montreal, first of Vancouver High School, then of Victoria High School, and eventually in the establishment of McGill University College of British Columbia in both Vancouver and Victoria, giving up to three years in Arts and two years in Applied Science.

The plan was conceived among the teaching staff of Vancouver High School. The man to whom, more than any other, the credit is due for the inauguration and successful organization of the scheme of affiliation was the High School Principal, J. C. Shaw. The first step was taken in 1894 when the Public School Act was amended to empower the four high schools of the Province—Victoria, New Westminster, Nanaimo and Vancouver—to affiliate with recognized Canadian universities. In 1896 a further amendment was made to the Public School Act, 1891, enabling Boards of School Trustees in these cities to be granted charters of incorporation as "Boards of Governors" to administer the "College" work which might be done in their respective high schools. This change was found necessary because, as stated in the amendment, "the charters and constitutions of certain of the said universities only allow to be admitted into affiliation schools managed by an incorporated Board of Governors."

The Vancouver School Board took the initiative. Enquiries were directed to the universities of Toronto and McGill regarding terms of affiliation. Toronto took no action for reasons which are readily understood. As stated by President Loudon, "the University of Toronto, which is a Provincial Institution, cannot spend money outside the Province, although we can hold examinations and affiliate with Western Colleges and collect fees." Toronto already had a denominational affiliate in Columbian Methodist College, New Westminster. Also, being a provincial university, she could scarcely avoid embarrassment by allying herself with units of the public school system of another province. McGill, as a private, secular institution, had no such political inhibitions, and entered at once on negotiations with the Vancouver School Board, through Trustee A. H. B. MacGowan, M.P., who met the McGill authorities in Montreal for discussion of details. Formal application for affiliation was made in December, 1897, was approved by McGill, and came into operation in September, 1899. In order to effect the new relationship with the educational system in British Columbia, the statutes of McGill had to be altered in this interval to include permission for affiliations outside the Province of Quebec. University work in Vancouver, to begin with, consisted of First Year Arts only; teaching was done by the staff of the High School, renamed Vancouver College. Subjects on the curriculum were English, History, Mathematics, Physics, Classics (Latin and Greek) and Modern Languages (French and German). Courses given duplicated those of McGill. Examination papers were set and marked by the McGill Examining Board and successful candidates were admitted *ad eundem statum* at McGill. Maintenance of identical standards was made easier by the presence on the College staff of Lemuel F. Robertson, a brilliant Classics graduate of McGill, Arts '99. Senior high school students were prepared for the McGill Matriculation examinations

which were generally accepted as qualifying for admission to other universities as well. The fine quality of the staff ensured the success of this venture from the beginning. McGill was pleased with the results of this experiment and, in 1902, yielded to the request from the Vancouver School Board for an extension of the curriculum to include her courses in Second Year Arts.

In the same year, the School Board in Victoria decided to take advantage of the affiliation amendments to the Public School Act. They applied successfully to McGill and were given the right to teach the First Year Arts courses. The first class of seven students assembled in the autumn of 1903 as Victoria College, meeting in the classrooms of Victoria High School, whose teachers they shared, viz., Principal E. B. Paul, A. J. Pineo, E. H. Russell, S. J. Willis and Miss Rosalind Watson who left to become the wife of Dr. Henry Esson Young toward the end of the first term. She was succeeded by Miss Jeanette A. Cann.

By 1904 the movement for higher education, fostered by McGill through the medium of city school boards, was ready for a further advance. It was not yet clear which direction this advance would take. Among the friends of higher education were those who actually thought that a provincial university might be constituted as a Federation of High Schools situated throughout the Province, each doing university work along the lines of Vancouver and Victoria Colleges affiliated with McGill. *The Vancouver News Advertiser* saw Vancouver College of McGill University becoming "one of several attached to a Provincial University of British Columbia." There were those also who thought it was time to set up a centre for professional training in science as applied to industry. The mining boom in the Kootenay and Boundary District during the previous twenty years had produced the cities and towns of Nelson, Rossland, Trail, Greenwood, Phoenix, Grand Forks, Kaslo, Slocan. Early in 1904 the Nelson University Club passed a resolution recommending that "the Government should establish as soon as possible, a thoroughly equipped School of Mines, and should add to it, as fast as possible, departments for the teaching of Applied Science which are of special value in the development of the industries of the Province . . . We beg to point out," the resolution added, "that in the absence of such institutions a hardship is inflicted upon the boys and young men of British Columbia inasmuch as they must either leave the Province to secure such training as will qualify them for the leading positions in any profession or submit to permanent disqualification for such positions." The university graduates at Nelson, in the heart of the Kootenay mining district, very naturally regarded a School of Mines as an appropriate first teaching unit of a university for the Province, and urged "that immediate steps be taken to provide by endowment for the establishment, equipment and maintenance in the near future of a Provincial University."

University graduates in Vancouver also showed a quickened interest in the university question during the spring and summer of 1904. A University Graduates' Society was formed whose chief object was "to make and co-operate in all efforts to secure a University (with endowments) for British Columbia." Officers of the Society were: President, J. C. Shaw, Principal of Vancouver College; Vice-President, C. C. McCaul, K.C.; Secretary, F. M. Cowperthwaite; Committee, William Burns, Rev. Robert Laird, George E. Robinson, Stuart Livingston, Dr. F. X. McPhillips. Several meetings of the Society were held. Uppermost in their discussions was the proposal for land endowment for a provincial university and a University Endowment Bill was prepared and approved by the Society. This movement was prompted by McCaul, son of Dr. John McCaul, President of Toronto University who, in a letter to *The News Advertiser*, cited the importance of early land endowment in the development of Toronto University. McCaul wrote that he

> would like to see the press and the public more alive to and interested in the importance of establishing at once a land endowment for the university of the future . . . Once a liberal endowment is made by the Province and vested in a strong Board of Management, the friends of higher education can afford to lie back and wait till the progress and growth of the Province will justify the establishment of a Provincial University.

The idea of a university endowment received wide support and various amounts of land were suggested as adequate. *The Vancouver World* "approved the immediate reservation of a million acres of the wild lands of the Province for the purposes of advanced education." The University Club of Nelson thought that "such endowment, to be ample for the needs of a Provincial University, should consist of the revenues from not less than ten million acres of land."

To those who watched these discussions, and who knew the feeling both of the public and of the Legislature, it was apparent that improvement of facilities for higher education in Arts or the introduction of university courses in Applied Science would not be forthcoming by government action. Even large land endowments, if provided, would not supply immediate capital funds sufficient to establish a university, and there was no sign that the Government was ready to sponsor such expenditure. Once more the need was presented to McGill and again McGill gave an affirmative response. Prolonged and intricate negotiations resulted in the setting up of McGill University College of British Columbia in Vancouver and Victoria. The initiative in this second approach to McGill for her help in advancing higher education in British Columbia was taken by Lemuel Robertson, who had studied Classics as an undergraduate at McGill under Principal Peterson, a distinguished classical scholar. In the summer of 1904, Robertson had accepted the post for one year of Lecturer in Classics

in McGill. During the session 1904-05, he was invited by Dr. Peterson to assist him with the edition of Cicero's *Verrine Orations* on which he was then engaged. For this and other research work Robertson received the degree of M.A. In going to McGill, however, he had a further purpose, in addition to teaching and graduate study. He saw an opportunity, too, of pleading the stagnant cause of university education in British Columbia. The difficulty of finance, which lay at the heart of the problem, would be circumvented if his generous-minded Alma Mater could be induced to extend her work in Vancouver College. Little by little during the autumn and winter he conveyed his ideas to members of the McGill staff, as occasion offered. In a paper which he was asked to prepare setting forth his ideas, he pointed out that, in the sphere of secular university education, "a virgin field existed from the Great Lakes to the Pacific Ocean and that the Universities of Eastern Canada might well take a lead in shaping the course of higher education in the West." Robertson's ideas were publicized in *The Montreal Witness* and received very favourable comment.

The project was given study through the winter of 1904-05 by Principal Peterson and the McGill authorities. Robertson was more than satisfied with this encouraging reaction and wrote to Principal J. C. Shaw of Vancouver College, telling of McGill's interest in a plan for extending her work in British Columbia and asking for assurance of approval from Shaw and others most intimately concerned. Shaw replied that they had held a conference with Dr. Alexander Robinson, Superintendent of Education, who had exclaimed on hearing of the extension proposals, "There is the University of British Columbia on a sound educational basis!" Such a plan fitted very well his own thinking on the establishment of a provincial university as already described in the Sessional Papers of 1905. In any event, the way was clear in British Columbia, and Dr. H. Marshall Tory, D.SC., a graduate of McGill, gold-medallist in Mathematics of Arts 1890, and then Professor of Mathematics, was selected by Dr. Peterson to proceed to Vancouver, with instructions to study the situation carefully and report back to the McGill Board of Governors. Dr. Tory arrived in Vancouver about mid-April and plunged into his task with characteristic energy, insight and despatch. A month later on May 15, writing from Nelson, B.C., he gave a full report to Principal Peterson.

In November, 1905, the Faculty of Arts at McGill, after hearing a report on his western journey from Dr. Tory, in a special meeting, passed a resolution viewing "with great favour the further extension of academic work in British Columbia," a resolution which received the subsequent approval of McGill Corporation and the Board of Governors. In a personal appeal to Sir William Macdonald, McGill's unfailing benefactor, Dr. Tory received a promise of

$5,000 a year for three years, the sum necessary to maintain the proposed College, and the required legislation was drafted for presentation to the British Columbia Government.

On February 1, 1906, the two Bills, as drawn up in Montreal by McGill's solicitors, were introduced in the Legislature by the Honourable F. J. Fulton, Minister of Education. The first, "An Act respecting McGill University," gave McGill the right to establish a University College or Colleges and to enjoy the privileges and functions conferred in her own charter. The second Bill, "An Act to Incorporate the Royal Institution for the Advancement of Learning," was, in effect, an Education Act in miniature, setting forth, in eight sections, the proposals "for increasing the work of higher education" in the Province. The Board of Governors were "constituted a body politic and corporate with perpetual succession and a common seal under the name of 'The Royal Institution for the Advancement of Learning'," which was the official title of the Board of Governors of McGill University. McGill University was given the right to decide where the College would be established. The College was to be named "University College of British Columbia." Courses given were to be those "leading to degrees of McGill University." Instruction was to be "of a similar standard to that given in like subjects at McGill University and as announced from year to year in the Calendar of McGill University." Provision was made for extension of the college responsibility for university work. The Royal Institution was given the right to negotiate with school boards in the Province for the taking over of "any part of the higher education work" done under their control.

The first Bill passed with little discussion in the House. The second Bill met with strong opposition both on the floor of the House and among university graduates in Victoria and Vancouver, and its passage into law was delayed for three weeks. Some of the opposition in the Legislature was purely political and partisan. Among university graduates in Vancouver and Victoria the chief opposition came from alumni of the University of Toronto. Public meetings were held in protest. Impatience was expressed over the secrecy with which the negotiations had been carried on. Disapproval of the Bill came from President Loudon of Toronto University who said: "If the Bill goes through it simply means that the College will be a feeder of McGill. I think it quite unfair that they should receive such an advantage over other Eastern Universities." Chancellor Burwash of Victoria University came to the rescue of Columbian College: "If the Legislature has changed its programme and does not wish to establish a Provincial University, and is going to let Eastern Universities come in permanently, then the Methodist College, which has been doing the work for the past eight years, should have the same opportunity as any other." Stronger

still was the action of the General Committee of the Methodist Church which adopted, at a meeting in Toronto, a resolution "calling upon the Lieutenant-Governor of British Columbia to veto the Bills after they had passed the Legislature."

Principal Peterson explained what McGill was trying to do in a statement printed in *The Vancouver Province* of February 9:

> We are not looking at Vancouver College, as President Loudon seems to suppose, to be merely a feeder for McGill. We intend to help the Vancouver people to do good University work. . . .The whole project is the best possible illustration that Canada can have of co-operation in higher education, and I regret very much that it should appear to be criticized from the point of view of rival commercial concerns.

Speaking in the House of Assembly, Premier McBride dealt simply and forcefully with opposition to the measure:

> The proposal did not in the slightest degree clash with other Universities. The Government would hold out both hands to anyone who would offer similar advantages. But that was no reason for mistrusting McGill. Her reputation was second to none and she had done more than all other Canadian institutions put together to give the Dominion a status in the eyes of the educational experts all the world over. What more did the opposition require? Something better? Where would they find it? Surely at this stage the opposition would cease and gracefully allow it to go through without party opposition.

The dissatisfaction of university graduates with the Bill was found to centre in the name proposed for the new College, for it seemed to very many of them to indicate that the Government was giving up their long-cherished idea of a provincial university. When this was realized, the Honourable F. J. Fulton admitted an amendment to read "McGill University College of British Columbia," instead of "University College of British Columbia," and, with two or three other changes, the Bill passed its third reading on February 20. Informed comment coupled with experienced understanding of higher educational needs and how they could best be met triumphed over the careless feuding of political parties and the jealous, futile striving for advantage of rival university factions. Thus McGill B.C. was born.

McGILL UNIVERSITY COLLEGE OF BRITISH COLUMBIA: 1906 - 1915

The obvious first task of the Royal Institution, as the Board of Governors of McGill University College of British Columbia, was to complete its own organization. This was done at a meeting held in the Vancouver School Board Offices

on March 19, 1906, less than a month after the Act of Incorporation was passed. Section 5 of the Act fixed the membership of the Royal Institution at "not less than eight and not more than fifteen members," and gave them power, "in addition, to give such representation to any School Board or other bodies in charge of public education as may be agreed upon." Members *ex officio* were the Minister of Education, the Superintendent of Education, the Principal of McGill University and the Principal of McGill University College of British Columbia. Lemuel Robertson, of the Vancouver College staff, although not a member of the Board, was invited to attend the first meeting, as the author of the idea of McGill College, now rapidly coming to fruition. Dr. Tory attended, as representing Principal Peterson. The Honourable F. Carter-Cotton, owner-editor of *The News Advertiser*, Vancouver, was elected President, and became known as Chancellor of the College; W. P. Argue, Superintendent of Schools for Vancouver, was elected Secretary, and A. C. Flumerfelt, financier, Victoria, Treasurer. Seven of the original fourteen members, including the Chancellor and the Secretary, remained members throughout the entire life of the Royal Institution. As the Secretary's work increased, Lemuel Robertson was appointed Assistant Secretary.

A carefully prepared statement of aims and plans for the new College, submitted by Dr. Tory, was referred to a small committee, and published in the press on March 21. It was designed to bring satisfaction to the friends of the Royal Institution and to calm the fears of those who had opposed it. Quite generally, the publication, in simple non-technical terms, of the main features of McGill University's plans for her Western College served to clear the air after the storm of controversy of the preceding month. The Royal Institution, though brought into being by McGill University, was, in reality, a British Columbian foundation, managed by British Columbians. The only non-resident member of the Board was Principal Peterson. The College would be situated in Vancouver; its instruction would be based on the two years of an Arts course already given there, with increase in the number of optional subjects; two years of Applied Science courses would be added — studies "which lie at the basis of the industrial and economic development of the Province." Third and Fourth Years in Arts would be provided when the number of students justified the additional expenditure. The new university work to be undertaken would involve costs in excess of those incurred in the courses already given in Vancouver College, in affiliation with McGill. This latter instruction, given by the High School staff, had been paid for jointly by the Vancouver School Board and the Department of Education, as being "necessary for the highest teachers' diplomas." This support would be continued and the McGill authorities would supply the Royal Institution, for a

limited period, with funds sufficient to carry on the new courses in the curriculum. A plea was added for public support necessary to enable the Royal Institution to realize its hopes for the College.

Publication of the names of the Board of Governors, all leaders in educational, business or professional life, inspired public confidence; the Board's altruistic declaration of aims disarmed criticism. Whatever may have been McGill's intentions or the expectations of her friends when she entered the field of higher education in British Columbia, she adapted her policy, at each stage, to changing needs in the Province during the nine years that followed until, in 1915, the daughter College of McGill was merged in the University of British Columbia.

The College began work in the autumn of 1906 with an enrolment of 48 students, of whom 7 were in Second Year Arts, 26 in First Year Arts and 15 in First Year Applied Science. The Matriculation class, which, to begin with, was conducted by McGill College, had an enrolment of 62. Students were not accepted for Second Year Applied Science until the following session. In 1907 the Act was amended to permit the Royal Institution to establish colleges in other cities in the Province and in 1908 Victoria College, till then affiliated to McGill University, was brought under direction of the Royal Institution, as a part of McGill University College of British Columbia, adding Second Year Arts to its curriculum. In 1908, also, courses in Vancouver were extended to include Third Year Arts: English, with any two of Mathematics, Physics and Latin, constituted a full year's course. To the three optional Third Year subjects were added, in later sessions, French, Greek and Philosophy. No courses in History were offered by McGill University College except in Greek and Roman History, as part of Classics courses, and in European History, as part of the First Year course in English. Courses in German were given in First and Second Year Arts only. In Second Year Arts, a course in General Chemistry was offered. Applied Science courses followed closely the work of First and Second Year in McGill University. Instruction was mainly devoted to Mathematics, Mechanics, Physics, Chemistry, Drawing and Shop Work and was intended "as a foundation for the specialization carried on in the Third and Fourth Years in the various branches of Engineering."[2] Students entering the Second Year of Applied Science were required to pass a credit course in five named "English Classics." The books were read during the summer vacation. A course in English Composition was prescribed for all First Year Engineering students, except those who passed a test, held at the beginning of term, in the writing of English. A special selection of

2 Annual Calendar of the McGill University College of British Columbia, Session 1914-15, p. 58.

studies was prescribed for students who wished to proceed to a Double Degree in Arts and Applied Science, in Arts and Medicine or in Arts and Theology.

As at McGill University, women were not admitted to courses in Applied Science. This was nowhere stated positively in the M.B.C. Calendar. It was left to be inferred from a single sentence in a paragraph bearing the heading, "Courses of Study." After a general description of the work, standards, examinations and status of successful students, there followed this pronouncement: "The Courses in Arts are open to men and women on equal footing."[3]

From the very beginning high hopes were entertained by the Board of Governors and staff that a full Arts course would soon be given in Vancouver. Generous public support and the prospect of increased enrolment for the second session encouraged this optimism to such an extent that the Calendar for 1907-08 expressed the hope of the Royal Institution "to make provision that the First Year in Arts of 1907-08 shall receive its full course in the College and be admitted locally to the B.A. Degree in 1911." Permission to offer full Third Year work in the session 1908-09 further strengthened these hopes. As we shall see, however, in the next chapter, the current was already setting strongly in the direction of a provincial university. The passing of the University Act in the spring of 1908 and the subsequent course of events in connection with its fulfilment imposed a policy of cautious restraint on the Royal Institution. McGill University College had reached the zenith of her development, and had now become a caretaker institution, waiting patiently until her successor was ready to relieve her.

These seven years, 1908 - 1915, were a time of uncertainty and anxiety for staff and students alike, caused by the repeated changes in the projected opening year for the new University. It appeared for a short time during the winter of 1913-14 that the College might realize its dream of offering a Fourth Year in Arts for one session at least. The Provincial University Board of Governors, hoping to compensate the students for the prolonged delay, proposed to the Royal Institution at a conference on September 29, 1913, that they give Fourth Year work in McGill College during the session 1914-15, in order to enable students to graduate with the degree of B.A. in the spring of 1915. This suggestion was approved by the Royal Institution, but their request for permission to do the work was refused by McGill University.

Providing instructional staff for McGill University College was an easy task for its Board of Governors. The quality of scholarship and teaching abilities of the staff in Vancouver and Victoria Colleges were proved during the preceding years of affiliation and from their numbers the first appointments to McGill B.C.

3 Op.cit, p. 13.

were made. In Vancouver, Principal J. C. Shaw, as already indicated, was made Acting-Principal and Dean, Professor of Latin, Lecturer in Greek. With him from Vancouver College were associated Lemuel F. Robertson, Registrar, Professor of Greek, Lecturer in Latin; George E. Robinson, Professor of Pure and Applied Mathematics; J. Kaye Henry, Professor of English, Lecturer in Physics, and Henri Chodat, Professor of Modern Languages. For the First Year work in Applied Science, H. K. Dutcher was appointed Professor of Civil Engineering and David Blair was engaged to teach Mechanical Drawing. Dr. Tory, on leave from McGill, remained in Vancouver, installing the Physics Laboratory equipment he had acquired in England during the summer and teaching until J. G. Davidson was appointed Professor of Physics in November.

Principal Shaw did not long survive to enjoy the headship of the College he had worked so hard to establish. Despite failing health, he continued in the dual capacity of High School and College Principal until his death in April 1907. Professor George E. Robinson succeeded him as Dean.

Further appointments to the Vancouver staff were made as the number of courses and students increased: In 1907-08, W. B. Burnett lectured in Biology; G. E. Piper became Professor of Mechanical Engineering and, on his untimely death a year later, was succeeded by D. W. Munn. During the session 1909 - 10, A. E. R. Boak, in later years Chairman of History at Ann Arbor, was Lecturer in Greek. In 1909 James Henderson became Professor of Philosophy. Other appointments included: in 1910, R. E. Macnaghten, Professor of Greek; in 1911, Isabel S. MacInnes, Lecturer in Modern Languages; O. S. Tyndale, later to be elected Chancellor of McGill, lectured in French for one session; in 1912, E. E. Jordan, Lecturer in Mathematics; in 1913, H. T. Logan, Lecturer in Classics; in 1914, Lawrence Killam, Professor of Mechanical Engineering, E. G. Matheson, Lecturer in Civil Engineering. G. R. Kendall was appointed Lecturer in Chemistry and Registrar.

When Victoria College became a branch of McGill University College in 1908, the staff appointed was composed of: S. J. Willis, Dean, Professor of Classics; E. H. Russell, Professor of Mathematics; Jeanette A. Cann, Lecturer in English; Alice O. E. Henry, Lecturer in Modern Languages; P. H. Elliott, Lecturer in Physics and Chemistry.

The Royal Institution was, in all important respects, a self-governing institution. Nowhere is this more evident than in the method of examinations. In the days of affiliation, examination papers were set and all marks checked in Montreal. With the advent of the Royal Institution, all members of the local staff automatically became members of the McGill University Examining Board, the body responsible for conducting McGill examinations and maintaining her stand-

ards. Examination papers were set and students' papers marked in McGill B.C. and equivalent status given in McGill, Montreal, to students passing their examinations in British Columbia.

McGill College classes in Victoria began and continued to be held in the High School. In Vancouver the problem of finding suitable accommodation was more difficult. The first plans had envisaged a new building to be constructed within two years at a cost of $100,000. Through Dr. Tory's efforts, Andrew Carnegie was induced to promise $50,000, conditional on local contributions giving an equal amount and a sum sufficient to provide an endowment of $20,000. The $50,000 necessary for the erection of the building was subscribed, a site, provided by the Provincial Government in Point Grey, west of Alma Road and north of Fourth Avenue, was being cleared, and competitive building plans had been invited. At this point came the passage of the University Act and the Board of Governors decided not to proceed. All thought of having their own college building was given up. Subscriptions received for the building and endowment fund were returned to the donors.

Classes were held during the first session, 1906-07, in unused rooms of the new Vancouver High School, since re-named King Edward High School, erected in 1905, occupying the city block bounded by Laurel Street, 12th Avenue, Oak Street and 10th Avenue. Owing to pressure for more classroom space for the High School in the autumn of 1907, McGill College was obliged to move. New quarters were occupied in time for the opening of the 1907 - 08 session in the vacant brick buildings formerly occupied by the City Hospital, at the southeast corner of Cambie and Pender Streets. Here, in this ivy-clad structure, staff and students found a cosy, if inadequate, college home until the building was condemned by the City Health Officer in January 1911 and another move became necessary. Temporary classroom space was the best that could be expected, now that the erection of the Provincial University at Point Grey seemed imminent. Realizing the urgency of the situation, the Provincial Government provided the Royal Institution with funds to build two frame, shingled-sheathed structures on the site of the Vancouver General Hospital, whose fine, stone buildings were then beginning to rise. These first two units of what University of British Columbia graduates now speak of as "the Fairview Shacks" were situated at the southeast corner of Laurel Street and 10th Avenue. They became known as the Physics Building and the Chemistry Building. They were occupied in September 1912. Shop-work was done by Applied Science men in a roughly-built structure to the east of the buildings.

Accommodation was already at a premium when lectures began in the 1912-1913 session, with a registration of 190 students. It had now become clear that

the Provincial University could not fulfil its plan to open on the Point Grey site in the following September, and, in April 1913, the Royal Institution was requested by the University of British Columbia Board of Governors to continue its work for two more years, i.e., until the end of the session 1914-15. The Provincial University contributed $5,000 each year to the college budget. To provide the required additional accommodation for what was expected to be a brief period, an ingenious scheme was devised. The Government would give generous aid to the City toward a permanent building for the Vancouver General Hospital, on a site adjoining the Physics and Chemistry Buildings, and permission would be given McGill B.C. to make use of it until the move to Point Grey in September 1915. This granite structure, now part of the Division of T.B. Control for British Columbia, known as the Willow Chest Headquarters Centre, was completed in time for use in 1914-15, the last session of McGill B.C. To the teaching staff of 15 members and the student body numbering 290 it seemed large, even luxurious. It provided much-needed space for Library, Faculty offices and lecture rooms. Fate willed it to be the first Arts Building of the University of British Columbia.

McGill B.C. did indeed prove for many students in her Victoria and Vancouver Colleges to be an avenue of opportunity along which they moved toward professional degrees in McGill or other eastern universities. It is obviously impossible to know precisely how many students completed their degree courses, for no such records were kept, but it is known, e.g., that, in the session 1913-14, 45 British Columbia students were attending McGill University, 23 of them in Arts, 17 in Applied Science, and 5 in Medicine. Of course, no government bursaries or loans were available, though a few scholarships had been donated by private benefactors. But success in their studies in McGill B.C. whetted the mental appetite and ambition of large numbers of students who, as always, were ready to make every effort of thrift and sacrifice to attain the goal of a degree. A few of them for personal or family reasons continued their studies at Manitoba, Queen's, Toronto, Dalhousie or elsewhere. The great majority, quite naturally, attended McGill University, whose songs and slogans they had learned as undergraduates in British Columbia and whose insignia they had worn on their athletic sweaters and gym shirts in Vancouver and Victoria.

It was not possible to develop a normal college life in the circumstances which surrounded McGill B.C. For seven of her nine years the College lived in the shadow of death, which, from 1908, appeared at no time farther off than two or three years. She had no playing fields of her own, no gymnasium. Her Arts courses stopped at the Third Year, her Applied Science courses at the Second Year. The addition of a Fourth Year, expected annually, failed to materialize—

there were no Seniors to complete the framework of her undergraduate structure. Her last year, which, with increased enrolment and accommodation, began so auspiciously, was clouded over with the outbreak of World War I in the summer vacation. Undergraduate life, during the session of 1914-15, became engrossed with the novel activities of the Officers Training Corps and Red Cross, and was progressively weakened by the numerous enlistments of her older students for overseas service, 30 of whom left in March to join the First McGill University Company in Montreal, followed by a second detachment of 25 at the end of the the session.

But while McGill B.C. suffered from many disadvantages, her handicaps were, in the main, external. Her achievements were by no means insignificant. Her students, men and women, established for British Columbia, at McGill and elsewhere, a reputation for scholarship and character. Her athletic teams, including basketball (men and women), grass hockey (women), ice hockey, rugby football and track, added much to the fine tradition of sportsmanship built up through the years by the high schools and private athletic clubs in Vancouver, New Westminster and Victoria. An organized Alma Mater Society was making rapid progress toward student self-government. The essential spirit of the College was revealed in the generous response of her young men and women, still in their teens, to the call for overseas service. In academic matters, the achievement of McGill B.C., within the limits of the courses given, was outstanding. Here she competed, at least on even terms, with her own Alma Mater, McGill. The reason is not far to seek. In a small unit of instruction, about the size, in numbers, of an Oxford college, her students came into close daily touch with a staff of wise and devoted teachers. This finely-groomed, well-knit group of staff and students, by the mechanical process of legislative action, became the University of British Columbia. The foundations had been laid, as we have seen, sixteen years earlier, with the first affiliation with McGill. In 1915 the College was, in fact, herself a university in all but name, with every member thrilled at the prospect of entering at last upon a wider field of educational opportunity.

When McGill University College ceased operations it had assets to the value of $32,000, most of which it turned over to the University of British Columbia as an endowment for the scholarships bearing the name of the Royal Institution. Two of the donors to the short-lived McGill B.C. endowment fund, the Honourable James Dunsmuir and the McGill Graduates' Society, consented to the same use being made of their contributions. Money was made available also to add to the Scholarship Subscription Fund in memory of Principal J. C. Shaw, and to provide a Royal Institution Prize in Victoria College. These scholarships and prizes form a perpetual link with McGill's pioneering enterprise in higher educa-

tion in British Columbia. Two thousand dollars were given to McGill University's endowment Fund as a token of gratitude.

The feelings of the Board of Governors of McGill B.C., at the end of their nine years' tenure of office, were eloquently expressed in a letter of their Chancellor, the Honourable F. Carter-Cotton, addressed to Sir William Peterson, Principal of McGill, in part as follows:

> The benefit our Province has derived from your University's connection with it, it would be impossible to estimate. Many young people have received a University education for whom otherwise it would have remained an unaccomplished dream. An interest in higher education has been fostered, not only in the young, but in our people generally, and our sense of unity with other parts of the Dominion and with the Empire as a whole, and of the possession of common ideals of citizenship and culture, has been deepened.
>
> McGill University has left a lasting impression on our Province and in closing I would express the hope that the connection may prove a guarantee of interest for the future on the part of your old and distinguished University in our newly established institution in the West.