

INAUGURATION OF THE BUILDINGS OF THE UNIVERSITY OF BRITISH COLUMBIA

AT POINT GREY

-----

INAUGURATION CEREMONY

-----

(UNIVERSITY CAMPUS, FRIDAY.OCTOBER 16TH A.D.1925.)

-----

"O CANADA

O Canada, our heritage, our love,  
Thy worth we prize, all other lands above -  
From sea to sea, throughout thy length,  
From pole to borderland,  
At Britain's side, what'er betide, un-flinchingly we'll stand.  
With heart we sing, God save the King!  
Guard than our Empire wide, we thee implore,  
And prosper Canada from shore to shore."

-----

MR. CHANCELLOR,-(R.E.McKechnie, Esq., M.D., C.M., L.L.D., F.A.C.S., Chancellor of the University of British Columbia:)

I will now ask the Rev.W.H.Smith to pronounce the Benediction,

REV.W.H.SMITH, M.A., PH.D. D.D. - "Almighty and Everlasting God, the Father of Life and Foundation of all Wisdom, with grateful hearts we acknowledge thy goodness in bringing us to this hour of Inauguration. We beseech thee to prosper this University, so that the confines of knowledge may be enlarged, and all true learning flourish. May its influence be effective in manifesting truth, liberty and good will, that through all our civiliz-ation may be increasingly stable and increasing our heritage of freedom, and may we be able to maintain these at any cost. O God, most High, bless we pray thee, our King and all representatives of our Official, Provincial and business life. Hear our prayers for the Governors and the Senate,-.for the teachers, and all who guide the Destiny of this University. Endue them with a true sense of their high Studentship. May their leadership be as the rising of the sun, dis-pelling darkness and ignorance, and directing all their ideals to worthy ends. Graciously follow with thy favor members of the Alumni, and this Convocation, that their influence may be toward the unifying of the Empire. Almighty and ever Blessed God, our heavenly Father, grant your blessing upon these Students, May they be filled not only with a keen desire to know, but that they will also carry into their work a deep reverence, as also in their own moral experience, and in all worthy social .relationships. Forget not those who are striving for an ed-ucation amid many hindrances, and may their new-found treasures be a great source of joy. O God, whose Son came into the world to illumine all minds with a knowledge of what is most worth while, that thereby the hearts of the people of

this Province may be en-larged,- so that all living within our bounds may be ennobled in their lives, and be made capable of building up a civilization patterned after Thee. Lord, accept our grateful thanks for those who first conceived the idea of this University, and who carried it to comple-tion. May this ever mark a new consecration, so that in all things, this University may be worthy of Him, who is the Light. These things we ask in the name of him who loved us, and who gave himself for us. Amen.

MR.CHANCELLOR: I will now ask Mr.C.J.Thompson of Messrs.Sharp & Thompson, to present to the Honorable W.H.Sutherland, a souvenir key.

MR.C.J.THOMPSON, (A.R.I.B.A): Mr.Chancellor, your Honor, Ladies and Gentlemen: Perhaps that element of wonder which we all feel in studying this fast, this extraordinary architecture, which is exhibited in the buildings of the University of British Columbia, is also felt by the Architect himself. To the Architect worthy of the name, such a constant source of wonder and delight, will stimulate him to more earnest endeavor. But the City of Vancouver can also boast of many fine homes which have been erected here this summer, and as a matter of fact, are still being built. That nebulous person known as the man of the Street, must also have a roof over his head. When you are a married man, you will understand a good many things that you. don't understand now,- and whether it is worth while going through so much to know so little, is a matter of taste. To us however, it is a great pleasure and privilege. During the last two years, it has been our duty to create more frozen beauty in the form of Architecture, in these beautiful buildings at Point Grey. I might say that the Library building is considered the first of the Lost Chord. Frozen music, like its counter-part in the science of harmony, requires proper environment. To appropriate first class music, it is necessary to have beautiful surroundings in Architecture to pro-perly grasp the situation. Beautiful surroundings are also necessary, in vines, velvety lawns, shrubs, and so on. I beg therefore, to let your judgement be tempered with consideration,- your criticism may be that "quality of Mercy that is not Strained". The real reason for my appearance this afternoon is to present this Key to the Library Buildings. This affords me sincere pleasure. The presentation key will be attached to a silver box containing a few little things which we hope will be of interest to Dr.Sutherland in his quiet hours of reminiscence, and which will remind him of this hour. Dr.Sutherland, I have very much pleasure in presenting to you this Key in its little box.

HON.W.H.SUTHERLAND, M.D., C.M.- Mr.Chancellor, Sir Arthur Currie, Dr.Klinck, Ladies and Gentlemen: I want to take this opportunity of saying to you here, of saying how glad I was to have Archi-tects like Sharpe & Thompson in charge of the work which we have just completed. You may recollect that these Architects, through competition, received the commission to build these University Buildings at Point Grey, and in that way, took charge of the work. A few years ago, when the University was first thought of and started, they called for plans from Architects, and Sharpe & Thompson received not only the price, but the contract, for the University Buildings. They have carried on their work faithfully. They have been of great assistance to me, and also, I may add, that the Architects under them have helped in every way to make the buildings which you have today, a complete success.

MR.CHANCELLOR: I will now ask Mr.H. Whittaker to present to the Honorable Dr.Sutherland a Grand Master key of the buildings.

MR.H.WITTAKER,(Supervising Architect for the Provincial Government) On behalf of the Department of Public Works, I have great pleasure in handing to you- this Master Key, as a sample of the work entrusted to me by Sharpe & Thompson. It has been a great pleasure for me to work along with my brother architects; also, along with their general contractors and sub-contractors. The most harmonious feelings have existed between us at all times, and I feel sure that all have done their best. I trust, Sir, that all, in passing through these build-ings, will find that these buildings meet with their approbation, and that it will remain a credit to all those who have been associated with it. On behalf of the Deputy Minister, I have great pleasure in handing to you this key.

HON.W.H.SUTHERLAND, M.D., C.M.- Mr.President: Democracy makes greater demands on the intelligence of the citizens. Only a well educated Democracy, can prove to the world its democracy. A sound and complete edu-cation is the best education of the Democrat, I have much pleasure in presenting to you the Master Key to these University Buildings. When the University was started some years ago, plans were developed which at this time, would. have cost over Eight Million Dollars. The Province were not in the position to lay out this large amount, so that we have these semi-permanent buildings, which I think will answer the ,purpose very well. These buildings, although lasting for forty or probably fifty years, will require certain changes, and which will be more readily converted to meet these times than buildings of a more permanent nature. I have much pleasure, Mr.Chancellor, in turning over the key to these builddings which you have with you today.

MR.CHANCELLOR: On behalf of the Board of Governors, I accept this key, and promise that these buildings will ever be used to advantage to the Citi-zens of our Province. I have now much pleasure in calling upon the honorable W.C. Nichol, the Lieutenant Governor of British Columbia, to address you.

THE HON.W.C.Nichol, Lieutenant Governor of the Province of British Columbia:  
Mr.Chancellor, General Sir Arthur Currie, President Klinck, and Ladies and Gentlemen: When I look back over the record of accomplishment in British Columbia since I came here some thirty years ago,- when I note how civilization has been hewn out of the wilderness, how the Vancouver of that time with some twenty thousand inhabitants, has grown into a great metropolis with her obvious destiny,- that of becoming one of the greatest cities in the world, writ in flaming letters on her brow, I am so filled with amazement that I scarcely know how to give it adequate expression. In that whole story of purpose and achieve-ment nothing is more wonderful than the development of these fine buildings here,- not all, perhaps, in the beautiful architectural form in which they were orig-inally designed, but in solid and substantial fashion in which can be carried out the great purpose which was planned,- that of providing British Columbia with a permanent home for the higher education of her coming generations. Today, this purpose is an accomplished fact. The Great War and the world wide unrest and dis-turbance which followed seemed for a time to make it a matter of doubt as to whether it would be possible to found here a great home of learning. The death of its first president, a man of great vision and capacity,- with a warm and generous nature which endeared him to all with whom he came in contact,- dealt it another hard blow; but capable men were found to carry on the work when he had gone and we who are here today find the University of British Columbia no longer a dream, but a proud reality,- the steel and stone and concrete expression of a great purpose admirably fulfilled, par-ticularly admirably fulfilled in view of the extraordinary difficulties which have had

to be overcome. We may all join in taking this occasion to congratulate those who have been connected with the inception of this institution, and the carrying on of the work, upon the success which has crowned their efforts. Education appears to be a twofold thing,- the first part of it concerning itself with the elementary training of the human mind, and the second with stocking it with such essentials and graces as it may be capable of assimilating. We are just now reaching the stage where we can, as it were, pack the young British Columbian's mental trunk and set him going on his journey through life. It is a noticeable thing about education,- that while it will improve any mind, it will not make a dull mind bright, but it will make a bright mind brighter. It can stimulate and refine what is there, but it cannot create. By no reach of ingenuity can a pint bottle be made to hold more than a pint; but what an appalling situation it is when a fine, capable, intellect has to fight its own way through without the encouragement and cultivation which could have raised it from the merely capable to the truly great. Cases of this sort are not uncommon in new countries, and they rank with the saddest tragedies in human life. What heartaches there have been, what tears have been shed because those who may have seen a sublime light shining on a distant shore could in their own environments, find no pathway to it on which to get their feet. The human brain, like marble in the quarry, needs the touch of the polisher to bring out its shaping beauties of vein and color. A member of the Imperial House of Commons who passed through British Columbia a week or two ago delivering several admirable lectures on the affairs of the British,- I am referring to Mr. Somerville, an able man and an enthusiastic education-ist, said in effect that in education lay the hope and future of the human race. At least this is what the newspapers reported him as saying. Now I am quite in sympathy with his enthusiasm but with all due respect to Mr. Somerville and with no desire whatever to enter into a controversy with him, it seems to me that the future of the human race does not lie so much in education, as in educated character. That is to say, the character is the fundamental thing,- the thing that makes education count. One man may have a very much finer brain than another, and it may be much more finely cultivated, but if he has not the force of character the courage to use it for the upbuilding of the human race, he may lag behind and perish with all the work which nature intended him to do, left undone. Now let us consider this theory: I suppose it is only a theory,- I would like to regard it as a fact, but I have reached a time of life when I find that so many facts are not facts at all, that I think what we may call a workable theory is a safer thing, or at all events a surer thing to get along with. I find myself intrigued with the view that one of the few things we find enduring in human life, is human character. Marble perishes,- time effaces bronze and brass,- temples are reared and crumble into dust,- the sands of the desert blow where the nations lived and toiled and died and left what they thought were imperishable monuments of sculptured stone. But human character lives on through the ages. We find the same qualities persisting in the great men of today as were found in the heroic figures of the earliest pages of recorded history. These characters education can illuminate and adorn. It can help them to understand love and sacrifice, loyalty and humility. It can give them a knowledge, if they have minds sufficiently receptive to attain it and hold it, of all things that we know,-of all that there is to know. It can broaden and polish the intellectual equipment of the individual, but its function practically begins and ends there. The actual ability,- the character, must be there, or it cannot be educated. And it is that raw material that native ability which passes from generation to generation, or skips one, two,- a dozen generations and comes out again unexpectedly after a great lapse of time. It is this that persists, not the education. That education itself, died with the individual who possessed it. It seems to me, too, that no professor or teacher,- no matter how learned, can teach adequately without that sympathetic understanding which penetrates and

grasps the character of the individual student and with infinite patience, and if need be, with infinite compassion, leads him along the way. It is as much the teacher, perhaps, as it is the taught. Perhaps more. There are men, and women too, who have given their lives to teaching whose memories are not only still fragrant and green in the minds of those they ruled and served and instructed, but who have made their lives live in history as the great Educators of their fellow men. Example has had so much to do with the delicate work of developing the human brain, The teacher's is not only a noble one but the daily unconscious lessons of patience and charity and clarity of thought and generosity of view have often times a more important place in the moulding of a developing human mind than the barren ritual of the exercise book. Ladies and Gentlemen,- this is all I have to say to you today, I hope and am sure that within these walls teachers of great understanding and sympathy will find pupils of promise, and that the tact of the one, and the eagerness of the other, will combine to make this one of the most notable educational institutions in the world,- a benefit not only to British Columbia but to Canada, and to humanity.

MR.CHANCELLOR: I have now much pleasure in calling on The Honorable J.D.MacLean, Minister of Education, who has always been a very staunch friend of the University, and although a struggling infant, our cries for assistance have probably importuned him at various times, still he has borne with us. Now that he is Minister of Finance as well as Minister of Education, perhaps he will be able to satisfy our crying needs in the future.

THE HON. J.D.MacLEAN, (M.D., C.M., Minister of Finance and Minister of Education.)  
Mr.Chancellor, Honored Guests, and Ladies and Gentlemen: At the outset, I wish to tender my apologies for my inability to have been present here yesterday afternoon, to fulfil an engagement in this Hall. I also wish to add a word of welcome to those who are visitors with us, on this occasion. I want particularly to express my appreciation of those who have come to British Columbia at this time, from afar off, and I think, speaking for the people of the Province of British Columbia,- I think that probably they would wish me to give a special word of welcome to Sir Arthur Currie, the Principal of McGill University, who is held in high esteem and regard in the Province of British Columbia. The occasion on which we are met here today marks an epoch in the social history of the Province of British Columbia. I do not intend to dwell at length on the history of the progress of higher education in this Province during the last few years,- that history has been given very fully, and I venture to say that in some of the addresses that have been made during the last few days, that this history has been pretty fully covered. I think it is not unbecoming of me however, to make this general observation,- that when we consider the stage to which we have arrived today, in the development of higher education in the Province of British Columbia, we have made a record in this Province of which at least, we need not be ashamed. The Policy and aims of our Institution of higher education in Canada, have been determined largely, by the inspiration received from Britain and from the Continent, and in later years, the pre-vailing ideas however, have changed, and Canada has kept pace with these changes. Many years ago, our Universities were reserved, for the sons of the rich. Elementary education has entirely changed that situation. The introduction of machinery and recent inventions have made their demands for trained leaders and for trained workers, and therefore have widened the constituency of our Universities. A corresponding change has been made in the sources of financial support of our Universities. In the old days, the University was largely supported from private sources, and even at this time, we sometimes find some of our largest Universities dependent for their financial resources on private munificence. However, gradually,

the University began to fulfil the real function in the life of the Nation, and when a different educational outlook began to appear and began to be developed, we find that there have been demands made on the State to provide the trained leaders, and the skilled work-men that were necessary for the development of our industries, so that in recent years there has been a development and a movement along the line of State aid, and to support and maintain our Universities. These movements have also been seen and found in Canada. If you take the history of Western Canada,- the Prairie Provinces,- the Province of British Columbia, and to a large extent also, some of the large Universities in Ontario, you will find that they have received a large proportion of their revenues from their respective Provinces in which they are situated. For example, the Universities of Toronto, Manitoba, Saskatchewan, Alberta,- each and every one of them received contributions from their Provincial Treasury, amounting to 66% in the case of Manitoba,- to 90% in the case of the University of Saskatchewan, so that a large proportion of the revenue of these Universities are obtained through grants from the Provincial Legislature. British Columbia has followed in the foot-steps in this modern development, in the support of our University, and today, British Columbia is contributing for the maintenance of her University, some 80% of the total revenue, amounting probably to something in the neighborhood of \$460,000.00 or \$470,000.00 annually for current expenses alone. Then, in so far as the expenditures on capital account are concerned, the expenditure for building and equipment, the Province has also been making fairly generous contributions. The University Plant that we have here, has cost the people of this Province something in the neighborhood of \$3,000,000.00. This money has been borrowed on the credit of the Province. It has been borrowed for a term of twenty-five years at a certain rate of interest. This money must be repaid, and the annual sum that must be set aside to retire this \$3,000,000.00 loan, is \$283,000.00. In order to retire the loan at its maturity so that further contributions which the Province is making for current expenditure, and the annual contribution that is made to retire the loan at maturity, a sum of money close to three-quarters of a Million Dollars annually has to be provided by the people of this Province. Now, for a Province in the stage of development that the Province of British Columbia is in, that is a fairly substantial contribution, and to my mind, until the Province has been developed to a larger extent than it is at present, if the University is going to function as we hope it should function, to my mind, additional sources of revenue must be obtained. The Province has a certain amount of money which it receives for distribution. A great many services have to be maintained, and the duty of a Government is to make such a distribution of the revenues received as will be fair to all the services which are supposed to be granted to the people of the Province. Now, where are we going to get our additional sources of revenue in the Province of British Columbia? I think some of the eastern Provinces have set a good example in that respect. In some of these eastern Provinces, we have some men of wealth,- some men who are keenly interested in the development of their own Province, and in the development of Canada as a whole,- men of wide vision,- men of broad experience, and they have thought that the best use which they could make of some of their accumulated wealth was to hand it over to the University, in order that the University might use it to solve some of the problems that are pressing problems in Canada today,- the solution of which will make an increased prosperity and increased happiness to the people of our Province. To my mind, that is a measure which some of the wealthy people in Canada can very well carry to a successful conclusion, in so far as the University of the Province of British Columbia is concerned. Now, there are some people in British Columbia, as in other parts of Canada, who are doubting,- who have some doubts of the wisdom of spending these large amounts of money on higher education;- some of the most

substantial citizens that we have in British Columbia have expressed themselves in that way. Now, what are the results of higher education? There may be material results and benefits in so far as the individual is concerned,- there may be material benefits as far as the University and the State as a whole, is concerned, and it is in applying the test to that product of education that these people have expressed their doubt. They have applied the test to the product, as to whether it was producing many or material returns, equivalent to the moneys expended. I think one could take issue successfully with them, even from that point of view, because statistics have demonstrated that the man with a University Education is generally in receipt of a higher salary than a man with only a High School education, and again,- the man with a High School education has a larger in-come than the man who has only an elementary school education, but I think the men who are measuring the worth of education on the standpoint of material things, are applying the test to the wrong point. What, after all, should an education be? Surely, it is to develop leadership in every department of human endeavor.- surely it is to extend the moral and the spiritual power of our people. An education which does not produce a more useful, as well as a better citizen in the best and broadest sense of that term, is a University or common school education which has absolutely failed in its purpose. Now, before I conclude, I wish to pay a tribute, and to my mind, a well deserved tribute, to the Board of Governors, and the chief executive officers of the University of British Columbia. I have been the official channel of communication between the University and the Government for the last nine years. During that time, I had an opportunity of becoming very well acquainted with the chief executive officers of the University, and with the Board of Governors. I saw them in my office on many occasions. I observed them interviewing the Minister in charge of different branches,- the various Ministers of the Government,- the Cabinet Assembly. I saw them interviewing individually the Members of the Legislature of the various parts, and I am here to say that the diplomatic and the financial service of this country has lost, in your present Board of Governors, some very fine and able people. Now, your University, while I was in charge of the Department that knew everything that was going on in fact in so far as the development of the buildings were concerned, the actual work of undertaking and carrying to a completion these University buildings was under the supervision of my Colleague the Minister of Public Works, the Honorable Dr.Sutherland. I want to say this: that he has given a large part of his time in the last two years, to the administration, in so far as the construction was concerned. If these buildings are not what they ought to be, officially, Dr.Sutherland must take the blame, but it seems to me that the credit side of the ledger is going to redound to his credit in the years to come. Now there is just one other observation that I wish to make: There has been some mis-apprehension regarding the steps that were taken in order to reach a decision as to the beginning of the erection of these buildings at Point Grey. Is it not as well to clear away some of those misapprehensions? You remember that the original buildings were begun in the year 1914, and owing to the financial depression of that time.- owing to the outbreak of War, it was not possible to proceed with the construction. When I became associated with the Department, the great World War was on, and only the most essential material development was undertaken by the Government. However, as the years went on, the attendance at the University materially increased, so that in the year 1920 it became evident that some steps must be taken to provide a permanent home for the University. In that year there were three decisions arrived at that were fundamentally and basic-ally important to the University. These three decisions were these: First, that the University must be built as soon as the financial conditions, as a consequence of the War, righted themselves.. The second decision was that the Three Thousand acres of land at Point Grey were to be utilized for the University, long before

these buildings could be erected. Thirdly, there was the University Loan Act of the year 1920, which was passed during that Session. These were the three decisions which secured the erection of these permanent buildings at Point Grey. The delay in construction, for which there has been some criticism, was due to this fact. Those of you who were interested in financial affairs, knew how ruinous rates of interest were, during those years, and knew how exchange was in Canada during that time,- realized how the cost of construction was probably at the highest point of any era in the history of Canada. These were factors which brought about delay in the beginning of construction. Now Mr. Chancellor, in conclusion,- now that we have arrived at the goal of the ambition of a good many.- now that we are carrying on higher education in this Province,- frankly at some sacrifice to a good many people of this Province, let me express the hope that the work that will be carried on in this great Institution, will, with the aid of the Professors, and through the good work of the Student Body, redound to the profit and to the benefit and to the happiness of this great Province.

MR. CHANCELLOR: I have now much pleasure in calling on Henry Suzzallo, President of the University of Washington, to address you.

MR. HENRY SUZZALLO, (Ph.D., L.L.D., President of the University of Washington)  
Mr. Chancellor, Mr. President, Your Honor, and Ladies and Gentlemen: We have assembled here from almost every station and responsibility in the English speaking civilization, and entered these empty temples in order that, by the magic of words expressive of feeling and aspiration, we may here consecrate them to the fulfilment of those aspirations of youth and Society to which Universities have from the beginning, been wont to exercise their power. I hardly know, upon this occasion, how best to characterize the moment, because of course a great University, at the top of a great common school system of education, does not merely add another great principle, long established by our ancestors, that equal opportunity and manhood can never be made real and practical until there is an equal opportunity in childhood and youth for training. It is an absurdity from a stand-point of Anglo Saxon practical sense, to lead all manner of men from varied stations in life and with prestige of life, beyond them, up to where life begins, that they have an equal chance in the competition. That is one of the great absurdities which has been discovered in the last twenty-five or thirty years, and it has taken the independent spirit of those in the more or less independent British Dominions, and the United States to put the last principle beside the first, so that paralleling each other, they might mark out a dream that has ever been conscious in the minds of the people. We have always been wanting fair dealing and square play. These are Anglo Saxon devotions that we summon, but not for the individual alone do we consecrate by our presence here today, these empty temples, which forever after will be filled with a finer impulse of our civilization,- with a better ideal, and with that constant power of the searching after truth which is the basis of everything. The true Warrior fights for great causes, but if he has no reverence for the instruments with which he fights, they soon grow rusty, and he has no weapons for the next great combat. A Warrior who cannot take his sword in his hands, is a Warrior on the way to decay. He should look with reverence on the political institutions. A Warrior who does not breathe a respect for its Institution,- that does not with sanctity of feeling look out on its schools and Universities as the implement towards Civilization, is a society which is all on the way to decay, and thus, this Society does not one thing, but two. It is to be sure something important to believe deeply in a certain kind of individualism one hand,- not in an unrestrained individualism which means anarchy and so on, as makes slaves of persons and ends in the hopeless tyranny, but of that modern counter-part of that old Greek idea of balance which

we respect, but the individual and the Institution held alike in reverence, in our code of civilization. That, my friends, is the balance that we must hold. Young in its foundations,- but just born so far as the physical symbolism of its continuous presence is concerned,- is not merely the custodian of that Science which will put the World right, which will give us new chances of progress,- which will find new truths and which will be the guiding Star of the Dominions' destiny, but because it has a rich past,- it is the conservator of our values. I agree with His Honor when he suggests that a purely factual training will not make an educated man. And how can a more intellectual training make an educated man, since a man has many parts, and his mind is but one? I may say that in so far as this University is made the custodian of Societies highest values, that its success, like the very success of the civilization in which it finds itself embedded, must meet two very distinct tests, and I pause for a moment, to note what I regard as a significant measure of the movement of civilization that is dedicated to be free, and the movement of the University which enjoys rare toleration in its search for Truth. The first test is: "How far is Society in its co-operations, able to depend upon an individual sense of honor operating from within, in-stead of upon the coercive power operating from without? The history of the better civilizations is a constant relinquishment of coercion, because education becomes its substitute, and that Society is the most successful. Progress is something attained primarily, because men respond to it, and not because society enforces itself upon the individual. As honor takes its place in coercion, a great democracy exists. This civilization ties into the nervous fibre of young men and women in such a way as would incorporate it so intimately within his own soul, and becomes his personal code of honor,- more important than life itself. The second measure of civilization of true University Society, is to be found in the degree to which Truth is encouraged to be found and followed. Do any of you realize the very dangerous road in which we find ourselves today? The sycophants now lie at the feet of the throne. We have in their place the plausible demagogues who pretend to grovel at the feet of the people. We are not trying to capture the whims and caprices of the Neroes. What we are trying to do these days, with magnificent selfishness, is to capture public opinion, where sovereignty is to be found. I want to tell you that the University is more necessary than it ever was. They used to capture, public opinion by straight lies, and now they capture the public opinion with half truths. People have been completely attired in the blackness of their own lies. I want to tell you that democracies have nothing to fear from truths. In the capture of public opinion these days, there is that nefarious device borrowed from industrial organizations, where the propagandist knows just how to be hypnotic with the feelings that we are all born with, and the Statesman and the Scholar have the task to invoke against these hypnotic influences that meagre truth which humanity requires, to keep men rational when it is easy to be emotional. His Honor is quite right; to worship a few facts, is not to acquire Science. Science sees many facts, and sees them all in relationship to each other. That is Science,- and Science is always wholesome, but Science itself becomes wisdom when the supreme values of civilization deeply penetrating the spirit, are coupled up with sound intelligence, and thus, then knowledge is evaluated, we have wisdom,- and so I am glad to say on this occasion that I believe that the Province of British Columbia has not merely added greatly to its future economic power, by this establishment, but it has done another thing, and that is, it has guaranteed in the face of modern danger, the perpetuity of modern democracy. And so, Mr.Chancellor, I am glad on this occasion, speaking for those who are interested in education at large, to congratulate you on this occasion, and to bring to you the fortified blessing of all those Sister Institutions which are today assembled, to hurry you on with good will to the centuries of blessed service and fine consummation which are ahead of you.

MR.CHANCELLOR: I would ask the audience to remain seated while those on the platform file out.

-----

GOD SAVE THE KING

-----