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THREE SORROWS.

In life are many griefs; but learn of three,
That strangely link our joy and misery.

To sit before the key-board and to hear
Harmonies in the harpsichord of soul
Beyond all music known to mortal ear,—
Yet feel the fingers mute as though in fear
To speak the stately anthems of the Whole.

To read on printed page the master-strain,
And feel the pulse-beat of his mind—yet know
Thou canst not wake those songs to life again,
Nor reach the rhythm of his sweet refrain,
And rouse the waiting world to fever glow.

To cloak the self in thought, and meditate
Upon the Cause, the End, the Now, the Then,
On wings of speculation soar elate,
To pinnacles of Truth—yet weary wait
For winged words to tell the tale to men.

—WILLIAM HARDY ALEXANDER.

COLLEGE ATHLETICS.

I. From the Student's Point of View.

Modern education requires us to give the word athletics a generous interpretation, and in complying with the request of the Editor to write an article on this interesting topic, I am keeping in mind not college athletes alone, but the average college man, and indeed all college students. All who have given thought to this immensely important educational question, must agree that the true way to look at it is from the standpoint of the student-body as a whole. If the cultivation of athletics is a good thing for the university, then it is a good thing for all students, and not merely for those whose names appear on the programmes of inter-collegiate contests. It is easy to demonstrate this, and the discussion may not be quite superfluous. In that excellent little hand-book, issued by our good friends, the members of the Y.M.C.A.—a society, which, by the way, has always kept in the closest touch with the athletic interests of the university—strong earnest advice is given from year to year to all incoming students to engage in some form of athletic exercise—to join the gymnasium, to play baseball, or to try for a place on one of the foot-ball teams. The value and the motive of this saving counsel may be inferred from the fact that it comes from men who have to take for their afternoon meetings the hour of the day which is the very best and most available for physical exercise.

The individual man, including the student, is divided by a psychologically erroneous, but practically useful analysis into the body, mind and spirit. It will be convenient to look at the college man from the three points of view thus indicated.

We may say, then, first of all, that athletic exercise is good or rather necessary for the student's body. I have said that the trisection of a man just mentioned is psychologically erroneous. One effect of the error has been to set up one part of the unit man against another, and to regard the body, being material, as being rather gross in its nature, and deserving of neglect or disparagement, as compared with mind and soul. But we may take our stand upon the fact that the good Creator made our bodies, not merely parts of ourselves, but actually all of ourselves that can be seen, and touched, that can move, act and speak. To bring into and maintain it in good order is something well worth doing, for the sake of the man himself that uses it, and for the sake of others that look upon it or depend upon its labor. A strong, symmetrical, active, enduring body is the thing best worth seeing in all creation, next to the face of a good man or woman. And even the expression of the face is often greatly affected by the condition and temper of the body.

Now, there is no other way of making the body serviceable and comely than by exercising, or still better, by training it. Exercise may be aimless. Training is intelligent exercise for a definite purpose. In the main, two good conditions must be fulfilled in such exercise. Plenty of oxygen must enter into the system, and the frame must be developed and kept in tone throughout, so that, as the great apostle, who speaks so much about athletics, phrases it, "There may be no schism in the body." To secure these ends a combination of out-door with gymnasium exercise, is desirable. The exact system to be followed should, however, be settled by competent expert authority; for in this, as in other branches of education, an instructor is needed from the earliest years onward. I need scarcely add that laying stress upon physical beauty and force is not likely to do injury by increasing the self-complacency with which the average college young man is supposed to regard himself; a silly fellow is not likely to be made more silly by good advice, even if such a type of being were to infest our halls or our campus.

The material part of our nature, however, must be kept in its right place, with due regard to the welfare of the whole man; and no system of physical training is worthy of the attention of a cultured community which does not keep the intellectual and moral interests of the athlete in the forefront. As far as mental benefit is in question, there are two points to be specially noted. One is, the great end to be gained; the other is the right means of gaining that end.