

remove some of the asperities that are apt at times to occur between the different faculties.

This comradeship is also intensified through athletics, which serve to arouse the enthusiasm and satisfy the pride of a very large number of students. I know that I am touching upon a difficult subject. A large section of the community know little else with regard to the university than its record in the world of sport. But I do you the honor of believing that few among you place athletics first and the duties of the class-room second. You know that athletics should be engaged in for recreation, and that they cease to be recreation when they usurp a place as an absorbing interest. Educated men should be able to distinguish their use from their abuse. A student should engage in athletics not only for recreation, but that he may keep in such good bodily condition as will enable him to use all his powers to the best advantage.

While men broken down prematurely because of excessive bodily training are pitiful spectacles, even more so are students of high intellectual distinction who are physical wrecks, having disregarded the plain truth that if the mental strain is unrelieved the strength will be sapped and collapse follow. Athletics should not be left to the few; nor is their function served when a score or so of men do all the play and the great body of students simply stand by as interested and often excited spectators. Too few instead of too many are engaged in the athletic life of the University.

In a university the Greek conception of the athlete should prevail. At their best the Hellenes had a worthy ideal of physical training, for in spite of frequent lapses into fleshliness and occasional brutality the Greek athlete practised as one who was in training for service in the State. He was to do his share in upholding reason and beauty and truth in the conflict with barbarism, and he helped to save much for our western civilization. In Canada to-day we need the strong body and the sound mind along with moral control and buoyancy, that we too may go forth to uphold the university ideals. From the university a standard of clean sport should be shown forth; here above everywhere must be exhibited a true discernment of values; and honor be so supreme that a game won in any other way than by what is square and manly is not only no proof of worth, but is such a disgrace that we shall seek to forget that the game was ever won.

A third distinctive element in the university spirit is "Loyalty." There is indeed a fictitious loyalty which is in its last analysis a form of selfishness; but true loyalty is akin to gratitude for favors received; and assuredly the university should evoke such loyalty. You will occasionally hear a man speak indifferently of his college on the ground that his alma mater was to him a niggardly benefactress; but as a rule such men are passing an unfavourable judgment upon themselves, for we are all to some extent debtors to our university. There most of us have formed our closest friendships. There also we met professors who revealed to us the meaning of devotion to a high intellectual ideal, men whose consuming passion it was to further their department of knowledge, and in whose presence we were constrained to be modest because they were

so far beyond us. Such men are as a rule most generous of their intellectual and spiritual wealth, for knowledge unlike gold increases in value as it is communicated to others. The poet sings for the joy of finding harmonious utterance; the good man sacrifices himself for the joy of doing his duty; the scholar proclaims his truth for the joy of announcing his discovery and to quicken others to join with him in his search. Every true teacher knows the satisfaction of teaching. He is eager to be spent in the service of his subject and cannot fail to render his class debtors to him.

All university men can look back to some great teachers. I remember those who gave me impetus in any course. Certain days and weeks stand out in my memory, when under the guidance of men of outstanding personality and great learning I was pioneered into new worlds. As an old college man looks back over the past and turns to his university with affectionate regard it is not the material equipment of which he thinks; but in memory he crosses the grounds, enters the college gateway and passes along the cloister to some class-room, where he sees before him in dim outline, which however the years will never entirely efface, the features of the greatest teacher he has ever known. Others more famous he may have since met, men it may be of equal or even greater power, but for him that silent figure remains the greatest of all his teachers. A university is great according to the number of such teachers it possesses, and it will be fruitful in loyal students and alumni as it has enabled them to come within the range of such rich personalities.

During the summer, tourists drive round these grounds in multitudes, and their guides proclaim in loud tones as they point to the buildings, that this is the University of Toronto. Doubtless the tourists are moved to admiration by the beauty of the buildings and the grounds. But these tourists have not seen the university. A ship tied to the wharf, empty, sailless and without a crew arouses little of the admiration that is occasioned by the sight of the vessel in mid-ocean, speeding over the waves with every sail set to the breeze, with rich cargo and a full complement of men. It is the professors and students who really constitute the University of Toronto. Every student should regard himself as an integral part of this university, and remember that he shares in making or marring its reputation. Among students a careless individualism is often exhibited in forgetfulness of the fact that every deed which passes beyond the boundaries of fun into folly is damaging not only to the man but to the university. Are you industrious?; then the University is productive. Are you honorable?; then the University has a high standard: Are you gentlemen?; then the university becomes a home of true culture. Descent from a noble family is a powerful restraint on the recklessness of an individual member of the house. A worthy past is a partial guarantee of a worthy future. In a university also an honorable spirit is transmitted from year to year so that it becomes an atmosphere in which the life that comes to it anew with each session is tempered and fostered by its worthy ideals. If the University like a larger subliminal self con-