

Her name is as yet merely 3 mentioned and there is not possible
to compare her almost fabulous national wealth. The golden flow
is there to be found by the men of industry and hope and honesty
and courage.

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

more
men, - men of the old breed who ^{first} made our country from
a wilderness, - ~~It is~~ that great quarter of the world
that who first traversed your country and mine, - I dream
and Irish and English and Scotch. Her taxation ~~is~~ calls for
reduction. Her railway problem ~~is~~ is a
puzzle yet unsolved. Sixty thousand of her best and bravest
youth, - the very flower of her flock, - ~~sleep~~ rest in foreign
graves of heroes, and their places are not yet filled. But with
all these obstacles to her rapid progress, Canada is slowly
but surely recovering her strength after the staggering blow of
the war, and her destiny is bright with hope and
achievement. ~~Her~~ ^{Her} future is to have little peace
and to be false to our father's dreams.

I am sure that even those of you who may have become
more American than Americans, - those Bluebirds among
you who are more Yankee than the Yankees - I am sure
that you must sometimes smile at this flippancy talk
of annexation and absorption. It shows a strange lack of
knowledge of the Canadian spirit. Canada has made her
choice and by that choice she will abide. She is part of
the British Empire, of the great commonwealth of nations,
and as such she will remain. She made her choice in
1776 when she had greater cause for regarding the tie
than she has had again or ever can have again. ~~But that~~
In that troubled day she did not love oppression, she
two despised tyrannies; she loved freedom ^{and} ~~and~~ had
faith in their ability to work out a policy of freedom
under the system of government handed down by their
fathers, that system they knew ^{required} ~~required~~ a drastic
change, ~~but they fought~~ for the people of England had
then but little liberty themselves. They loved liberty under
the old forms, ^{they thought in another aim of political} ~~and~~ ^{that}
so they came to the parting of the ways, - friends and
businessmen, and two great flags flew side by side
on this continent. Canada made her choice again

✓

Canadian Club

Toronto

THE WESTERN UNION TELEGRAPH COMPANY
RECEIVED ON _____

RECEIVED
WESTERN UNION TELEGRAPH COMPANY



McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

more instructive to him with our neighbors than it is of ^{friend} ^{to say}
to Director, "We make our ^{friends} ⁱⁿ make our enemies, but
God make our best next door neighbors; we have to love our
neighbor because he is there." Now that does not apply to our
neighboring ^{the United States; America} nation. We do not love her because she is
there, but because of her qualities, because of her kindness
because of her ^{understanding} which has enabled us to
live beside her for ^{more than} a century without a quarrel and
without a ^{prejudiced} frontier. May my country and my eye
of my country see stand between the two great nations when
blood is shed to moderate their counsels and prevent them
in the bonds of peace, so that the hope of ~~the best~~ ^{the best} ^{everyone}
in his ^{to} ^{with} ^{our} ^{country} ^{is} ^{fulfilled} ^{again} ^{as} ^{it} ^{was}
fulfilled in the year of our -

Suzanne daughter of the West
We drink to thee across the flood
We know thee most, we love thee best
Be not thou met of Britain's blood?
Shouldst thou not blood again be blown
Permit not thou the tyrant's power
To fight thy mother here alone
But let thy broadside war nations.

Urise on strong Atlantic seas
When war gains our freedom springs!
U speak to Europe things you guess.
They can be understood by things.
You must not mix our Queen with them
That mist they their people fools
The freedom's former on his foes
He comprehends the race he rules
Hands, all round
Let the tyrant's cause be found
So our dear American of the that my friends
And the great cause of freedom, round around.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Many members of the
Club. You will be in the
front of the
history of
eternal youth.

& sulphurous
troubled for years which ended in 1918

During these past ~~ten~~ years our provinces, the
provinces of Canada were united as never before. The kindest blood
of Canada was poured out in common in a sacred cause. The ~~best~~
~~thousand~~ dead who sleep today on foreign soil were on their
shoulders straps the one word "Canada." If they could speak to
us tonight from their ^{& undimmed} ~~grave~~ ^{of their slumber} ~~from which~~
no whisper comes, I am sure they would say their faith
with us and with our ancestors who lived and died for
unity. Steer the ship of state by this faith. Then there need
be no fear of blast or fog or sea, - if hope is slight or the
weathered and low is of the ~~water~~.

6 1/2

provincial jealousy will never flee away. The monstrous
impositions of ministers will disappear. We are today
examining the corner stones of our stately edifice,
built by hands long since folded to the music of
voices long since stilled, and we are trying to
seek out abuses and to apply remedies. We must
remember that we cannot think of the provinces
separately and thus separate units without
co-operation seldom if ever endures. We must think
of Canada as entire or not at all, and we must
strive to make Canada a place of membership
and cooperation one with another.

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

had come as it came ^{in 1919} in one of those strange
 repetitions of history, and ^{not a long time ago} Canada was plunged into a
 financial and business depression which affected all
 provinces and all classes. But our fathers met it with
 hope, and above all else with co-operation and mutual
 respect and trust. ^{and complete} ~~the provinces today trust to the~~
 spirit? They believed in the statesman's idea of organized
 human society, which is that "the basis of all society
 is the putting of the force of all at the disposal of all,
 by means of some arrangement assented to by all, for the
 protection of all, and this under certain prescribed forms.
 They were not afraid to use the word "all" although they deeply
 loved their own provinces. Are the provinces today true to that
 sacred spirit? We too often attempt to remake rather than
 to develop the inheritance they left to us, ~~we~~ forgetful of
 the fact that we may rebuild the walls of Jericho, but
 if we do, we will do it under a curse. ~~the~~ The most
 meritorious function of ^{Canadian clubs is to keep alive}
 our ancestral spirit.

It is true, I fear, that our provinces do not always
 appreciate in their suspicion and distrust, the efforts of
 our ancestors to bring ~~to~~ our unity into being. People
 who live in the midst of great events, are not aware of their
 magnitude. The biggest events in human history, like the
 invisible forces of nature, have come silently into being, not
 always with flag flying and drums beating, and the
 plaudits of the multitude. So it was with the Confederation.
 The labours of those who brought it about fall in flower on
 unreciprocated years and unresponsive hearts. ~~What~~ In a
 letter to Lord Knutsford written ~~in 1889~~ of a summer night
 in 1889, when he could look back through the mists of a great
 century at the conflicts and trials and sacrifices and
 mutual concessions of those who united our provinces, history
 Sir John Macdonald said "This remarkable event in the history
 of the British Empire passed almost without notice. The Union
 was treated much as if the B. N. A. Act were a

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

the relation of the rich province & the poor province may be that of Elvira in the French Revolution period, who when accosted - he came out of a great banquet by a starving beggar with the cry "I am hungry," replied "and I have eaten too much, so things are balanced."

I am a native of Ontario, living in the east three or four years in the Province of Quebec. Quebec is largely a province of French inhabitants. They are rooted far more than this hundred and fifty or three hundred years deep into this new world soil, and their thoughts and hopes and loves are for Canada. Canada is in their blood and bones. The motto of Quebec is "Je me souviens" - "I remember." They remember that they to lead their share in the building up of this country and responsible government. They remember to the family in which their ancestors worked and lived with men and women of another race, speaking another tongue, but filled with the same hopes for the great new land of promise. In what makes democracy safe is tolerance in religion and security in property. The founders of my own Union, Drouin, was a brother for - trade who founded a French Canadian and its hopes, its tolerance to minorities and its memories, bring you the greeting of Motherhood.

They remember that they forget on the plain of Abraham but that they own their share in their common country.

our Canadian clubs must show the ways of fact and of deed. We must not lean to our children a blood-revived and discord-tainted key with which they may attempt to open the portal of the future. We must turn on our present conditions the bright light of our ancestors' ideal. Under that light ancient prejudices will vanish and from reveal and the shadows of inter-

McGILL UNIVERSITY
MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Canadian Club - Toronto - 1924

The toast to which I have been asked to respond is the toast "to the Provinces". My interpretation of the latter phrase is "to the united Provinces, or to all the provinces, rather than to an individual section. For ~~you are gathered here~~ ^{you are gathered here} ~~you are speaking tonight~~ as a Canadian Club, not as a provincial organization, and if your name means anything ^{at all} it means that your efforts and your services ^{are} for the united Provinces of Canada. You celebrate tonight the twenty-fifth anniversary of your birth. Twenty-five years is a relatively long period in the life of an individual; it is more than one-third of the allotted span of ^{human existence} ~~life~~ of which the Psalmist speaks. Byron, you remember, thinking of his own ~~life's bitter part~~ ^{life's bitter part} said that "at twenty-five the bitter part of life is over".

But in the life of a club such as yours, in a young country like ours, it is a relatively longer period, for it ^{is a few} ~~is a~~ ^{years} ~~years~~ ^{after} ~~after~~ ^{the} ~~the~~ ^{independence} ~~independence~~ ^{of} ~~of~~ ^{our} ~~our ^{country} ~~country~~ ^{and} ~~and~~ ^{of} ~~of~~ ^{our} ~~our~~ ^{dominion} ~~dominion~~. So many of you who are charter members and who have often regularly attended the meetings, ^{the banquet hall} ~~the banquet hall~~ ^{is} ~~is ^{filled} ~~filled~~ ^{with} ~~with ^{guests} ~~guests~~. The eloquent and golden voices of many who uttered to you their message are silent and ^{will} ~~will~~ ^{never} ~~never ^{be} ~~be ^{heard} ~~heard~~ ^{no} ~~no ^{more} ~~more~~. But while voices come and go, while forms change, your function as a Canadian Club remains and I trust ^{will} ~~will~~ ^{endure} ~~endure~~. It is on that function for all the Provinces that I wish to make a few observations.~~~~~~~~~~~~

In all your quarter century of life, you have been called to more difficult tasks than those ^{which} ~~which~~ ^{you} ~~you ^{are} ~~are ^{called} ~~called ^{to} ~~to ^{perform} ~~perform~~. ^{to} ~~to ^{bring} ~~bring ^{about} ~~about~~ ^{greater} ~~greater ^{understanding} ~~understanding~~ ^{among} ~~among~~ ^{the} ~~the ^{various} ~~various ^{parts} ~~parts ^{of} ~~of ^{Canada} ~~Canada, the ^{Canadian} ~~Canadian~~ ^{clubs} ~~clubs~~ ^{from} ~~from ^{the} ~~the ^{Atlantic} ~~Atlantic~~ ^{to} ~~to ^{the} ~~the ^{Pacific} ~~Pacific~~ ^{can} ~~can~~ ^{form} ~~form~~ ^a ~~a~~ ^{potent} ~~potent~~ ^{force} ~~force~~. You have no place here~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

for party politics; you are of all parties; you are of all creeds; you are of many nationalities; the places of your birth are four-flung; ^{but you are all Canadians} by origin or by adoption, bound together by a common ideal for the making of a greater, better Canada. That is the function of every Canadian club in its attitude to the Provinces. No one who does not permit the cobwebs of prejudice to obstruct his vision can deny that the Provinces today are not always in harmony in their attitude to ^{Nations} ^{with} ^{each} ^{other}. I do not know how much truth & sound judgment is in the ~~the~~ ^{press} ^{dispatch}, broad casted through our country ^{last week}, which stated that Canada is breaking in the centre, and that East and West must sooner or later part, that the silver cord of unity is being slowly loosed and that the golden bowl of interprovincial friendship has been broken. But I do ~~not~~ know that there are murmuring of discontent. Keep your ear to the ground ^{and} you will hear discordant cries. They ^{come} ^{from} ^{the} ^{old} ^{Provinces} ^{by} ^{the} ^{sea} ^{coast} - the loyal old British Provinces ^{are} ^{home} ^{on} ^{the} ^{west} ^{end} ^{of} ^{the} ^{main} ^{land} ^{of} ^{the} ^{Province} down by the Atlantic ^{coast}. They echo through ^{the} ^{fields} ^{of} ^{golden} ^{grain} - ^{they} ^{are} ^{heard}, ^{perhaps}, ^{to} ^a ^{lesser} ^{extent}, in the central provinces. And from every province the stream of emigration flows ^{southward}. Two hundred and fifty a day, the newspapers tell us, pass now through Detroit alone; ten thousand from Quebec last year and as many more from the Maritime Provinces. And ^{on} ^{the} ^{old} ^{stock} ^{to} ^{be} ^{made} ⁱⁿ ^{our} ^{country} ^{the} ^{old} ^{unbeatable} ^{Canadian} ^{stock} ^{backing} ^{this} ^{side}! Instead of fault finding, the Provinces stop for a moment, and in their service for occasion ^{the} ^{solution} ^{of} ^{the} ^{Provinces} ^{problems}

The Canadian Club must be a powerful agency.

The function of the Canadian Club in my judgment is to keep alive as a living force out of a splintered past the spirit and ideals of our ancestors, who were often all over Master Builders. "How long do you think the American Republic will endure?" said the historian Dwight D James Russell Lowell. "So long," replied Lowell, "as the ideas of its founders continue to be dominant," and he added that by "ideas" he meant ^{the traditions of their race} the government and ^{the manner in which} morals. He may well apply that name to Canada as a united country. The late Lord Byles with his splendid emphasis on the necessity of harmonious relations among people ~~and~~ ~~said~~ maintained that the law of progress through strife is not a universal law of human society, and that no one has succeeded in tracing any causal relation between ~~the~~ strife and intellectual and moral achievement. He stated that the chief cause of the progress of mankind is the exercise of creative thought. It is thought that has produced literature, philosophy, art and religion, and all things that make life worth living. Hence he concluded that the future progress of mankind lies in friendly co-operation in the healing and enlightening work of peace and harmony and in the growth of a spirit of friendships and mutual confidence which may remove the causes of quarrels and suspicions. Now that is ^{the} the progress of mankind, how must there be it of that blood relation of mankind which we call Canada.

~~Perhaps I may be pardoned if I relapse into retrospection~~
Now I sometimes think that ^{our} ^{own} tendency in Canada

today is to forget the ideal and spirit of our fathers. Our tendency is to look forward and doubtless ^{is} ^{is} but it is also well to sometimes look back. If then I relapse to retrospect I shall not be guilty of treason to the alert forwardness of the modern world. Our fathers to me optimists. When the Crimean War ended and peace had come in Europe in 1857 the project that Canada had known for ^{some} ^{time} ^{was} suddenly ceased. The reaction

College Loyalty.

The McGill Year Book ^{will} ~~is a book of mere~~ ^{might be called a} book of memories. It is the rosemary of college life, intended ^{mainly} for remembrance. When the students of today whose deeds and activities it records are old and gray and full of sleep and nodding by the fire, they will take down from the shelves this book and slowly read ^{its pages} and dream ^{of college years.} ^{What} each will have achieved ^{when that time comes} ^{no} ^{prophet} can predict. But those ^{are older and wiser} of us who ^{are} interested in their careers are ~~too~~ sure of this, - they will have something ~~that~~ ^{the} precious possession of college memories and ^{enduring} college friendships. ^{on the whole} We ^{are} ^{sure} ^{to} ^{hope} that they will still be imbued with ^{the} spirit of deep and lasting loyalty to their University and to all it represents.

The facts ^{that} a student learns in college sooner or later fade into ~~forgetfulness~~ ^{forgetfulness}. What endures is the attitude of mind. One of the greatest possessions a student can ^{take} ~~bring~~ away with his degree is a spirit of loyalty, ~~its~~ ^{its} ~~or~~ ^{or} the capacity for loyalty and devotion and patriotism. ^{to an institution or to a cause} Without that capacity, carried out ⁱⁿ practice in some phase of life, a man is of little value to the world. Behind all great achievement is devotion to an ideal and an obedience ^{to the command} ^{to death.}

But there ^{is} a distinct relationship between loyalty to one's college and loyalty to the best in

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

the national life. When the former is lacking,
the latter is usually lacking; when the former
~~is found~~, ^{is found, appears} the latter is ~~usually found~~ ^{not found wanting.}
~~It~~ is sometimes said that gratitude is but a
transient thing. But that is not true when
applied to students and their ^{gratitude to their} colleges. It is sometimes
said, too, that in our self-conscious and critical
age the Canadian student of today is not so loyal
to his college ~~as~~ ^{as were his predecessors of a}
~~generation ago.~~ ^{generation ago.} ^{the Canadian student is said to be nothing if not critical.}
The ^{students'} graduate view point may give place in ~~time~~
due time to the graduate view point, and that
adverse criticism, ~~which is~~ ^{is} ~~its~~ ^{its} ~~own~~ ^{own} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~back~~ ^{back} ~~ward~~ ^{ward} ~~glance~~ ^{glance} ~~through~~ ^{through}
the mists of the years.

The reasons for a student's or a graduate's
gratitude and devotion and loyalty to his college
are so plain ~~and so obvious~~ ^{and so obvious} that they need not
~~scarcely~~ ^{scarcely} be stated. The student receives from
his college great and numberless benefits, for all
of which he pays ^{much} less than cost. The opportunities
the college brings to him represent boundless
sacrifice on the part of founders and benefactors
and those heroic souls who made the universities
of our country in the face of difficulty ^{at times,} and defeat.
He would be a churl indeed, ^{and unworthy of his college's name}
unworthy of the name of student, who would be



Dominion Command

or who would ^{fully his college} ~~not~~ ^{from}

incredible to these facts. ~~It is therefore~~ Loyalty to our college, ~~for~~ for this reason alone, is like virtue; it is no credit to a student to possess it, but to lack it is ^{to invite} a disgrace.

a graduate who students do not deny

Graduates, it is found, after the lapse of years have grateful remembrance of their teachers. On the whole, college teachers do their best for their students although the material they have to work on is sometimes unpromising and refractory. It is indeed a great service to open the minds of youth and to lighten their ignorance. He would be an unworthy graduate who would forget such service. A great critic once said that a student who attacks his teacher "bears Nemesis on his back and the sign of reprobation on his forehead." On this, ~~the~~ graduates as a rule agree.

~~The~~ The student's ideas of loyalty to the college ^{naturally} give place in time, ~~then~~, to the graduate's ideas, ~~and the time the student as time~~

During his college years the student has at times fantastic ideas of college loyalty. ~~It~~ They consist to frequently ^{of} merely of rooting for an athletic team, of chiding himself into a frenzy or chiding himself into rheumatism or a fever ^{or} ~~doing~~ an intercollegiate game. That is ^{not to be despised} well, in itself and perhaps should not be discouraged, but it should not blind the student to the fact that ^{other} ~~other~~ ^{shows} ~~shows~~ of college life ~~to~~ need his loyalty, ^{and his support.} that his college is the



all
 best colleg in the ~~world~~ land, and that if her
 reputation is ^{to} super is will mean super because of
 him or his ^{utterances or} ~~lack~~ lack of patriotism. ^{is} ~~to~~ him ^{it} ~~is~~
 colleg must be as sacred as the home from which he
 came. In ~~to~~ ^{to} ~~his~~ she is the "martyr mother"
 watching over her sons" ^{although he may not always agree with her policy...}
 Here who ~~are~~ ^{are} ~~of~~ ^{of} ~~the~~ ^{the} ~~degeneration~~ ^{degeneration} of ~~his~~ ^{his} ~~bill~~ ^{bill}
 in the past ~~and~~ ^{and} ~~there~~ ^{there} ~~who~~ ^{who} ~~are~~ ^{are} ~~of~~ ^{of} ~~deriving~~ ^{deriving}
 its ~~value~~ ^{value} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~present~~ ^{present}

The men who made ~~his~~ ^{his} ~~bill~~ ^{bill} were noted
 for their devotion to ~~a~~ ^a ~~ideal~~ ^{cause}. They were men of
 patriotic fervor. The men who have gone on
 from ~~his~~ ^{his} ~~bill~~ ^{bill} have been noted for their love for
~~their~~ ^{their} ~~principles~~ ^{principles}. ^{or the starker fields of} ~~in~~ ⁱⁿ ~~distants~~ ^{distants} ~~places~~ ^{places} ~~and~~ ^{and}
 young men of loyalty who cherished the ~~memory~~
 atmosphere and the memory of their ~~memory~~
 even unto death. It is my sincere hope that
 the students of today, who will be the graduates of
 tomorrow, will ~~live~~ ^{live} ~~to~~ ^{to} ~~their~~ ^{their} ~~alma~~ ^{alma} ~~mater~~ ^{mater}
 in their affection ^{and} ~~it~~ ^{it} ~~is~~ ^{is} ~~my~~ ^{my} ~~hope~~ ^{hope} ~~that~~ ^{that} ~~they~~ ^{they} ~~may~~ ^{may} ~~lose~~ ^{lose} ~~their~~ ^{their}
 feeling of chivalry for their ~~deceased~~ ^{deceased} ~~heroes~~ ^{heroes}. ~~and~~ ^{and}
~~this~~ ^{this} ~~year~~ ^{year} ~~book~~ ^{book} ~~is~~ ^{is} ~~not~~ ^{not} ~~only~~ ^{only} ~~a~~ ^a ~~book~~ ^{book}
 graduates may ~~find~~ ^{find} ~~in~~ ⁱⁿ ~~it~~ ^{it} ~~the~~ ^{the} ~~phantom~~ ^{phantom} ~~of~~ ^{of} ~~the~~ ^{the} ~~past~~ ^{past} ~~and~~ ^{and} ~~may~~ ^{may} ~~find~~ ^{find}
 be a book of ~~meaning~~ ^{meaning} ~~when~~ ^{when} ~~remembrance~~ ^{remembrance} ~~of~~ ^{of} ~~colleg~~ ^{colleg} ~~days~~ ^{days} ~~and~~ ^{and} ~~may~~ ^{may} ~~find~~ ^{find}
 heart-beats of ~~his~~ ^{his} ~~bill~~ ^{bill} ~~mean~~ ^{mean} ~~ing~~ ^{ing} ~~to~~ ^{to} ~~them~~ ^{them} ~~and~~ ^{and} ~~deepen~~ ^{deepen} ~~their~~ ^{their} ~~affection~~ ^{affection}
 their affection for ~~his~~ ^{his} ~~bill~~ ^{bill} ~~when~~ ^{when} ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~dim~~ ^{dim} ~~years~~ ^{years}
 they peruse its pages. ~~They~~ ^{They} ~~may~~ ^{may} ~~find~~ ^{find} ~~in~~ ⁱⁿ ~~it~~ ^{it} ~~the~~ ^{the} ~~phantom~~ ^{phantom} ~~of~~ ^{of} ~~the~~ ^{the} ~~past~~ ^{past} ~~and~~ ^{and} ~~may~~ ^{may} ~~find~~ ^{find}
 the ~~loyalty~~ ^{loyalty} ~~learned~~ ^{learned} ~~in~~ ⁱⁿ ~~years~~ ^{years}, ~~the~~ ^{the} ~~joyous~~ ^{joyous} ~~heart~~ ^{heart},
 these are ~~old~~ ^{old} ~~days~~ ^{days}, ~~these~~ ^{these} ~~are~~ ^{are} ~~the~~ ^{the} ~~things~~ ^{things} ~~that~~ ^{that} ~~live~~ ^{live}.

College Loyalty

I deeply feel the honor and the privilege as Principal of
 McGill University of ~~extending~~ saying a few words in
 extending a sincere and glad welcome to the members
 of the Canadian Medical Association and their distinguished
 guests and visitors. As you are aware, the meeting of
 Associations and Conferences and Conventions and
 Fraternities in Montreal is not a novelty, particularly
 in recent years. Indeed Montreal has become the
 Mecca of all Convention pilgrims. But ^{perhaps} no society and
 no gathering of men could bring such honor to our
 city as you the Association to which you belong, and
 no gathering could be or should be received with
 warmer greetings. For you have come not as others
 sometimes come; you have come not for your own
 advancement but for the welfare of humanity. You
 have come to report and to confer on the best and
 surest means of lessening human suffering and of
 alleviating human pain. And we feel too that
 you have come, not as ^{knowing the} ~~others~~ ^{to a city far removed from the Paris hills,} ~~sometimes come,~~ but
 to a city ⁱⁿ which since the beginning of Canadian
 Education has devoted earnest efforts ^{has been devoted to} ~~to~~ the
 advancement of medical knowledge, - efforts
~~remembered~~ ~~wanted today~~ connected today with the names of

distinguished men and ^{degrees conferred by} ~~of~~ the
 first graduates of McGill University were a medical
 degree. And since that far-away day of primitive
 methods and inadequate facilities and scant
 support, McGill has given her best for the ~~research~~
 search and the practice of ~~modern~~ methods for the
 better ministering to human ills. The Tablets

aging
and the forms of ^{agings} ~~agings~~ are potentially ^{with} no state
on our walls, but daily witness to the students of today
of the splendor of their devotion to their ^{ideals} ~~profession~~. And
so, here, you meet amidst traditions in the medical
profession of which we as ^{and in Canada} ~~we~~ are justly proud.

~~You will remember~~

I need not dwell on the value of such gatherings
as these, nor need I speak on the meaning of your
deliberations to our country. They are too obvious to
require discussion. ^{They differ widely from the results of other professional} ~~They differ widely from the results of other professional~~
gatherings. You will remember that Sir
Thomas More gave physicians very high honors in
his Utopia, but that into that ideal kingdom of
his dreams he would admit no lawyers. We would
probably not go as far as that exclusion, for after
all the law courts and the hospital ^{should} reveal a common
purpose, to care for human disorder, to heal and
possibly to avert ^{human} complaints. But what more
had in mind was the contrast in method between
the medical profession and all other professions
to him the quiet of the sick-room, or the operating
room, the doctors and the nurses of today, dealing with
a problem distinctly physical would ^{do it better} represent and
symbolize the refinement, the intelligence, the
silent mastery, the perfect cooperation which lies
at the heart of all that is truly civilized.

~~It is~~ ^{likewise} It is, an impressive fact, I think, that
the immediate end and object of medicine is not in
conflict with other great social ends. The doctor does not
try to heal one man at the expense of another. The
medical man comes to look daily for some new

light; they have acquired a habit of expectancy and of putting to instant use the fresh offerings of science and of technical innovation. The alliance of medicine and natural science is inevitable, and the former depends very largely on the latter. The work of the man of medicine is none the less personal, and depends all for its ultimate success on his own creative genius. Again, a gathering such as this shows us that the medical profession constantly outstrips and leads the public in devices to check disease. The great campaigns against tuberculosis, against infant mortality, against malarial and typhoid fever, were originated and planned and carried on by the doctors themselves, who had the hearty support of the profession as a whole. The public does not mean to deprive the man of medicine of reforms; the doctor has too frequently contended with efforts of the public to hold them back, - and I have known powerful attempts to oppose the doctor's most reasonable desire to refuse a license to the vicar, or the untrained. ~~The miracle of chemistry, electricity and magnetism.~~

No branch of science has a more direct ^{and practical} bearing on the welfare of the community than that which deals with the ~~causing~~ prevention of disease and the ~~conserving~~ conserving of human life. No Association can have a more direct bearing on the welfare of Canada than the Canadian Medical Association. ~~It is~~ ^{But I} sometimes fear that our governments lean too ~~near~~ near a burden to the doctors themselves, and do not ~~side~~ side them always with all that is possible to

I deeply appreciate the honour and the privilege of being ~~as~~ a guest here tonight, of partaking of your generous hospitality and of saying a few words ~~at~~ ~~your~~ this distinguished gathering. It is a particular pleasure to ~~be in the~~ ~~city~~ ~~of~~ ~~Quebec~~ ~~and~~ ~~the~~ ~~Province~~ ~~of~~ ~~Quebec~~ ~~and~~ ~~the~~ ~~Province~~ ~~of~~ ~~Manitoba~~, and from the old ~~fortified~~ ~~city~~ ~~of~~ ~~Quebec~~, the gateway ~~to~~ ~~Canada~~, to the city of Winnipeg the gateway ~~to~~ ~~the~~ ~~West~~, once a frontier post of historic memories and now a teeming city of commercial and educational and spiritual strength a city that has done its heroic part in the making of Canada.

We are gathered here tonight in ~~commemoration~~ ^{centennial} commemoration of a great ~~and~~ ~~important~~ ~~event~~ in the history of mankind's development, - the founding of the Young Men's Christian Association one hundred years ago. Like all great movements it began in ~~quiet~~ ~~and~~ ~~humility~~ with no blare of trumpets and no boastful promise to reform or remake the world. It was born of the vision and the faith of a great and hopeful spirit, George Williams. The year 1844 was not a bright year in our history. That was the discouraging and at times despairing period of the "hungry forties" with its vast unemployment, its poverty and its riches, its class bitterness and its economic confusion. There was spiritual unrest and ~~doubt~~ ~~and~~ ~~doubts~~ ~~and~~ ~~crumbling~~ ~~faiths~~ - ~~the~~ ~~advance~~ ~~of~~ ~~science~~ ~~with~~ ~~its~~ ~~new~~ ~~theories~~ ~~of~~ ~~life~~ ~~and~~ ~~evolution~~ ~~old~~ ~~beliefs~~ ~~seemed~~ ~~to~~ ~~be~~ ~~tottering~~ ~~tottering~~. A change was coming upon the world, a change from era to era, and the ~~paths~~ ~~spiritual~~ ~~paths~~ ~~trod~~ ~~down~~ ~~by~~ ~~the~~ ~~footsteps~~ ~~of~~ ~~ages~~ ~~were~~ ~~in~~ ~~danger~~ ~~of~~ ~~breaking~~ ~~up~~. All things were passing away and the anchors of our traditional ~~faiths~~ ~~were~~ ~~drifting~~ ~~or~~ ~~were~~ ~~being~~ ~~severely~~ ~~tested~~. ~~In~~ ~~that~~ ~~disrupted~~ ~~and~~ ~~chaotic~~ ~~clouded~~ ~~world~~ ~~of~~ ~~a~~ ~~century~~ ~~ago~~ ~~George~~ ~~Williams~~ ~~had~~ ~~an~~ ~~inspired~~ ~~idea~~ ~~which~~ ~~brooded~~ ~~into~~ ~~a~~ ~~definite~~ ~~plan~~. The plan in turn developed into action. He founded an organization intended and designed to bring together in brotherly association men who believed in the philosophy of Christ's gospel and who would fashion their lives in ~~the~~ ~~accordance~~ ~~with~~ ~~that~~ ~~belly~~. He believed in the old Greek ideal of manhood, - a sound mind in a sound body. His organization would contribute to the mind of man, ~~and~~ ~~academically~~ ~~and~~ ~~spiritually~~, and would also contribute to the acquiring and maintaining ~~physical~~ ~~of~~ ~~the~~ ~~health~~ ~~and~~ ~~strength~~. ~~Williams~~ ~~and~~ ~~his~~ ~~friends~~ ~~who~~ ~~founded~~ ~~the~~

Young Men's Christian Association believed with a great ~~conviction~~, scientist of the last century that "a man has had a thin world needed men of broad and liberal outlook and institutions to mould such men of personality and character and reverence. "A man" that man," they said, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength and in smooth working order; ready like a steam-engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind. whose mind is stored with a knowledge with the great and fundamental truths of Nature and of the laws of her operations; one who is full of life and fire but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; one who has learned to love all beauty, whether of Nature or of art, to hate all villainy and to respect others as himself. Such a soul and no other has had a liberal education; for he is, as completely as a man can be, in harmony with God".

That, in a measure, ~~is~~ was and is the ideal of the Y. M. C. A. in its ~~whole~~ effort for the development of youth. It is not possible tonight to tell the complete story of the work of the Y. M. C. A. during its the hundred years of its existence. It is an ~~most~~ interesting and amazing ~~story~~ story of beneficent service. Its early years were years of struggle, at times of suspicion, of obstacles and discouragement, but always of progress, of growth and of unswerving faith. Slowly but surely it demonstrated its worth until it won the respect and admiration of the world, irrespective of race or class or creed ~~and~~ ^{as} its influence and service spread to almost every country on the globe. ~~Since~~

We are especially interested tonight in its work in Canada. Seven years after its founding in England one hundred years ago, the first branch of the Y. M. C. A. to be established on the North American Continent was opened in Montreal in 1851. It was not an auspicious auspicious period. Indeed it was in young Canada a time of turbulence and disunity, of discord and dissension and disputed disputed powers. Only a few years before, the Rebellion of 1837 had torn the country apart and had left behind it deep ~~and~~ ^{scathed} scathed bitterness in Upper and Lower Canada; and later the Rebellion losses Bill was to increase the friction and the prejudices until there were violent ~~in~~ violent riots in the narrow streets of Montreal and the seat of government was removed to safer regions. A manifesto was ~~later~~ later issued and signed by ~~leading~~ leading Montreal citizens urging annexation with the United States of America as the only solution of the complex political problem and the only

salvation of Canada. Confederation was more than fifteen years away and had not yet been seriously discussed. In this atmosphere, unpromising both locally and nationally, the Y. M. C. A. in Canada was born.

What this great Association did in ~~the~~ those ^{early} ~~last~~ years for unity, for mutual respect, for tolerance, for educational and physical development, for comradeship and friendship and above for spiritual life, cannot be adequately estimated. Its progress was guided by self-sacrificing heroic souls, who toiled for no reward but the joy of the working, and whose memory we honour tonight with gratitude and affection. Soon branches were established in many cities and towns in the then existing Provinces. They followed in due course the trail westward to the vast spaces, to the frontier towns and the pioneer camps. These modest branches ~~in~~ brought open hearted hospitality to the homeless, comfort to the lonely, companionship to the friendless, and Christian kindness to all. Everywhere it appeared the Red Triangle was a symbol of welcome, a bond of brotherhood, fulfilling to the best of its ability and its facilities, sometimes crude but always sincere, the Christian injunction to make men say "I was hungry and you gave me meat; I was a stranger and you took me in".

The ~~last~~ great ideals and the great traditions of the Y. M. C. A. have persisted throughout the century. Its record is a shining story of invaluable service. It was therefore not surprising to those familiar with its work that the Y. M. C. A. immediately offered its services when the First World War came in August 1914. From Valcartier to the Armistice the record is one of glory. Those of you who served in that war remember the ministrations of the Y, the simple Sunday evening services when the men sang the old familiar hymns, the food, the comforts, the ~~entertainment~~ entertainments, the home-like atmosphere, the unflinching service. I need not dwell on that record. It is now a matter of history. In April 1919 the Commander of the Canadian Corps, the late revered Sir Arthur Currie wrote, "Before the Canadian Corps finally dissolves I must take the opportunity of expressing my great appreciation of the wonderful help the Y. M. C. A. has been to the Canadian soldier throughout all the weary months of the past four and a half years. In doing so I know I am voicing the sentiments of all ranks of the Corps. We have long looked on the Association as an integral part of the Corps and have appreciated that it has been a real factor in the winning of the many victories shared in by the Corps. I have often contended that it is hard to estimate the real value of good morale and it has been in helping to keep up the morale of our forces that the Y. M. C. A. has won the right to be acknowledged a factor in winning the victories... I do not know how

we should have got along without the Y. M. C. A. and I am confident that in the Home Land it will be called up to play a much larger part in the national life than we now anticipate, yet that far-sightedness which the Y seems to have in superlative degree will I am sure guide it in making its plans."

And the late Major General Archibald Macdonald, so well known in the West, ~~was~~ referred to the work of the Y. M. C. A. as "work which tended to ~~uplift~~ uplift the morale, provided comfort and clean ~~entertainment~~ amusement for all ranks, the value of which proved to be incalculable"

These fine tributes ~~would~~ apply with equal truth to the work of the Y. M. C. A. in the present war. ~~They have been~~ The Association has been with our troops ~~wherever~~ they ~~as~~ have been since the outbreak of hostilities, ~~not~~ in whatever region they were stationed. ~~The Major General~~ My colleague, the Minister of National Defence ~~stated~~ ~~when~~ ~~said~~ that in all his ~~visits~~ ~~to~~ ~~the~~ ~~armies~~ ~~overseas~~ he has never found the Y's representations or services lacking when sought or needed by our fighting men, either in Canada or overseas; ~~and~~ that close attention to the many little things that materially assist morale as well as to major undertakings that contribute to the comfort and entertainment of the forces is freely provided, and that, more than this, our men get from them human interest and attention. ~~That~~ The one thought of the Y. representatives, he says, is to make life in camp ⁱⁿ in action more livable for our fighting men.

My work is ~~primarily~~ ~~with~~ almost wholly with the Royal Canadian Air Force. I am glad and proud to bear personal and official testimony to the ~~the~~ inestimable work of the Y. M. C. A. ~~with~~ ~~the~~ for the R. C. A. F. wherever their squadrons are in training or in action. In Canada ever since the inauguration of the Commonwealth Air Training Plan the Y. M. C. A. has been a valuable asset to our service. The problem of the men in training ^{camp} is ~~always~~ never easy of solution. Here, no matter a man's contribution to the cause may be, he invariably suffers impatience and irritation and at times depression because of his ~~remoteness~~ distance and sense of remoteness from the scene of action and the consequent feeling of futility. To offset this ~~attitude~~ as far as possible this unfortunate but almost universal feeling the Y. M. C. A. ~~constantly~~ ~~greatly~~ abundantly helps by enlarging the scope of its ordinary work. It constantly fosters new interests, some of which ^{encourage} teach physical fitness, some of which teach hobbies to dispel monotony, others of which develop manual skill and mental alertness all of which will be of service to the airman.

Any Commanding Officer who returns from overseas will testify to the fact that the efficiency of his men increased directly by the extent that comforts from home make their difficult days less arduous. The Y. M. C. A. supplies many necessary or desirable comforts.

That the work of the Y is appreciated and of high value is indicated by the increase in the numbers of men taking advantage of its services and activities. I do not wish to burden you with statistics. It is interesting however, to compare the number of men using the Y services in 1941 and ^{in 1943} ~~at the present time~~ ~~in Canada~~ in the R. C. A. F. and the R. A. F. in Canada. In Physical activities the increase has been over thirty thousand. Attendance at Social and Recreational Activities has increased from ~~over~~ ^{over} ~~two~~ hundred and fifty thousand to seven hundred and thirty thousand. In Educational classes the attendance has increased in two years from over six thousand to over twenty-eight thousand. In religious services the increase has been notable, - from over twenty-four thousand to one hundred and fourteen thousand. In personal services the demand has increased from two hundred and twenty-four thousand to nine hundred and ~~that~~ ~~one~~ ~~thirty~~ ~~one~~ thousand. In ~~the~~ all the varied activities and services of the Y, the attendance has increased in two years from ~~eight~~ ~~hundred~~ approximately nine hundred thousand to one million nine hundred and sixty thousand, - an amazing record of accomplishment. The figures for 1944 are not yet available, but they will show a still further increase. The figures quoted include services to air force personnel in war service huts at air force stations and sub-stations and in local Y M C A ~~the~~ buildings. Today there are 85 Y. M. C. A. establishments in Canada and 30 ~~over~~ ~~overseas~~ overseas ministering to the needs of R. C. A. F. personnel. What these centres of good will and good cheer, of unselfish service and helpfulness mean to boys and men, lonely, far from home, cannot be ~~estimated~~ measured in words. It can only be experienced or ~~shown~~ ~~at~~ ~~close~~ ~~range~~ to be understood and appreciated.

^{Story of the} ~~The first~~ ~~hundred~~ years. The story of the first hundred years of the Y. M. C. A. is a proud record of splendid and illustrious service. A hundred years is a relatively long period in the life of a nation. It is a longer period in the life of an individual or an institution. In the work of an institution is the work of individuals. It embodies

and enacts their ideals, their ~~for~~ dreams, their principles. George Williams who ~~was~~ for his services was knighted by Queen Victoria in 1894 was a man whose life can be summed up in one sentence, "He went about doing good," like the Master whom he followed. Like the Friars of medieval times he believed in practical Christianity, in the application of Christian principles to world affairs. ~~Therein~~ therein he thought was the ~~more~~ path to unity and peace. He had no place for ideals and dreams that did not penetrate to the realm of action. The Y. M. C. A. ~~is~~ is the realization of ^{his} ~~his~~ dream. The tablet that marks the grave of Sir George Williams in St. Paul's Cathedral contains this inscription, taken from his own last speech ~~made~~ ~~just before his lips~~

"My last legacy, and it is a precious one, is the Young Men's Christian Association. I leave it to you young men of many nations to maintain and extend. ~~You~~ may you be as happy in its service as I have been and twice as successful."

~~His voice is silent~~ The Founder's lips are dust but his voice still speaks to us and his influence lives on. The Y. M. C. A. is his memorial, one of the greatest monuments ever raised to man.

Today ~~it is~~ ~~like~~ like a golden chain of friendship and Christian tolerance it encircles the globe, and lives wherever men fight and die for freedom and Christian civilization. In the post-war world when happier times come it will ~~have~~ have abundant work to do. Its responsibility will be great.

So tonight we salute this great institution and revere the great spirits who made and guided it. May I express my ~~personal~~ ~~and~~ personal and official thanks for ~~what~~ what it has done and is doing for the R. C. A. F. We know that if it is true to the ideals of its founder and to its great traditions the record of its second century of existence on which it is now entering will be even more glorious than the record of its past.

Faint, illegible handwriting, likely bleed-through from the reverse side of the page.

Winnipeg

Y. M. C. A.

Faint, illegible handwriting at the bottom of the page, possibly bleed-through or a second set of notes.

Harvard - June 24: 26

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

with all
that that
implies.

May I at once express my very great personal sense of the
honour which has been conferred on me today, one of the
greatest, if not indeed the greatest, academic honours on this
continent. I assure you that personally I appreciate it more
than words can ~~express~~ ^{utter}, but I wish also to ~~express~~ ^{express} not only
my own personal gratitude but the gratitude of my
university and my country. We hear much today, ~~perhaps~~
among the factions and the envious, about what they is
erroneously called Harvard exclusiveness or Harvard cold-
~~ness~~ ^{and} or New England aloofness ^{and} or Puritan austerity and
coldness. But you will not be surprised that ~~is~~ ^{as} here
today I feel singularly at home - even though I come from
~~the province of Quebec~~ ^{this is my own birth place} I feel the first that I am among "my
ain folk"; for the roots of our common Anglo-Scots or
Celtic ancestry ~~go~~ ^{go} far back to a common soil. As
our great old Canadian statesman, Joseph Howe, ~~himself~~
used to say, - himself of Boston ~~forebears~~ ^{forebears}, - "our
fathers fought side by side at Hastings
and heard the curfew toll. Our common ancestors won
the great Charter and the Bill of Rights, - established free
Parliament, the Habeas Corpus and Trial by Jury. From
Chaucer to Shakespeare our literature is a common inheritance
Tennyson and Longfellow write in one language. ~~And~~
in the great navigators from Colter to Hudson, and in
all their moving accidents by flood and field we have a
common interest." And so, it is by natural that here
in lovely New England I should feel ^{today} at home.

But particularly at Harvard does a Canadian
feel that he is among friends. For we in Canada look
to Harvard not only with high respect and wide

2

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

admiration ^{also} but with the deepest affection. I am not here
to praise your University; that would be presumption;
Harvard needs and deserves no praise. But I cannot
restrain today from saying a few words about ~~the~~ ^{Canadian} our
obligation to this temple of learning and of truth. You
are old in years, - approximately three centuries. Our insti-
-tutions in Canada are relatively young. Five years ago my
own University, McGill, passed the century mark. It is
perhaps not to be wondered at that ~~the~~ ^{our} younger ^{Canadian} ^{university} ^{men}
should have turned to this continent's educational mother
for ^{inspiration} ~~example~~ and guidance, and we shall ever be
mindful of the generosity with which that guidance was
given.

It was in the Maritime Province of Canada, ^{similar} ~~corresponding~~
in many ways to their neighbours, these New England States,
that the cradle of Canadian education was first rocked, -
at least on the English side. And in rocking that infant-
cradle no hands were more tender, no hearts more kind,
than those of Harvard men. Today in these historic
surroundings, where the ghosts of ~~of~~ ^{of} vanished years
are ever present, where Washington's feet have trod, where
indeed he doubtless met many a problem with a fearless
but ^{an} anxious heart, today we can look back with no
thought of strife or misunderstanding ^{to the issues which} ^{after a century and a half}
brought about the revolution, issues which made
Harvard no longer a British University but a ^{university}
the same ^{wonderful} ^{university} under another flag. Time has
very quickly ^{softened} ^{noted} the ~~stands~~ ^{stands} of discord, and ~~more~~
soon all friends again after our family quarrel we
were soon all friends again. But as a result of the
Confiscation Act at the close of the Revolution many

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

- who ~~did~~ would not change their allegiance to Britain
 Thousands of citizens of these old Colonies, took refuge of
 necessity in Canada. They were among the best in this
 favoured land. John Adams estimated that over "one-third
 of the influential characters," as he expresses it, joined in
 the exodus. What New England lost, Canada gained.
 Of the three hundred Massachusetts men who moved
 north, sixty were graduates of Harvard. Many of them
 were of the oldest & most noble families connected
 with the founding and developing of New England
 civilization. ~~In the Maritime Provinces alone~~ What was
 true of Massachusetts was true of the other States. More
 than two hundred graduates of Harvard moved to
 the Maritime Provinces. Canada in the days of her
 most urgent need, ~~in~~ in her struggling pioneer
 days, was thus provided by Harvard with an
 educated class seldom found in a pioneer land.
 They represented the highest traditions of ~~middle~~
 education. They brought into our country the culture
 of Boston and the scholarship of Harvard. ^{These} I could
 mention many names. Harvard men opened
 schools; they ~~of~~ ^{built} churches; they healed the
 sick; they administered justice. I could mention
 many names, did time permit. But it is significant
 that James Paterson, a Harvard man, reported to
 be ~~the~~ ^{the ablest lawyer in America} ^{became} judge of the Supreme Court of Nova Scotia. ~~And~~
~~of~~ the first minister in one of the first churches
 built in Halifax, called after Cotton Mather, ~~and~~
~~of~~ ^{changed} ~~the~~ ^{name of} St. Matthew's, - the first minister

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

In no country outside of your ^{own} has Harvard's influence been so benignly felt as in Canada. ^{men} was Aaron Cleaveland, a graduate of Harvard and the great-great-grandfather of the late President Cleaveland, ^{and} ^{like that time} ^{kinsman of the great preacher} ^{who in '1752} ^{printed the first copy of Canada's first English newspaper} ^{the Halifax Gazette.}

What the influence of these Harvard ^{men} upon the educational life of Canada cannot be estimated. They came at a time soon after the beginning of "Scottish" immigration in 1772, and the ^{together} ~~mingling~~ of the two ~~elements~~ laid the foundation of Canada's educational development. The educational structure of the Maritime Provinces had two foundation stones, - one Harvard, the other Scottish. This is a combination which is pretty hard to beat in any line of endeavor. It is a union of idealism and practicality, so needful in our day.

Now, what is true of the relations between Harvard and Canada in the past is still true today. Our students come to you, largely for Graduate work, but also for undergraduate courses. You have been generous to us in your award of scholarships and Fellowships. There is many a man in a high place in my country's life ^{whose} ~~whose~~ progress would have been long delayed were it not for your munificent awards, based on merit I know, but on merit without the ~~barred~~ ^{prescription} restrictions of flag or geography. Today Harvard men are found in honored places in all spheres of Canadian life, ^{both in colleges} ^{and} ^{indeed} ^{there is} ^{practically no university in Canada in which}

and Trinity Schools.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

~~And McGill has given you a degree~~
~~honorary~~ ~~in~~ ~~the~~ ~~honour~~ ~~of~~ ~~the~~ ~~University~~ ~~of~~ ~~Montreal~~
 there is ^{not} one or more products of your distinguished scholar Professor
 George Lyman Kittredge, - whom we at McGill claim
 as one of our graduates, - ^{for he is} at least an Honorary Graduate.

Not only are Harvard men serving wisely and well
 in my country, but McGill men and products of
 other Canadian Universities are on your staff. We
 are proud that they have not failed to give distinction
 and that they are aiding you in ^{your} search for truth.
 You are mindful not alone of our living but of our dead.
 We remember ^{with gratitude} that it was one of your distinguished sons
 who gave recently to the world this splendid memorial
 to the memory of one of our most distinguished McGill
 graduates, - the life of William Hale by Dr. Cushing, -
 a tribute of admiration and affection by a Harvard man
 to a McGill man. ^{and of inspiration} ^{to all Harvard}
^{College Presidents}

But I have spoken too long out of the fulness of
 my heart. your former Presidents, - Eliot of beloved
 associations - ^{used} ^{often} ^{used} a phrase "Federation
 through education." May we on both sides of the
 mythical border line remember ^{forever} that phrase! We are
 both pressing on, - the old Harvard, the young McGill -
 pressing on ⁱⁿ ⁱⁿ a quest for truth, ~~but a search~~
 for that truth which is the basis of harmony ^{among}
 individuals and ^{of federations} among nations. I am sure that
 in our relations in the future continue as in the past,
 the bugles which blow on our ^{McGill & Harvard} rich dead, mingled
 as they are in immortal youth on ⁱⁿ ⁱⁿ the old-world ^{fields} ^{fields} -
 the bugles will never sound ^{down} ^{down} conflict. Rather will
 they ^{blow} ^{blow} always in celebration of ^{the} ^{the}
 enduring arch of peace. I thank you again ⁱⁿ ⁱⁿ the ^{the} ^{the} honour

I have done my best.

[Faint, illegible handwriting, likely bleed-through from the reverse side of the page.]

[Faint, illegible handwriting, likely bleed-through from the reverse side of the page.]

Harvard '26

[Faint, illegible handwriting, likely bleed-through from the reverse side of the page.]

DEPARTMENT OF AGRICULTURE
WASHINGTON, D. C.

LABORATORY

PHOTOGRAPHY DIVISION

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

value, agriculture would prosper, and commerce would become more active. By contributing to enlarge the mass of industries and commercial enterprise, Hamilton hoped that banks would become the nurseries of national wealth. They would also encourage frugality and honesty. The first National Bank was intended to be ^{of this} ~~in~~ the public service. Public utility, said Hamilton, is more truly the object of public banks than private profit. Surely these are ideals to which we today should jealously adhere. As bankers or bank directors we need courage, ~~but~~ we need Conservatism; but we need ^{also} ^{all that} to keep in our minds the ideal of the public service of our institutions and their potential power in cementing the scattered units of our so far flung national life. We need to be mindful of their possible influence in removing suspicion of class and section and in the bringing of undotted happiness ^{and progress} to our ^{people as a whole} ~~national~~ life. If we keep in our memories, particularly in days of shadow, the ideal of Alexander Hamilton and the men who with unselfish vision planned and established our financial systems, we shall not go very far astray. We may be so-called practical men. But in our practice we must ^{be} ~~have~~ virtues that in the profession we follow "we have not lost the dreams ^{of service} that once were flung like pennons to the world."

DEPARTMENT OF ENGLISH



MCGILL UNIVERSITY
MONTREAL, CANADA

UNIVERSITY OF TORONTO
TORONTO, CANADA



DEPARTMENT OF ENGLISH

Prankers

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

so long will it survive great perils and the storms of time and the ebb and flow of national fortunes. If it is destroyed, it is because it has out-
 lived its usefulness. While a banking organization is useful to mankind, it is in no danger; no violence can kill it; if it ceases to be useful no force can prevent it. As a general proposition, is that not true when we apply it to the institutions we have known? Wars have ~~not~~ ^{struck} ~~stirred~~ ^{and torn} the world, disruptions have shaken the earth, material things have perished, and yet with the passing of the years institutions, financial or otherwise - institutions with a spirit of service as their guide have managed somehow to endure.

I am afraid, however, that in our modern desire for change of methods in our institutions we too often think that we are superior to those who have preceded us, because we are heirs of all the ages in the foremost files of time. That is one of our weaknesses. We are ^{too} contemptuous of the past. But from the past we can ^{always} learn ^{wisdom} ~~lessons~~. A Babylonian manuscript of four thousand years ago makes it clear that there was even then an excellent system of profit-sharing. I have no desire tonight to conduct you through the dim and misty corridors of days long dead. But in so far as banking is under discussion, I would have you remember the words of an illustrious Frenchman, who said that ^{we} ~~men~~ have certain

ideals which our descendants ought not to ignore, and we should be careful to respect the ideals of those who have preceded us, in this way a continuity arises in the history of a nation or an institution; the dead participate in the life which they have transmitted to us; they have their rights, the consideration of which is no burden to our minds but a refreshing element of stability. "A refreshing element of stability"; - This is what we constantly need in these troubled days of change! This is what we need particularly in our banking systems and institutions. In an essay by Walter Bagehot, ~~that~~ brilliant ^{when} ~~speaking~~ ^{speaking} of our superstitious attitude to the past ~~and the importance~~ ^{and the importance} ~~of this brilliant writer~~ ^{of this brilliant writer} from a noted English banking house which had fallen on evil days; after paying a high tribute to its founder, and its old members, he adds, "The rule in is passed to a generation whose folly surpassed the usual ~~of~~ limit of imaginable capacity."

I suppose the United States today is the world's greatest banker. One of the differences between their systems and ours, - and I am not going to discuss the relative merits of the two, - one of the differences is that their government is their bank; the stockholders are the voting citizens of the country; Congress is the Board of Directors; the Secretary of the Treasury, the Comptroller of Currency, and the United States Treasurer are the Executive Committee; the Board,

which is the people, leads to the National Bank, which in turn leads to the individual or individuals engaged in worthy enterprises. Now behind this system is a long line of ~~glorious~~ splendid tradition which despite at times apparent defects and difficulties we would do wisely to respect and revere in our day. Against that distant horizon of history on which the American Banking system first appeared there is one great figure whose ideals our bankers, old and young, particularly the young, would do well to remember. He was dead at forty-seven; he too was young. But into his short life he crowded dreams and achievements which are ~~the~~ the very foundation of the nation's ^{stone} financial structure. He had ideals, and he had ^{also} personality and energy to make these ideals realities, realities which could not perish despite the brevity of his busy life and the tragic circumstances of his death. His name was Alexander Hamilton.

Hamilton's story should be known by every young bank clerk. He has never received in my judgment adequate ^{recognition} ^{rewards} ^{from the too brief memory of men.} ^{But} ^{aside from Washington,} no man of the period when the United States was born deserves ^{and recognition} more respect and remembrance from the American people. He was a faithful soldier of the war of the Revolution; he was a zealous participant in framing the Constitution; he was a potent influence in securing the ratification of the Constitution by the ^{various} States. He was one of the most able and valuable associates of the first

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

President during his administration. He was the founder of the Federalist party; ^{he was} the most brilliant man of his time; ^{his} ~~and~~ ^{he} was the creator of the entire financial system of the new nation. Talleyrand said of him "I have known nearly all the marked men of my time, but none one on the whole quite equal to Hamilton." Lord Byron in his "American Commonwealth" said of him; "Equally apt for war or civil government with a profundity and aptitude of view rare in practical soldiers and statesmen, he stood in the front rank of a generation never surpassed in history, - a generation which includes Burke, Fox, Buxton, von Humboldt, Wellington and Napoleon. Hamilton was a thinker of the world, one of universal history's exceptional and brilliant men. His genius is worked into the very body and tissue of your institutions. I agree with Senator Dodge that his description of Hamilton as the greatest constructive statesman of the nation is not overpraise." In speaking of ^{his} ~~the~~ work ~~as~~ the first Secretary of the Treasury, the great Daniel Webster said "He smote the rock of the national resources, and abundant streams of revenue gushed forth. He touched the dead corpse of Public Credit, and it sprang upon its feet. The faded tithes of Minerva from the brain of Jove were hardly more sudden or more perfect than the financial system of the United States as it burst forth from the conceptions of Alexander Hamilton." There is no doubt there are all great talents, there is no doubt that Hamilton raised his nation from a bankruptcy, ~~of~~ seemingly hopeless, to the highest financial credit and prosperity. And yet he lay off

so poor that ^{almost} only the only property left to him was his household furniture. His ideal was service. The passion of his life was the establishment of a national republic, at once strong and free. He was a Federalist who saw with his wide vision the hopelessness of a group of independent states, ^{living assunder apart} and who strove to overcome and eliminate state jealousy. By his ~~own~~ ^{own} main ^{idea} ^{which included the} ^{establishment} ^{& the} ^{provision} of national credit both at home and in Europe, of financial machinery adequate to the business needs of the nation, his greatest ideal was to ^{bring} ^{together} ^{the} ^{various} ^{states}. Financial problems were to him only opportunities. His aims were not merely financial; they were national. He had practically no experience as a financier; ~~but~~ he had ~~not~~ ^{never} faced the complicated problems of finance. But he had ideas. "It is by introducing order into our finances," he said, "it is by restoring public credit, not by ^{winning} ^{winning} battles that we are finally to gain our independence." And so he urged the establishment of a National Bank, and better provisions for the debt of the country.

Time will not permit me to enter into the details of Hamilton's methods or to discuss the nobility of his dreams. But I would lean one thought into you about this great figure to whom the banking systems of the continent owe and a deep debt of gratitude. By banks he would keep the money of the country incessantly active, so that business men would be able to borrow on credit, and by a union of ability and capital the resources of the nation would be more rapidly developed, farm lands would increase in

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

in terms of our isolated institutions or our divergent parts. We should have the realization that after all we are only members of what is ^{spiritually and} ~~materially~~ ^{materially} a great national system of finance ~~the~~ ^{of which} foundation runs down into the common lives and labours of men.

The history of the world's great banking systems and banking houses is a fascinating study in this and in former generations is a fascinating study. It is very difficult to discern discern in that history how large a part the individuality of leaders played. But doubtless sagacity ~~for~~ took the leading role. We are told that Mayer Anselm Rothschild ~~got~~ ^{took} over his place in high finance to the fact that he ^{wisely} safeguarded the fortune of the Elector of Hesse Cassels after Jena, and returned it in the Waterloo year nine years later with interest. His sons later ^{prudently} massed the financial resources of their race. The continued maintenance of a great position by any bank most surely depends on the continuance of absolute public confidence in its character, its capacity and its financial judgment. It must have a continuous achievement in large affairs, and along lines of undoubted conservatism. Now, that all goes back to the individual leader, who after all is the institution. ~~It~~ It means inspection ^{only} that inspects and direction that directs, not in name ^{only} but in fact. Credit is nothing more than belief. It cannot be produced or established by acts of legislatures. If a belief prevails in any place that certain persons are safe custodians of money, then people who desire safe places for their ~~savings~~ money will bring it to such persons to be invested or to be guarded in the form of deposits.

And if a belief prevails that these or other persons are sagacious investors of money and good judges of security, people who have money to invest will bring it to such persons to be invested. It is all a ~~question~~ matter of financial ~~faith~~ belief, of faith in the individuals who compose the institution. While business prosperity is not the chief concern of individuals, the bringing about and maintenance of conditions essential to business prosperity ~~is~~ should be the chief concern of all modern financial organizations.

During the past few years our banking institutions have not escaped criticism. That criticism may or may not have been ~~des~~ merited, it has been said ^{for example} that we are too tender ^{hearted} in our dealings with big business and too hard-hearted in our treatment of the little or the relatively obscure - with the result that we have ~~not helped to produce in our countries many~~ ^{actually proved to be} ~~examples of the truth~~ ^{practical} ~~Demosthenes~~ frequently give evidence of our ^{practical} belief in the old aphorism "To him that hath shall be given, and from him that hath not shall be taken away". ~~Such~~ Such statements are manifestly unfair. They are based on class ~~and~~ distinction and class distrust. It is a great mistake to assume, as is too often done, that there is a conflict of interest between different classes of citizens, - certainly if money control or financial institutions are the basis of the classification. It must not be forgotten that the very conditions that bring good dividends to the shareholder or

profits to the banks, and opportunities for the ^{purchase} investment of capital bring good wages and abundant work to the wage-earner and good markets to the farmer; and the very conditions that bring distress to one bring distress to all alike. The difference between the various elements in our countries is not a matter of conflict but merely a difference in degree of interest. The conditions which curtail the dividends of the banks, or decrease the income of the so-called capitalists may in the end bring the wage earner to the lowest possible point, or may change him from a self supporting and self-respecting labourer to a dole-taker in a bread line. We are all inter-dependent, one upon the other. A former President of ^{the late President McKinley} the United States uttered a great truth when speaking at a national convention. He declared that all residents of his great commercial country, - miners, manufacturers, producers, bankers, lawyers, preachers, teachers, - ~~all~~ farmers, - all are of necessity business men, and that consequently, ^{if} viewed aright, there could be no real conflict of interests. But there should be general co-operation along the whole line to attain mutual advantages throughout the country and the personal happiness that springs from ~~the~~ common prosperity.

But these truths are too often forgotten or ignored. Perhaps our banking institutions are not themselves blameless in casting them to oblivion. Perhaps they have at times forgotten the ideals of their

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

And surgery found that it was ~~not~~ ~~the~~ capable
of more than cutting off, or cutting out; it
found in those days of horror and of pain, that it
could rectify and repair the broken and the
maimed. Your great profession is one of pure
altruism, benevolence, and self sacrifice. You
are seeking to keep it so, but you are also seeking
to ^{raise} ~~advance~~ its intellectual standards and to
advance its knowledge. With all your objects the
Universities must give their unstinted support.
Meetings such as this, when surgeons gather to
discuss their experiences, their victories and
their defeats, - thus do much to raise the
standards, ~~and~~ ~~to~~ there is a great future for ^{the} ~~you~~
^{work} ~~organization~~ is a future light beyond compare.
With your impatience with pretence, your
struggle for standards, your great and renowned
sense of human brotherhood, may your
deliberations here be abundantly blessed
as you ~~the~~ discuss improved methods for
the comforting of the broken, the amelioration
of human suffering, and the easing of
human pain.

[Faint, illegible handwritten text, likely bleed-through from the reverse side of the page.]

Medical Convention

Bankers. June 22

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

Let me first at once express to you individually and as
an Association my most sincere thanks for the honour you
have done me in asking me to meet with you tonight and
to say a few words to you on this extremely pleasant
occasion. I assure you that it is not without diffidence
that I speak to so distinguished a gathering
accustomed as you all are, from the very nature of your
calling and your daily experience, of going quickly
to the heart of things, of impatience with verbiage
matters, and of ~~quickly~~ ^{rapidly} brushing aside in your
necessarily quick decisions all extraneous ~~discussion~~ ^{explanations}
~~which is foreign to the question under discussion.~~
But perhaps your impatience with ~~speech making~~
~~may be softened tonight~~ ^{is necessary}
necessarily penalties imposed on all banquet-
mongers. No speech, no banquet, ~~is~~ a rule
that applies alike to gatherings of students and of
bankers, of doctors and of undertakers. Perhaps your
impatience with speech making may be softened
tonight by ^{what I know is} your pleasure in meeting here in this
delightful surroundings, and in this gray historic
city ~~on its~~ ^{standing} proud ~~and~~ and peaceful on its
high and ^{rugged} ~~old~~ ^{spacious} while around you in its ^{narrow} old-world
streets and on its ^{terraces} the ghosts of fearless
pioneers ^{and contented builders} pass and re-pass in memory, and on its
river at your feet the voices of the ~~study~~
adventurous men of Montcalm and Wolfe seem
still to ~~whisper~~ ^{whisper} their hope and faith
in this Western World. Quebec, where two races,

✓

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

and two ~~long~~ creeds and two tongues ^{together} live in
harmony is the oldest & and most outstanding
link on this continent with the great past and
enduring past of our ancestors. "I saw it in the
summer ~~sunlight~~ twilight," wrote Rupert Brooke, "it had
all the radiance and repose of an immortal." You
have seen the old city in the ^{June} ~~spring~~ sunlight and I
am sure you will agree with Brooke's description.
I ~~am~~ ^{have} hopes too that your impatience with speed-
making may be mollified by my sincere assurance
that my remarks will be very brief. And ~~I hope~~ ^{trust} when
I have finished my few words you will not ~~feel~~
silently what a distinguished old Professor felt
when he wrote in red ink across a student's essay -
"This essay is very long, but it might well have been
briefer."

Tonight, for a few minutes, I am going to speak
on the work that lies nearest to your hands, or at
least the work to which most of you are devoting your
~~best~~ ^{assumed} energies. We are ~~not~~ here tonight in one of the
most interesting periods in the world's history, particularly
interesting because of the many financial problems
which the nations ^{of the earth} are attempting earnestly to solve.
I am sure that in this respect we are sometimes tempted
to think of our problems in terms of East or West, or
North or South. We think that we have a responsibility
for this or that Province or State or City or community,
~~resting upon our shoulders.~~ ^{resting upon our shoulders.} Yet, the financial problems
of our country must not be considered for an instant

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

University realizes that if medicine is to be respected as an essential art or profession the standard for admission must be very high and of a fair degree of uniformity throughout the entire country. The result is ~~the~~ ^{that many have} making of an Arts course a pre-requisite for medicine, or at least a ^{two years pre-medical} ~~pre-medical~~ ^{or at least a two years pre-medical} ~~course~~. It is unnecessary to dwell on the value of such a course, not merely on its scientific side but on its so called cultural side, its study of languages, literature, and history. Such a course attempts to develop the ability to think, to analyze the habits of correct abstract reasoning and of weighing evidence, ^{which is a very typical problem in our modern} education. It is difficult too to make students feel that when they are going into the medical profession they must continue the process of learning all their lives, and that they must do it with diligence and accuracy and gladness, - that in this profession there is no standing still but always progress. These habits of work should be formed in the pre-medical university courses. As a result of such courses, and of the ~~and what a change has been brought about~~ ^{students} limiting the numbers of ~~the~~ ^{in the} medical schools, the medical profession should no longer consist of what we may well call "picked men" - or a select list, based on intelligence and knowledge & general habits of work and industry.

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

In medical education in the medical schools great changes have been ^{brings about} brought about in recent years, and are still in process of development. It is realized that every practitioner, whether physician or surgeon, is becoming more and more dependent on laboratories, on expert knowledge in chemical and bacteriological examinations. The medical schools are endeavoring ^{to} meet this requirement. They ~~medical school~~ realize that the public must be protected, - and protected by expert knowledge and dignified experience. The quack must be eliminated. That is one of your ~~for~~ most difficult problems. There is always a credulous layity which is willing to seek cures for all ills in fantastic ways and fantastic places. There is always a credulous layity which looks upon medical practice as a mysterious magic rather than a science, & requires to distinguish between science and practice. But we ~~must~~ ^{should} remember that humanity must not be experimented on by the untrained, and that the practice of medicine must no longer be used as a cloak to delude the public. Medical training is a long and expensive process during which the student ^{not only} tests ^{for} himself the tools of scientific experiment, ~~but~~ ^{and} has the advantage of ^{practical} experience. And not only is the training long and expensive, but ^{a continuing graduate} the post-training study is necessary ~~at~~ ^{and} does not cease for the unskilled and incompetent physician this side the grave.

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

~~It is~~ It is then largely a problem of general education - this raising of the standard & which you mean ^{and your study's} your thoughts. It is ^{is} ~~is~~ the graduates ^{of the University} send you from the ~~the~~ College and the professional school that your ^{courses} must be planned. You can do little with poor material, ^{or} send you poor material; you can accomplish much if you send you material properly prepared.

The trend of our age is doubtless preventive.

People are no longer content ^{to be saved merely} in emergency. ^{so much as they} They want ^{to keep well} to keep well. The first aid which America gave ^{to the Allies} during the war was medical aid. America, ^{they} when not yet ready ^{to give} military or naval aid, was ~~so~~ ready ^{to} in the first year ^{to send} doctors, surgeons, nurses & orderlies ^{of} thousands, ^{thoroughly} prepared ^{to} render efficient service at the great military hospitals. ^{At} The profession applied itself ^{to} ~~at first~~ prevention, - to inoculation, and we all know what it accomplished. But while it is true that the trend of our age is preventive, it is equally true that emergencies are bound to come. They are inevitable. We remember that emergencies ^{of} the war - the greatest the world has ever known. ^{At} There, prevention was powerless. It was in these emergencies that surgery triumphed.

McGILL UNIVERSITY

MONTREAL

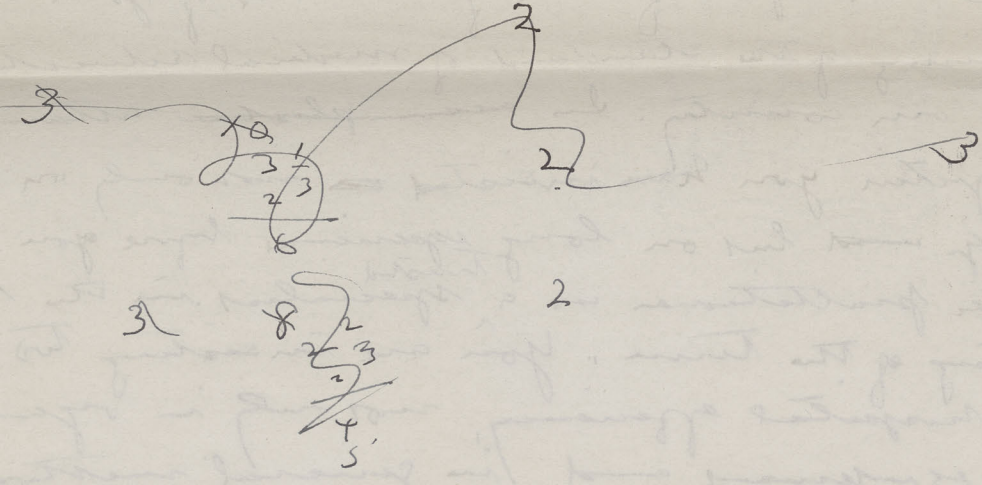
FACULTY OF ARTS
DEPARTMENT OF ENGLISH

~~It is~~ I assure you that I am sensitive to the honor and the privilege of speaking for a few minutes ^{today} to this distinguished assembly. Dr. Bazin has ~~welcomed~~ spoken words of welcome on behalf of the medical profession of this country, and on behalf of the ^{University} ~~the~~ I wish to ~~extend~~ ^{express} to you individually and collectively our warmest greetings, our admiration and respect for your achievements, and our hope that your ^{delegations} ~~stay~~ ^{being} in our Dominion will result in ~~the~~ ^{many} ~~great~~ ^{benefits} to ~~the~~ ^{benefit} mankind.

~~The~~ ~~object~~ One of the aims of your organization is the raising of the standard of medical education throughout our country. In ~~accomplishing~~ ~~attaining~~ that object you ~~have~~ insisted ~~on~~ not only on expert knowledge ~~and~~ but on long experience before you regard a ~~practitioner~~ ^{practitioner} as a ^{trusted} specialist in the true meaning of the term. You are insisting too on a higher hospital efficiency, not only in organization but in equipment and in general methods, and you are ^{demanding} insisting ~~on~~ the strict application of ~~the~~ ^{what we may call} the moral code or the recognized ~~and~~ accepted ethics of your profession, in particular with respect to business relations. The value of your services as an organization in thus bringing about vast changes in ~~the~~ surgery cannot be ^{adequately} estimated ~~by~~ any words of mine.

Now it seems to me that if your efforts in the future are to meet with success, ^{the} they ^{discern} they

Faint, illegible handwriting at the top of the page, possibly bleed-through from the reverse side.



Main body of faint, illegible handwriting, likely bleed-through from the reverse side of the page.

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

must have the unstinted support of the University.
Cooperation can alone produce ~~the~~ ^{the results} you desire. After all the ~~great~~ ^{material} ~~that comes to you~~
~~will~~ ^{the} graduates who come under your guidance
are developed for better or for worse by the University
and on the foundation they laid will depend
their value to you in your endeavours for advancement.
The Universities are beginning to realize this truth, and
to develop their courses in accordance with ^{your} modern
requirements. Most of us in this room are old enough
to remember very different conditions and standards
in the preparation for entrance to the Medical Schools
and even in the Medical courses ^{themselves}. We do not say ^{this}
with any suggestion of reproach ^{on the part} ^{of} ^{us} ^{we} ^{know} ^{that}
men of those earlier days were fighting in their time
the same battle as you are waging against prejudice
and ignorance, and they too made ^{us} ^{we} ^{know} ^{that} ^{great} ^{progress} ^{towards}
the light. But we can see in retrospect ^{and} ⁱⁿ ^{our} ^{own} ^{light}
changes in medical education ~~has~~ ~~been~~ ~~made~~

In our day the University believes ~~that~~ or
should believe that the time has gone by for accepting
~~Medical~~ students in the Medical School without even
a good high-school education, and for turning out
graduates with little knowledge of laboratories, of
complex apparatus, of complicated tests or explorations
for diagnostic purposes, and with a minimum
of clinical experience, at times in a poorly
equipped and badly organized hospital. The

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

It is of particular interest for one ^{associated} connected with
 Mrs. Hill ^{connected with} Ministry & speaks to an audience in ^{Christ Church}
 Cathedral. As you walk these halls, a portrait of one
 of your ~~former~~ former Rectors, the Reverend John Bethune,
 who was acting Principal of Mrs. Hill Ministry ^{during}
~~during~~ for a period of eleven years. Your late lamented
 and beloved rector, the Rev. Dr. Symonds, was for several
 years a valued member of ~~the~~ our Corporation and his
 interest in the Ministry was earnest and active and
 affectionate. The Cathedral with which you are
 associated has always been linked with the Ministry
 in ideals and in helpful interest, and it is therefore
 but natural that for other reasons than merely
~~for~~ ~~the~~ ties of church affiliation, I should this
 afternoon feel completely at home in speaking to
 an audience ~~in~~ in this place.

When I was asked to speak to you for a few minutes
 at this ~~was~~ your ~~regular~~ regular meeting, no
 special topic was suggested to me and I was left
 free to wander where I pleased. Many subjects
 and many thoughts came crowding into my
 mind, but I put them all ^{away} ~~aside~~ and I decided
 that it would perhaps be better if I should
 talk to you very informally on the functions
 of the University, not only with regard to its
 students, but for the community in which it
 is situated and for the nation of which it is so
 vital and important a part. There are multitudes
 of critics and speakers today who talk learnedly

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

and with complacency and tenacity on anything but their own work. They know all other calling better than their own, be it art or literature or Business or Theology or the Professions. But I am going to talk about my own work and the work of the institution I represent.

Many of you here are interested personally and directly with the work of the University. You have sent your boys ^{and} your girls to us and you have asked us to give them in four years an education which shall fit them for the future inevitable battle of life. You wonder sometimes about the process through which ~~to~~ your children are passed during these four wonderful and golden years. You ask what forces and influences are brought to bear upon their young and plastic minds, which may guide them and strengthen them and give them compass in the great uncharted world outside college. ^{with} What compass do you ~~use~~ ^{use} in ^{equipping} them ^{to sail successfully} the uncharted seas of life. ^{with what} ^{instruments} ^{capacity} ^{possess} ^{you} ^{provide} ^{them}, so that they may be alone and not lonely, that they may suffer and still smile, that they may ^{be} ^{happy} ⁱⁿ ^{the} ^{future} ^{years} ^{of} ^{their} ^{life} only to fight better, - that they may ^{live} ^{as} ^{Barine} ^{has} ^{said} - their roses in December of their lives. ^{and} ^{to} ^{reach} ^{life} ^{to} ^{acquire} ^{commercial} ^{success} ^{and} ^{also} ^{to} ^{be} ^{good} ^{citizens}.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Many men of diverse minds have spoken and written on the ideals of the true university, ~~of~~ practical but in the last analysis they all mean the same. "If then a practical end must be assigned for university courses," said Cardinal Newman, "I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. But a University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving solidity to the ideas of the age, at facilitating the exercise of political forms and refining the intercourse of private life. It proposes him to fill any post with credit and to master any subject with facility."

to demand that is irrelevant
And Milton said "I

In our own day William James, the philosopher of noble mind and sweet and human heart asked "of what use is a college training?" and he answered his own question by saying "The best claim

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

That a college education can possibly make anyone respect, the best thing it can aspire to accomplishing for you is this: that it should help you to know a good man when you see him." Now, that might be a very practical end for the girls of the Royal Victoria College and would no doubt win their applause - but it is often ^{although} ~~all~~ neither a job nor a one-sided instruction. For "tone" as James pointed out, is a terribly vague word to use, by their "tone" we all things human lost a card, and if democracy is to be saved it must catch the higher, healthier tone. The ideal of the University is to turn out good citizens or members of society with a balanced training of body, mind, and spirit, fitted to do work honorable and efficient.

But to accomplish this is no easy task. No institutions have come under such a scathing fire of criticism as schools and colleges. Some of this criticism may be justified but most of it is unfair. The public too frequently forgets that the college after all is their institution and that their co-operation is necessary to its success.

The gist the college will receive gradually to be passed through its refining processes is a large one representing different soils. It comes from the small and the large cities, from remote rural places, from simple and from luxurious surroundings; but it is the best the country

MCGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

can produce. One meets among first year college students many different kinds, - all learning to be men. All come up with preconceived notions of what a student's life should be. There are boys who come to work and boys who come to loaf. There is the complacent, conceited freshman, confident of himself and of his opinions. There is the "mother's boy" who has never been taught to look after himself. There is the boy who looks upon the college as a great athletic club existing only for athletics. His view agrees with that of an eminent Chinaman who, after spending a few days at New Haven during the football season, wrote back to China: "There is a large athletic club ^{over} here called Yale; when it rains the boys read books."; it agrees too with that of a ^{satirical} foreign critic of English students, when he said "What I admire in the order to which you belong is that you live in the open air; that you excel in athletic sports; that you can speak only one language and that you never read". At times the student takes an intense interest in athletics as practiced by others; he believes he must support the teams like a man pushing his race-horse on the track, but he does not play the game himself.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

varied types of
Such students must all ~~be~~ be developed as far
as possible both in his theory and in his weak points, for
the college ought to produce, not ~~one~~ specialists only,
but men intellectually well-rounded, of wide sympathies
and unfettered judgment. At the same time they
must be trained to hard and accurate thought. But
the object is not to produce hermits, each imprisoned
in the cell of his own intellectual pursuit, but men
fitted to take their places in the community and
live in harmonious contact with their fellow men.
This does not lie in ~~the~~ the mere ^{getting} acquiring of knowledge.
We are too prone I think to think too deeply of the
knowledge acquired and lay too much stress upon it.
Taken by itself it is a part but not the most vital
part of education. The essence of a liberal education
consists in an attitude of mind, a familiarity
with methods of thought, an ability to use information
rather than in a memory stocked with facts,
however valuable such a storehouse may be.

This brings me then, what is the real unit of
education when we deal ~~you~~ with ~~you~~ these
varied types of students? It is undoubtedly the Boy.
He is our excuse for our existence. If we fail the
boy we might as well go out of business. He is the
test of the college. As you go about ~~the~~ the city you may
find many things to criticize; I hope not; of course
we all ought to ~~detest~~ detest all of the things we are trying

8
MCGILL UNIVERSITY
MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

to do is but whether you criticize or praise new lines
signs of the final thing, the ultimate test, - "what
are ~~you~~ ^{we} making of the Boy?" You cannot judge a man
for the practice of a profession ^{in a business} - law, medicine, theology,
or anything else by the number of "credits" he has
in this or that study, or by the record for marks he
has made as he has passed through the process called
education. The question is rather "what has he
become." You may find fault if you will with
the way he does it; but the thing to find fault with
in the end, if we discern it, is that on which he has
taken the lay, - not some ideal lay that we ~~do~~ ^{do} sometimes
have ~~in~~ among our varied types - but the average
lay, and made out of him all that it is possible to
make. That is our task, and that is what we are
trying to do as we see it.

Again, the sense of the University & the nation
is ~~in~~ in other ways than the increase of
knowledge and the making of research is sometimes
forgotten or ignored. We are living in a complex age
of misunderstandings and suspicions and
jealousies. Province vies with province, ~~some~~ ^{some} not
always with friendly rivalry. Class sets its face
against class and they meet each other with
distrust. No democracy can endure ~~in it~~ ^{in it}
people lack faith in each other. It is in the college
that the many tomorrow learn to understand

each other points of view. I have spoken elsewhere of the comradeship of the trenches. The war gave a new meaning to the word "comrade", and it fostered a new spirit, - that new Canadianism in which East and West united. For there the men in the same units represented different soils, but their ideals and their objectives were largely the same. If that new Canadian spirit, ~~the~~ born out of suffering and suffering, is to endure, its ~~best~~ foster nurse is undoubtedly the Colly. In days of peace the Colly produces the comradeship and the understanding which the trenches produced in days of war. In ~~the~~ in Colly, the rich boy and the poor boy sit side by side, or they play together on the same team. Merit counts, rather than ~~class~~ many distinctions. In McGill we have students from every Province in Canada all mingling in a comradeship which will mean much for our harmonious future. The boy from Ontario learns that the boy from Quebec is not such a bad fellow after all, - and he ~~removes~~ ^{loses} his former prejudices, or ~~relinquishes~~ ^{relinquishes} them. We have students too from practically every overseas Dominion, strengthening the bonds of Empire, and we have students from the U. S. strengthening the bonds of the Anglo-Saxon race. We have in our first year students who eight months ago could speak no English, students from central

MCGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Europe who crossed the ocean in the steerage & seek a new home in this land of hope, where they are now learning about British justice and British ideals. ~~How~~ ~~best~~ ~~side~~ Surely it is a splendid series to draw together youths of promise of every kind from every part of the country.

Again, the University touches the community at many points, and as time goes on is urged to reach the public through ever-increasing channels. In this subject the ears of the college would have been assailed by many discordant voices, all of them perhaps earnest, but most of them not well informed. The School is endeavouring to reach the community, and the community is grateful in return for the service rendered. (Estimable)

McGILL UNIVERSITY

MONTREAL.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Difficulty. The main is a great battery of potential
power, to be made concrete into structure
by definite & concrete uses. And the main
must ~~be~~ ^{give by} the understand who
can do a really concrete ~~to~~ for
presentation

Christ Ch. Cathedral

DEPARTMENT OF HISTORY
UNIVERSITY OF UTAH

MONTICELLO
MOUNTAIN UNIVERSITY

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

I deeply appreciate the privilege and the honour, and at the same time I realize the responsibility, of replying to this toast of "Canadian Universities" before an audience of men whose chief work in life is the education of youth. We have been listening for some hours to many learned discourses on various phases of our educational system, and perhaps tonight you would prefer that we should deviate from the more formal parts of discussion. But while I have the opportunity I am ~~going~~ going to be old-fashioned enough to dwell on a side of education that is too frequently neglected in all our technical discussion of advanced methods. Robert Louis Stevenson used to say that he had at least one point of contact with the Puritans, — "he would rise from the dead to preach." And as, ~~if~~ in looking back is turning ~~the~~ back tonight to pages of remembrance, I dwell on that side of education which seems most to have influenced my ^{and} boyhood, I seem for a few minutes to preach, I hope you will pardon me for that Stevensonian tendency.

Most of us here tonight are taught in the old-fashioned country school, — perhaps indeed the "little red school house" of pioneer traditions — the school of few pupils, many lessons and many punishments.

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

We recall tonight the faces and forms and character of our instructors in school or college. Scholarship was there, - up to a point at least, - and teaching ability of extraordinary power. But above scholarship and pedagogy, I am sure that the thing that impressed us most was that indelible quality which we call personality. That personality might have been ~~a~~ almost ectopic from the world's view; it might have been ^{from the ordinary} different, it was none the less human, - and it is what impressed our young minds. It had a strange detachment, - an enthusiasm, a power of inspiration, which the years have not effaced.

I sometimes wonder ~~if~~ today we give in our schools and colleges sufficient recognition to personality or perhaps I should say to capacity for personal influence. Each college in Canada doubtless has its own definite views on the purpose of university life. However these views may differ, they will agree more or less with that of Cardinal Newman that "the practical end of a university course is training the greatest education of this continent for, produced, good members of society." The late President Eliot of Harvard, said that during his forty years as president of Harvard his guiding policy and outstanding hope was that his university should have two functions, - first that it should send out a small number of scholars who

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Scholarship should do productive work and add to the total of human knowledge; and second, that it should send out a large ~~number~~ number of graduates who, with a balanced division of body, mind and character, should be fitted to do work honorable and efficient; the ranked character development as the most important part of the training of this large number. President Butler of Columbia believes that the chief purpose of university training is to ensure a wide general education to professional men. The late Woodrow Wilson said when President of Princeton that university life should make men better comrades and better citizens. President Lowell of Harvard considers the main purpose of university life to be good citizenship and culture. These different views have one idea in common - good citizenship, the making of good members of society, - the function of which Newman spoke. And good citizenship ~~is~~ depends ~~on~~ ^{more than} on character ~~and~~ ~~on~~ scholarship.

Now, it seems to me, that in making students into men, and in moulding them into good citizens, one of the greatest forces is the unconscious influence of the college teacher. There is no outlay of college funds specifically

In the development of character, but the personal character of the student will be influenced in large measure by the human quality of the instructor. Too frequently, however, instructors reject all responsibility apart from the classroom; they are too busy with lectures & care much; they forget too often that the purpose of college education is not merely intellectual, it is moral as well, and that the college is a place of ideals which should transfigure life. The facts he learns in college are but a small part of the student's gain; gain; the bare details soon fade; what endures is capacity and attitude of mind and outlook on life. What students need is not so much the discovery of new facts, as a thorough assimilation of some of the plain everyday truths ^{up} on which the wise of a hundred generations have builded. The contact ~~but~~ between student and teacher is too often limited. I know a college graduate who said recently, "After four years, I am leaving the University without the memory of more than two friendships among my teachers; my four years were well spent so far as mere book learning goes, but there was scarcely a bond of human contact with an instructor; I have met only two professors outside the classroom."

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

That student's experience is not exceptional, it is average. The student is provided with excellent college equipment and instruction, libraries, books, laboratories, athletic clubs, - but is he always provided with the ^{man} ~~means~~ of strong personality? Teaching should be more than talking or hearing students recite from a book. The position of a college teacher is eminently a personal one. To have for four years the opportunity of exerting an influence upon the life of vigorous and ambitious Canadian youth is a privilege as well as a responsibility. Garfield's idea of a community, "Mark Hopkins at one end of a log and a student at the other." In this homely way he ~~stressed~~ ^{emphasized} the importance of personal contact and the value of personality in the teacher. "Don't think too much or worry about the courses or the subjects you select," was Emerson's advice to a student entering college; "select your men, your teachers rather than your courses." There is a story of a famous college President who once wrote to a friend saying "I must get a man for my 'such & such' department, well trained in his subject, who is large minded, generous in nature, built on a large pattern, wide between the eyes, a born winner of men, who can grapple young men as with hoops of steel and

make them love and reverence him". And his friend wrote ~~joyfully~~ back, "I know your man; will just suit you; only man in the country that will; don't know whether you can get him or not; do no harm to try; name is Phillips Brooks; lives in Boston". Now the secret of Brooks's great power as this friend recognized was his great personal force and his simplicity, his large human sympathy rather than his scholarship. And this college president believed, too, that the chief strength or weakness of a university lies in the personality of her instructors.

It is just possible that today in Canada we are emphasizing too ~~the~~ greatly scholarship and academic attainment, & the exclusion of other qualities. Scholarship we must have; administrative ability we must have in our university staff; but we should not be indifferent to the fact that if possible ~~they~~ these should be combined with personality, that personality that can get the best and the most out of the youth that comes under its influence. I ~~have seen that~~ do often hear ~~our~~ students or graduates say, "He is doubtless an erudite scholar, - but I never got anything from him; I have carried nothing

Can. Universities

Can. Universities

DEPARTMENT OF AGRICULTURE
OTTAWA, CANADA

MONTRÉAL
MCGILL UNIVERSITY

On the History of Canada

In my few remarks to you tonight as a Young Men's Canadian Club, I am going to try to point out some misconceptions with regard to our political ideals in our vast country. I suppose in ~~some~~ certain quarters I shall be misunderstood. But if ~~we~~ ^{we} speak sincerely what we feel to be the truth it matters not if we offend those who hold other views. ~~But~~ you are a Young Men's Canadian Club. Your very name suggests that ~~you~~ each of you has his own conception of the meaning, politically at least, of Canadian ideals. You are trying in this club to reach a common basis of thought on Canada's relation to the Empire and to the world. Now, in the history of Canada, from its earliest days, there have been periodic intervals during which divergent views ^{on this subject} have been volubly advanced and sometimes bitterly discussed. Our country is so vast and so far-flung that we cannot hope to always have a unity of thought on the various problems with which the Dominion is faced. But surely we can unite on what is the meaning of the term Canadian when applied to our world outlook.

During the past few months there has been much talk - much reasonable talk - on Canada's place in the Empire and in the world. Frequently the discussion has been carried off in ~~a~~ assumed vociferous positions by

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

by those who are not Canadians, who do not know Canada, and who judge Canadian things from a brief conversation with those who are not always qualified to interpret our country's ideals. The result is that there is abroad a hazy view of Canada's political hopes.

There are ~~in Canada~~ today three views of Canada's what Canada's position should be, three views perhaps of Canada's ultimate destiny. A fourth view is sometimes alleged, - but in my judgment it is a phantom, not a fact. First there is the extreme separatist view, - a view that is ^{based} largely ^{on a} myth but which is nevertheless attributed to us. Every time Canada asks for a larger measure of freedom in managing her own affairs she is accused of desiring to break away from the British Commonwealth of nations. ~~As a Canadian~~ ^{in Washington} representation is appointed to watch over economic interests ~~in Washington~~ with a neighbor, a country with which we carry on the largest proportion of our trade, - and at once the cry of another wedge in splitting the block of Empire is heard throughout the country. The phantom of separation is called up again to insult the sturdy character of our honorable Canadian people, ^{a character} ^{the established} which is alleged to be influenced ^{by} ^{the} ^{misbehavior} of a legation in a foreign capital. It is all

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

It is not a ingenuit belief in Canada very foolish, - this cry of danger emanating from the supposedly patriots. The second view is this which states that Canada would prefer to be "Colonial" still in the nursery stage, - children in the mother's womb, - back in the old colonial days a century ago. There may be Canadians who hold this view, - the view that any other position means ultimate disruption. Such an idea is what the psychologist would call an "inferiority complex", divorced from ^{national} pride and self confidence.

The third view is the view of truth - that which holds that Canadians the great majority of Canadians are neither separatists nor colonialists but just Canadians. They desire freedom to manage their own affairs under the British Crown. The fourth view, - that Canadians are annexationists - I need not here discuss. It is equally ridiculous in the minds of sane thinking Americans and sound thinking Canadians. It is as ridiculous that it is never discussed, except by those who do not know Canada's heart.

Now, with regard to the third view mentioned above, the real Canadian attitude, surely we can be good Canadians in our desire for autonomy without being accused

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

of desiring to make the British tie. The struggle of our fathers when they stood for responsible government a hundred years ago was not an anti-British struggle. It was a demand for the giving of British honors to the same the principles which England had enjoyed since 1688, the principle of managing their own affairs. It was a declaration that freedom of British was not confined to the narrow precincts of the British Isles, but ~~was~~ enjoyed should be enjoyed by ~~all~~ any man who called himself a British in any corner of globe. The making of Canada has been an incomparable achievement. It has been accomplished in the face of frequent opposition and many obstacles. The first discussion of the rights of a colonizing power and on the rights of the subject of a colonizing power took place when the American colonies protested in 1776 against what they termed discrimination based on geographical distances from the central government. They asked for freedom to manage their own affairs under the British Crown and not separate from the British Crown. The first flag they flew as symbolic of this ideal ~~was~~ appeared in 1774 at Danvers, Mass. It was the Union Jack with thirteen stars in the upper right hand corner. It was called the flag of Liberty and Union, - Liberty ^{for the colonies} to work out their own destiny.

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

but Union ~~with~~ among themselves and ^{with} the parent country. Political blundering rendered the realization of the ideal impossible and the American Republic was the result. But the outcome was of value to Canada. Our struggle for responsible government was on the whole a peaceful struggle. It resulted in a peaceful solution without blood shed. But for 90 years - from 1837 to 1927 the status of Canada and the other overseas dominions has slowly changed. When Joseph Howe made his famous speech on the "Organization of Empire" ^{he was} far in advance of his time. ^{He foresaw what} has actually happened in the development of the dominions and he ^{has} seen the disaster which would follow indifference to his pleading. He was not a separatist. He held as sacred British traditions and British institutions. But he had a new theory of Empire which today the whole British world acclaims. He said: -

No time distance should make us differ in the attitude of Britain towards her children or in the privileges enjoyed by them. Why should there be a ^{more} different attitude to the man who walks the streets of London or in ^{Manchester}, and who perhaps comes from

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

write his own name, and another attitude
towards the man who lives in Montreal or
Burlington or Cape Town, ~~or~~ Why should there
not be equality of status? Why should the
attitude of the former attitude be ~~superior~~
one of superiority. Until it is realized that we
are all equal members of a great family
misunderstandings will continue to break out.

It is time we ~~stop~~ ceased talking about
the bogey of separation or the necessity of
~~removing~~ being "colonials", after all we are
neither English nor American. We are
Canadians. We have left the colonial status
far behind. We have outgrown the stage
of ~~late~~ political childhood. We have come
to national manhood. But we have not
reached the step ~~where~~ and we never shall
reach it - when we ~~shall~~ ~~separate~~ because
of the consciousness of national manhood
we need to sever the ties that bind us
to the old home. Surely we can ~~now~~
manage our own house without being
charged with disloyalty to the ~~old~~ land of
our ancestors. It is for you young Canadians
to disseminate a sound gospel of Canadianism

McGILL UNIVERSITY
MONTREAL

Our country is sprung from four great sources
French & English, Irish & English. Our ancestors
of these races brought to the new country of
their pioneer establishments the best traditions
of their ^{respects} nationalities. Here they merged into
one united stream, - the stream which
we call Canadian. The Canadian character
is a distinct character. But it is still
British. We Canadians grow stronger
competent when one

away from the classroom except for ^{the} facts.
~~I am sure that tonight~~ ^{the} looking back ^{to} ~~the~~ ^{long} ~~ago~~ ^{years}
~~green~~ ^{memory} plain of ~~years~~ ^{of school of college} ~~which~~ ^{stands} out so
vividly against the ^{background} ~~background~~ of youth,
I am sure that in all ^{remembrance} ~~remembrance~~ the
personal power of our teachers, rather than
the greatness of their scholarship, however
undoubted that may have been. But I fear
that in ^{our} ~~our~~ ^{day} ~~and~~ ^{supplies} ~~the~~ ^{need} ~~to~~
~~it~~ ^{that} ~~today~~ ^{quality} today. We forget
too often that our practice, not our theory, our
total ^{force} ~~force~~ upon the student, our sympathetic
as well as our scholarly atmosphere, must be
considered in the moulding of students into
"good citizens." There has been ^{and} ~~and~~ ^{improvement} ~~improvement~~
in the theory of education in ^{many} ~~many~~ ^{centuries}; it was
all ^{well} ~~well~~ stated by great men ^{hundreds} ~~hundreds~~ of years
ago. The improvement must be in the practice, -
in getting ideas into effect by all possible
methods. Because of the yearly increase of
students and the consequent greater responsibility
Canadian Unversities are endeavoring slowly
improvement in practice. The true ideal which all
our colleges ^{are} ~~are~~ pursuing was expressed by a
great educationist not long ago; "When all

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

Students of all colleges and all boys of all schools, believe and have the right to believe that their teachers are their friends; when the educated public recognizes the truth that school and college should help each other in lifting our youth to the high ground of character, - the school never forgetting that boys are the men, and the college never forgetting that men have been boys, - we shall come to the ideal of education. Toward that ideal we are moving slowly but steadily. The approach to this ideal of Canadian colleges will in future depend in a large measure on the unceasing influence, the human quality as well as the scholarship of our teachers and professors, - on their indigestible but certain thing we call personality.

~~This is written in the book of death~~ 2

country running. "In," said Swift, "the whole nation
is the sepulchre of famous men; not only are they
commemorated by columns and inscriptions in
their own country, but in foreign lands there dwell
also an unwritten memorial of them, graven not
in stone, but in the hearts of men." In the land
in which they fought and fell their memory is
immortal.

"The spring that comes to Flanders
flows by on silent feet,
Lest they should wake, remembering
How once the spring was sweet.
And streams that flow in Flanders
Pass poppy-field and hill
Are silver streams and shining,
But thoughtless streams and still.
The wind that blows in Flanders
Across the listening air,
Is gentle with the grasses
That bend above them there —
And rain that falls in Flanders
Is tender as a prayer."

But our remembrance of their ^{conquest of the dust} ^{salutary} and their splendid achievement brings with it a realization of the horror of international discord. It brings and gives to us a sense and unassumable judgment on the futility and the stupidity of war as a means of solving for the people's problems or of settling international disputes. It is needless to recall here the sacrifice of youth

When youth ~~so~~ poured from the school and
 the college and the farm and the forest and the
 market place in support of the ^{of their and their} cause for which
 their fathers ~~had~~ toiled, or perhaps were filled
 with joy ~~that~~ that the ancient stock had not
 decayed. We knew ^{then} that the ideal in our doubt of
 youth that the ideals of our fathers were
 still remembered, - that

"Though law repine and reason chafe,"

There came a voice without reply,

"It is man's perdition to be safe,

When for the truth he ought to die,"

Our emotion soon changed to an emotion of
 solemnity, and the riling and thankfulness
 which possessed us soon merged to tears, then
 to laughter. On we saw an endless monotonous
 procession of young lives, from far and near,
 dear to friends and families, marching on
 the roads of a stricken earth, marching,
 marching, ^{so many} ~~masses~~ of them to their death. And
 we saw trenches heaped with the dead
 flowers of our island flock, and ~~to~~ we knew
 of desolate women in far-off homes, waiting
 to hear the step that would never come. We
 are ~~now~~ now far enough in away from the war
 to realize its unspeakable waste, its ~~the~~ hard-
 ships, its slaughter and its after-math of loneliness
 and sorrow and broken hearts. And we know
 that the results obtained were not worth the
 cost, that as a means for the solution of the world's
 problems it was a delusion and a lie. Today the

European world still tatters down the ^{blindly} ~~thorough~~ ^{stern} path
 of discord and misunderstanding, ^{at times} or ~~indeed~~ in
 a ~~dozed~~ ^{and drowsy} indifference, moves ^{blindly} ~~stern~~ ^{stern} along the
 pinrose path which may lead to the unrelenting
 bonfire of national destruction. Now today
 has no longer glory in its methods or its
 results. Its roll of drums and its waving of
 tattered flags no longer stir the heart. Its
 only glory is ~~in~~ the glory of its sacrifice for an
 ideal.

This ~~last~~ ^{only splendor} ~~after~~ ^{of} all, is the ~~glorious~~ ^{glorious} ~~of~~ ^{of} war.
 The ~~real~~ ^{dedication} of this memorial to men
 who died for an ideal is to ~~us~~ ^{us} ~~as~~ ^{as} ~~we~~ ^{we} remain
 an inspiration. It is a trumpet call to
 service to our fellow men and to our country.
 It is as if the voices of our dead called to us
 across the Great Divide bidding us to take
 courage and to toil for the ~~objects~~ ^{objects} ~~for~~ ^{for} which they
 fell; justice and liberty and righteousness
 and equal rights for all. Now that the reality
 of the cessation of war has come, we know that
 we must come back to a world which we did
 not know before. Our task in that changed
 world is difficult. Our country calls us to hard
 and laborious toil. Peace has ~~its~~ ^{its} ~~own~~ ^{own} ~~victories~~ ^{victories}
~~no~~ ^{no} ~~where~~ ^{where} ~~in~~ ⁱⁿ ~~all~~ ^{all} ~~the~~ ^{the} ~~land~~ ^{land} ~~signs~~ ^{signs} ~~of~~ ^{of} ~~dread~~ ^{dread}
 ferment. Great problems, social, moral,
 mental, physical, economical, ~~and~~ ^{and} ~~survive~~ ^{survive}
 our best endeavors. This ~~is~~ ^{is} ~~the~~ ^{the} ~~rapidly~~ ^{rapidly} ~~moving~~ ^{moving}
 world of ours ~~is~~ ^{is} ~~crying~~ ^{crying} ~~out~~ ^{out} ~~for~~ ^{for}
 help, for sympathy, for guidance. Let us march

forward to the attack of these problems side by
 side, as those whose memory in honour marked
 focused on the shell-ton rocks on them, perhaps
 with many maimed bodies and bleeding feet,
 but determined ~~to~~ that no sacrifice is too great
 in our ^{our struggle} attack upon the party of folly, which in ^{our} ~~our~~
 our world are still entrenched. Only ⁱⁿ ~~in~~
 a sense shall we rightly remember our dead.
 Let us be mindful in giving them our poor
 remnant of sympathy that they died without
 thought of need or glory. It was danger for them
 that Canada was in danger, that the mother
 land was threatened with slavery and with
 death, and that they must fight gladly and
 willingly from every corner of our country to
 make their sacrifice. They met out their
 death with no personal prejudices and
 no racial suspicions. For them in their splendid
 service and in their heroic deaths there was
 no Quebec and no Ontario, no Nova Scotia
 and no Alberta, but one great country,
 that Island Canada, the land of their
 ancestral provinces. That, I am sure, is
 the message their voices would speak to
 us today from that West beyond the sunset
 glow, to which they passed so gladly with
 their laurel-boughs of victory when their
 young days' task was done. Be not dismayed,
 they would tell us; take courage from their
 memory ~~and~~ on achievements and on
 sacrifice; for hate hath no room for love,

Their names
 are written
 in the book
 of death
 but their
 spirits
 are still
 with us

and peace unimpounded Congress every morning
 Blow out, you bachelors, on the rich Dead!
 There's none of those so lonely and poor of old,
 But, dying, they made no richer gift than
 They laid the world away; poured out the red
 Sweet wine of youth; gave up the years to be
 Of mirth and joy, and that unshaped scene
 That men call age; and those who would have been
 Their sons, they gave their immortality.

Blow, bachelors, blow! They longed for ^{on} their death,
 Holiness, lasted so long, and Love and Pain,
 Honour they came back, as King, & suite,
 And paid his subjects with a royal wage;
 And Nobleness walked in our ways again;
 And as they came rich over heritage.

Dedicated
Charities

We are gathered here this afternoon in preparation for the annual campaign for funds with which I carry on the work to be done during the next year by the Association of Dedicated Charities. I need not attempt to enumerate to you who have long been interested in this organization the many branches of service included in its programme, or the many forms of distribution through which it ~~is~~ functions. You are all familiar with the details of the Federation. But perhaps those to whom we appeal for aid are not all so cognizant of ~~our~~ your methods and your ideals. Some indeed ~~may~~ may even feel that each subsidiary division should do its own work independently, and that the system of Federation is not the most desirable system. ~~We~~ ~~hear~~ at times such criticism and such expressions of doubt.

These latter days of ours are days of cooperation. Cooperative methods are followed today as they have never been followed before.

The modern world is taking up in earnest the splendid but stupendous task of building upon this earth an ideal society or at least an improved society. It is singing a new song, - the song of a more real brotherhood; it sees the vision of a community in which every ~~man~~^{one} has a chance to do his best and to be his best. There are in the air new tunes of social aspiration. Long ago there existed in the cities of Asia and Southern Europe communities of ~~men~~^{men} and women each complete in itself, yet united with one another by ties of mutual service and ^{mutual} sympathy. Composed of working people, almost wholly, their primary idea was to meet the needs of the workers when oppressed or sick or hungry or imprisoned or enslaved. They have sometimes been called the first labour unions. But they were also the first charity organizations, ~~societies~~, children's aid societies, employment bureaus, and social settlements. ~~These~~^{These} little communities were founded on faith that the promised Kingdom of God was about to appear on earth, and in that faith and hope these men and women of far away days lived such lines of service and courage as the world had not seen before. And today, playgrounds, and family welfare, and charity, and social justice, and individual relief, and community effort, are all outward and visible signs of the inward grace of a many-sided modern civilization. What we know as Federated Charity is a new expression of an old faith, an attempt to relate many different types of minds to the larger ~~communities~~ community of the city or the nation.

In our own city these many and necessary services for the greater ~~happiness~~ health and happiness and comfort of the less fortunate are being carried on with gladness. Each year the demands grow greater as the city grows larger. We live in an age of co-operation. Independent effort has given place to cooperative effort. We must avoid the encroachment of one division of our work upon the field of another. We must avoid overlapping. We must see that one branch of our necessary services is not sacrificed while another, and perhaps less necessary, is overgenerously provided for. We must eliminate waste and extravagance and a disastrous competition. We must coordinate our endeavours. We must abolish unnecessary ~~administration~~ administrative machinery by the removal of duplication. We must concentrate on certain specific defects in our social system, - these machine-gun nests of destruction, - by classifying our workers into specific divisions for our attack. All this can be done only through Federation, - through a central headquarters with its soldiers of service, ^{specially} trained for their respective duties and ~~reaching~~ reaching out along the whole line of social protection. It is the only way. It means a greater unity of action, a centralization of effort, the bringing about ^{so} a maximum result, a more intelligent effect, ~~on~~ on the basis not merely of generosity but of reason and efficiency.

How long the ~~fire~~ services of our various
 organizations have been disrupted by independent
 action. How long our fire has been scattered. One
 branch was ^{too long} unaware of what the other branch
 was doing. ~~That~~ Such a method would be
 hopeless in the conduct of an army in time
 of war; it is equally hopeless in the ~~case~~ directing
 of an army of charitable workers in time of
 peace. It is obsolete in business corporations.
 I know that the best service is after all a
 personal service, that in our social service work
 the human factor is our greatest asset. But
 behind all this personal service of the personal
 worker there must be the coordination of which
 I have spoken.

(You are about) like those humane toilers of old
 to seek the resources which will make possible the
 adequate carrying on of charitable endeavor.
 Your ^{noble} purpose is one that will meet with sympathetic
 response. You are asking ~~the~~ for fuel
 with which to ~~replenish~~ ^{replenish} the fires of ~~the~~
 greater happiness which ^{will} mean greater happiness
 in the lives of the ^{important} broken, and the distressed.
 May your hopes for cooperation on the
 part of our citizens be abundantly
 fulfilled.

Handwritten text, mostly illegible due to fading and bleed-through. Some words like "Charities" and "Federal" are faintly visible.

Fed. Charities

Handwritten text, mostly illegible due to fading and bleed-through. The text appears to be a list or a series of notes related to the title "Fed. Charities".

Good Roads -

Feb. 1926

During the past few hours you have been discussing here the question of Good Roads and endeavouring to solve the difficult problem of securing better and more enduring highways. You are doubtless somewhat weary of the discussion and you have turned tongues to more pleasant and less technical fellowships. I assure you at the outset that I am not going to burden you now with any details of road making nor with the relative merit of different methods of construction. I am not a technician. I shall not speak of bituminous roads or concrete roads, - of stone or macadam or country, of tar or oil, - but merely of roads. In above all technical discussion and comparison there are other considerations and other thoughts which arise from the ~~mere~~ topic of good roads, - considerations and thoughts which are too frequently forgotten by the general public.

During the past few years there has been an amazing increase in popular interest in ~~the~~ roads and road improvement. Expenditures on highways have ~~grown~~ enormously grown. The reason is that the value of roads to the local and the national life is being slowly understood and appreciated. In older days in our country the usual means of conveyance and

Transportation from place to place was by water and portage. The canoe and the light flat boat floating down river or lake and painfully carried shoulder high across the intervening stretches of land was the usual method of transport. And that was not so long ago. One of my predecessors in the Principalship of McGill University, - Sir William Dawson of revered memory, - had to travel by this primitive conveyance. When he went from Montreal to Kingston in 1860 - only 65 years ago, to interview the Legislature of Upper Canada in whole of his College, he went by river in a canoe, amidst floating ice, in stormy weather, over roads blocked with snow, - but for the most part by lake and river. His journey occupied five days - or one one hundred and twenty hours.

It is a far cry from that day & ~~to~~ ^{in the yellow autumn} this, when ~~one~~ ^{is going} to an intercollegiate football game at Kingston or Dorset ~~over~~ ^{the} many of our students spend railway journey and speed to their destination in a few hours over tree-lined roads. It is almost incredible, - this change in fifty years, - or even in ten years. And it is all a result of the efforts of associations such as yours.

Then, after the ^{period of} waterways and the canoes and the portages came the ^{time of} trails and the earliest roads ^{in our}

history

country's, ~~What~~ Our earliest roads are the work of our pioneers, who with hardened hands and determined toil hewed them from the wilderness, and pushed them across the rocks till they passed from sea to sea. What a romance was there. What boy has not read with sparkling eyes of Daniel Boone and the Wilderness Road - which Addison Bruce

one of your own Ontario writers has described so vividly, - or of the old Santa Fe Trail? What Canadian boy has not read with delight of the old Battleford trail into the sunset?

These old trails of the pioneers are the roads of today. The tracks and malleons of the best

heads of buffaloes still indent the surface of our Western plains and will be discernible forever. They are monuments of far gone epochs. They were worn and widened by the tramping of thousands of men and animals as they were studded daily with the carts and the prairie schoolers of the past.

Primitive they were, it is true. But they were the heralds of Empire. They carried destiny with them when they broke their way westward. They made Canada.

In the history of the world roads have been the greatest Empire builders. It is an old saying that "trade follows the flag". But it is perhaps a truer saying that the flag follows the road - Empire follows the road highway. When you go to England

and the ancient bridges

In these roads deep lead into the

mountain - or of the Yukon trail, the old ad. prospectors' days on this route to gold.

the thick forest of road which was the outlet

now much on elephant.

Today you are impressed with the old Northern
 Road, down which so many Scotchmen ~~the~~
 trooped from the North, sometimes with their
 outlandish nations on their backs, - trooping to
 London to control in time the destiny of their
 Empire. They could not have ^{gone to London} ~~been there~~ ^{had}
^{and their great empire would have} ~~been~~ ^{would have}
 for the old Northern Road. And you will see the
 old Pilgrim Road to Canterbury along which
 Chaucer's ^{wise} pilgrims made their way, - all on
 common cause. But most interesting of all
 in Sussex, one of the oldest parts of England's
 civilization you will see the remnants of the
 old Roman roads. And what a lesson they
 teach to us advanced moderns! They teach
 that the Romans knew there could be no
 Empire without roads, - and roads that
 were built to endure the tempests of time.
 Only by means of good roads was the Roman
 citizen made happy. The Roman gentleman
 in rural England heard the news from
 home in far away Rome, because of good
 roads. When the Papal seat was moved
 from Rome to Avignon, it was not isolated
 because there was a good road, ^{which} still
 winding under the poplars, - and over it
 came the food and the wine and the
 tidings of Rome. It kept an Empire and a
 Church intact. Yes, there were roads
 before Agamemnon. And where there were
 no roads civilization ^{and population} ~~was~~ decayed. Look
 at Greece, for example. She had one race, one

language, one religion. But because of geographical difficulties she could not knit her various parts by roads. She could not penetrate her mountains and her hills. And she remained a scattered bundle of parts - similar in spirit but not united. She lacked the golden links of roads. The same is true of Russia - ^{amongst, taken, train, a lack of roads} sometimes think that the place of good roads in the winning of the war has been more justly estimated. And it was perhaps the Canadian Corps that emphasized most strongly the necessity ^{absolutely} for the case of the ^{any number of planes, heavy, rifles, vehicles} ~~the~~ ^{the} ~~highways~~ ^{the roads} ~~can~~ ^{be made} heavy shell fire. ~~3~~ Great holes spread from side to side where shells or bombs had fallen. But they were not long impassible. There was a small army of road makers constantly at work. ^{mechanic} ~~work~~ is might be thought, - yet it was equally heroic with the work in the soldier trenches or by the ^{road} ~~front~~ ^{supply} lines. In an army travels on its stomach and on its ammunition, and we had to have food and shells. Without adequate roads and adequate care of roads, we would have lost our fight, - roads pushed at times on mud and water and under ^{and} curtains of fire and steel.

In our own country it is perhaps scarcely necessary to refer to a few of the benefits

of good roads in our own country, but they seem to
 be ignored at times by the average man. We are
 hearing much today of the necessity ^{of} increased
 immigration and ^{of} a larger population in Canada.
 The cry "back to the land" is constantly on our
 lips ^{and on our tongues}. Today our cities are overcrowded ^{and we}
 one denies the desirability of the distribution ^{of the country}
 the cities ^{is unprofitable} ~~is~~. But in
 uttering this cry of "back to the land" it seems
 to me that we are beginning in a faulty
 fashion. Before we can leave immigrants,
 before indeed we can keep our young people on
 the land, we must remove ^{obstacles to} ~~obstacles~~
 county life. Nothing isolates ^{from life} ~~from life~~
 bad roads and difficult communication and
 transportation. Population increases, with
 good roads. Fellowship and comradeship
 increases with ^{good roads} ~~good roads~~. Loneliness disappears.
 When our children learn us to ^{resemble}
 a new home of their own elsewhere, fifty
 miles, or a hundred miles no longer
 means absence, - if we have good roads.
 Neighbourliness no longer means mere
 duty; it means many miles away, - if
 we have improved highways. We may
 cry back to the land and more immigration
 but our cry will not be answered until
 we have better roads.

And good roads mean not only
 companionship and neighbourliness, but
 also economic advancement. Every good

autos

The ~~same~~
is true of
the ~~road~~
network.

Highway signs waste and much, for some
 think what a bad road means, in slow trans-
 portation, extra trips, inability to reach the
 best markets, wear and tear of vehicles, longer
 life of animals. The sight of a team of horses
 struggling on a mud road with heavy load
 is an object lesson when compared with the
 sight of a team with a heavy load traveling
 on a good road at a comfortable trot. In
 France Germany and England the average
 cost of hauling because of good roads has
 been reduced to 10 cents a ton per mile.
 Not long ago the Minneapolis Civic and
 Commercial Association estimated that in
 a farming area of 750 square miles tributary
 to their city bad roads cost the farmers
 \$600,000 a single year. The money could do
 this the enormous waste of untilled land
 because of an ~~absence~~ ^{lack} of good roads. Statistics
~~will~~ show that increased population
 goes into good roads, which diminishing
 population and neglected highways
 belong together.

Again, - and perhaps what I am most
 interested in - efficient education in
 rural places depends on ^{largely} good roads. The
~~great~~ ^{great} ~~importance~~ ^{importance} of improvement in our
 rural school system is on neglected
 roads. The old red school house in its remote
 place location was an excellent institution,
 but it has served its day and generation.

is adequate for
 It no longer ~~seems~~ over time. Its locality
 was a locality of loneliness, - a place of brave
 women but women with tears more often
 than smiles upon their faces because of their
 lack of communication with their neighbors.
 What good roads would mean meant to their
 happiness is easily in picture.

But apart from all considerations of
 economic advantage, of comradeship and
 neighborliness, of good better schools and
 increased population, good roads ~~mean~~
 we could speak perhaps of the adventures
 of good roads to a community. Keep away
 from the bad roads, is a cry of travelers.
 We could speak of good roads as a lure to the
 minister who is looking for a good location,
 of their power to change back woods
 localities into prosperous places, of their
 enhancing of farm values, of their meaning
 of good education. There is no phase of life
 social, economic, that is not affected by
 good roads. But let me close with
 another thought. ~~Canada~~ ^{to give} today is ~~thinking~~
~~thoughts~~ ^{to give} ~~thoughts~~ ^{to give} ~~thoughts~~ ^{to give}
 as a whole. (I am not thinking thoughts of
 good roads, merely for the pleasure of riding
 one them in contrast, nor of a providing
 a means of ready access to markets.
 I am thinking of them rather as a link
 of inter-~~provincial~~ or instead of inter-
 national friendships.)

We could
 refer to the
 desirability
 of better
 roads for
 farms &
 business,
 to the
 economic
 benefits of
 road and
 leaving
 unmentioned
 the many
 advantages.

They mean as nothing else can ^{mean} a net of
 neighborhood. Canada today is ^{more} ^{united} ^{than}
 sectionally. Canada ^{is} ^{being} ^{built} ^{together}
 - or a whole, in ^{old} ^{days}. When for ^{the} ^{first} ^{time} ⁱⁿ
 U. S. ^{90 yrs} ^{ago} ^{we} ^{made} ^{the} ^{first} ^{plan} ^{for} ^{inter} ^{state}
 roads and railways he had a realization of
 their ^{importance} ⁱⁿ ^{binding} ^{together} ^{all} ^{the}
 various parts of a scattered country. Roads
 are a link of friendship and understanding.
 The ^{British} ^{system} ^{binds} ^{the} ^{scattered}
 states and makes them neighbors. With
 good roads town lines, county ^{and} ^{provincial}
 lines disappear and even provincial
 boundaries are non-existent. As a matter of
 fact ^{the} ^{British} ^{has} ^{been} ^{kind} ^{for} ^{some} ^{years} ⁱⁿ
 the province of Quebec, or one too who in
 days of war came into contact with men
 of all sections of Canada, I know the
 necessity in these days of peace of mutual
^{understanding}. Beneath all your
 technical discussion of ^{roads} ^{and} ^{means} ^{and} ^{methods}
 of road building is a higher
 thought - the thought of the place of
 the roads you build in the building of
 your province and your country. As an
 association may you prosper in your
 efforts to provide these golden links
 between town and town, county and
 county, but also all ^{other} ^{parts} ^{of} ^{the}
 province. May your roads be a link to
 bind Manitoba to your east with Quebec

Knowledge
 Technical

2 Monday

on the Road so that we may lay the firm
 foundation for which our fathers
 dreamed, a foundation based on
 good roads, for a united Canada -
 a Canada of neighbors, comrades and
 friends. That is the highest
 ideal and the greater objective of the
 good roads movement - the unity of
 the nation and the friendship of
 nations!

community of interests, the unity of the
 nation, and indeed the friendship of
 nations.

Good Roads

1911
10/25/11

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

New Year's Day

In the pioneer days of French and Scottish exploration and colonization in Canada, New Year's Day was the most universally and enthusiastically celebrated of all the secular festivals. Memories of the warmth and friendship and sincerity of this day's gatherings still linger in song and story. It was a day not only of mutual good will and fellowship but a day of unbounded hope dedicated and of an expressed determination to make the year that had just dawned better and greater and happier than the year that had just gone. That was the spirit that made Canada. And today let us renew our ancestral faith. The year whose knell has tolled has been a wonderful year in our country's history, - a year of peace and prosperity and happiness, - a year of advancement educationally and financially, spiritually and materially. Standing on the threshold of a new year there is no reason why Canadians should falter or doubt the future. Rather should they look forward with hope and confidence, believing that 1927 will

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

be a Golden Year of continued prosperity and peace
during which our unity as a country will be
more firmly established because of a better
understanding among its various elements and
its far-flung parts, - an understanding
developed from the tolerance and good will
and faith of our pioneer days. ~~On this~~ In
this new year - the sixtieth anniversary of our
birth as a united Dominion - we shall draw
nearer to the time when "all men's good
shall be each man's rule, - ~~and~~ when universal
Peace shall lie like a shaft of light across the
land and like a lane of beavers across
the sea, through all the circle of the Golden
Year."

University of British Columbia, Oct 1925.

It is a privilege and an honour which I deeply appreciate, not only for myself but for my University, - the privilege and honour of addressing this gathering of the University of British Columbia. From the old Province of Quebec, with its different tongue but its similar loyalty to British institutions, I bring you ~~the~~ ~~name~~ one of those links of friendship with which we hope the St. Lawrence will always be linked with the Pacific, the link of educational federation. And from McGill University, particularly, ~~I bring~~ to the many men and women here who have gone out from her halls I bring a mother's kindly word. For we at McGill are ~~so~~ justly proud of the achievements of our sons and daughters in this land beyond the Rockies.

In speaking in the University of British Columbia, ~~or~~ and in realizing with the ~~opening~~ opening of this building its rapid growth and its increasing usefulness, one naturally thinks of the brevity of history. There are men living still who remember the ~~covered~~ days of the covered wagons, the days of the winding trail, when to the Eastern part of Canada the land beyond the Rockies was a land of mystery and adventure, - or a room in the Canadian house whose door was closed by a supposedly impenetrable wall. We think today in this wonderful city that bears his name of the intrepid young Captain Vancouver, whose

2

long life was crowned with achievement, and who at
forty years of age, after his important discoveries along
the northern Pacific, was laid to rest in Petersham
Petersham Churchyard, Surrey, his old English
home. We think of the explorers who followed
in his wake; and above all we think of the
pioneers, ^{who} with vision and with faith, carried
their mother's lessons westward to untraded
lands, and ~~carried these lessons~~ ^{sowed new things seeds} during
today are bearing fruit in British Columbia. What
were the difficulties they were faced with. They were
animated by no fierce fire of selfish ambition
no desire to exalt themselves, no expectation of
great reward. Out of their toil has come this
land of plenty and of beauty, and today we must
not forget to give them in memory at least their
meed of glory and of praise.

But I am not here to speak of the past
with its achievements. I prefer rather to speak of
the future with its hope, and of the contribution
which this ~~university~~ University can make to our
country, - not only to British Columbia but to
Canada, - and ultimately to the world. We at
McSill are ~~jointly~~ connected with this
University by close and cordial ties. Twenty years
ago McSill established here, by ~~an~~ an
agreeable arrangement with your Government, "the
McSill College of British Columbia." For ten
years that small College functioned here with
great success, doing part of the work required
for a College degree, and doing with thoroughness

and great distinction. But the ^{academic} ~~educational~~ child soon grew to lusty boyhood and independence, and ten years ago this University was founded. But although the child has no longer a tangible connection with the mother house, ~~there is~~ the relations are still kindly and there is perhaps no institution for whom Mrs. Gill has so warm a sympathy as for the University of British Columbia.

Now, apart from our past relations we are bound together by a common ideal, - the ideal of education. In the far away days of 1800, a century and a quarter ago, our pioneer ancestors, ^{believed?} that if our country was to advance it must have first of all education, religion and justice ~~between~~ among men. ~~When~~ ^{after} they had cleared the ^{gnarled} forest or the rocky hillside to found a home in a log cabin, they next built a school, a church and a court house, symbolic of learning, religion and law. That is what made our country. Think of it as you will, that is the basis of our country's life. And of these, education was the most important, because it was a training ground ~~place~~ for the other two, for those who ministered in religion and for those who held the scales of justice in the courts of law.

Our pioneer ancestors believed that in a new country free men must be intelligent. They believed that in British Columbia that knowledge was early needful in their country,

and thus as a result of education unselfishness and ^{a desire for} ~~source~~ would follow in due course; they believed that if knowledge could be provided, the Christian Church would secure the needed unselfishness in its use. Such were the hopes of the men who established your school system and your college. And today the ideals of these ~~four~~ early educators need to be followed in Canada as never before.

The real aim of your University must be to build character and to turn out from your halls good citizens, good members of society. That ~~Milton~~ has been the aim of all great educators, and of all great educational institutions. Milton believed that ^{a real real and complete} ~~the end of~~ education ~~was~~ enabled a man to perform well all the duties both public and private in peace and in war. Newman in his "Idea of a University" believed ^{the end of} that education was to produce good citizens. To make men better comrades, and hence better members of society, to ~~give~~ ~~the~~ teach them the solid satisfactions of life and to teach them "above all else, compassion, was the ideal of Strachan in Ontario, MacCulloch in Nova Scotia, Dawson in Quebec; it was the ideal of ~~Blair~~ ~~of~~ Arnold of Rugby, of Eliot of Harvard, Harper of Chicago, ~~Dwight~~ Dwight and Hadley of Yale, ~~and~~ Wilson of Princeton, and of all who have helped to mould the educational methods of the world.

In Canada today there is a danger that

These ideals of our ancestors and our predecessors
 may be clouded in the mists of fads and theories.
 Whether ~~our~~ ^{teaching} professional heights of efficiency
 our ~~professional~~ schools may reach, we must
 not forget the vital aims of real education.
 In our striving ~~after~~ for the spread of culture
 on the one hand or of professional efficiency
 on the other, we must not lose or miss the
 habits of mind and heart which are essential
 to political freedom and justice. We must
 not be unmindful of the fact that a University
 is a training ground neither for hard utility
 nor for ornament, neither for the solely
 aesthetical nor for the solely practical. We
 must try to learn in our administration
 and our teaching just what are the essentials
 of education which make for good citizenship.
 What we need & cultivate is a large and
 liberal view of life, a vision and a judgment
 which will overcome prejudice by enabling
~~us~~ our boys to think for themselves and
 to find out things for themselves. We must
 be mindful not only of the exceptional
 student but of the average boy and girl.

We are living in Canada today in what
 we call a democracy. We have a glorious land
 and a glorious inheritance. Is the youth of
 our Universities will that heritage be entrusted
 in the future. Can we prepare them
 adequately for their duty - which will be
 to represent thoughtful citizen men! Many

Student voices are heard in our land; many faddists are abroad, with their stupid but plausible theories; many prejudices are felt and preached. There are forts of folly still entrenched, in spite of our ^{professors} fathers' hopes. There is indolence and luxury and pride; there is haintiness and disease, poverty and power; there is the brute force that supplants moral principle; there is the vanity that is misnamed honour, the swagger that masquerades as chivalry and the lazy indifference that boasts as gallantry. Above all there is sectional jealousy and misunderstanding. All these weaknesses are the common defects of democracy. They are in the last analysis rooted in ignorance.

Now, men's opinions have always differed as to what democracy is and how it may be found. It has always been a goal ~~commanded~~ ^{commended} by many but cherished by few. It is not based on a mechanical equality, for such a base offers no foundation for a just and progressive society. ~~It is~~ Such equality would be no more just than a mechanical inequality which perpetuates in a community artificial distinctions. The only inequalities which should be tolerated in life are those which are natural and inevitable.

In our educational process, - in our striving to teach citizenship, - we must be careful in our minutiae, not to keep the

capable man down or to level the incapable man up. The indolence of the unambitious must not be unduly rewarded nor must the initiative of the industrious be crippled by a mechanical uniformity in education. An artificial equality is as vicious as an artificial inequality. The question in our Canadian society today is not whether all men are equal or unequal but whether differences shall proceed from natural causes. The brighter and more industrious boy must always lead the lazy and indigent. The aim of education is to provide equality of opportunity. We are all entitled to life, liberty and the pursuit of happiness, - but ~~the latter depends~~ happiness will depend on our form of pursuit. Each youth must have the fullest opportunity for self-expression. In ~~striving~~ attaining such an ideal, the University is undoubtedly the strongest force in the country, which is matter not what cynics may say to the contrary. The matriculation conditions of our universities are democratic. Entrance to a College is open to any ^{young} man who can pass its tests, - irrespective of colour or creed or race or purse or social position. And after entering, the College is a place of equal opportunity in which each youth gets a chance to test his own person and to secure the place to which his abilities entitle him. In the University, we

do not deny to youth the position which youth deserves. ^{In a true University, the} ~~In the youth is the~~ industries and intelligent youth is not deprived of here of recognition because of the relative obscurity of his ancestry or fortune; ~~as~~ nor is the indolent and pampered and unintelligent boy granted place and privilege to which his ~~whole~~ ability and his effort do not entitle him. The only requirements here are willingness to learn and capacity to receive and character to endure.

Education, - or perhaps I should say the University, - is the greatest leveler of barriers. If it helps to raise barriers in Canada it is not a true University, such as Melton and Newman and our pioneer ancestors dreamed of. It is but a false and dangerous training, masquerading as learning, which helps any boy or girl to grow to ~~unaided~~ manhood or womanhood ignoring or despising the average humble folk about them; it is an empty education which makes men exclusive in their interests and sympathies; it is a poor University, unworthy of the name, which merely ~~produces~~ ^{helps} produce members of an "Intelligensia" and not members of human society. In a day when the intellectually proud, - either false or true, are abroad in the land, we need to reaffirm these old truths. The object of education is to help us to understand and interpret and appreciate our ~~fell~~ fellow men, to enlarge, not to limit the golden

areas of comradeship. In our modern life times, all life is fragmentary and incomplete. Every man must sooner or later know something of the sorrow and loneliness and defeat and inescapable injustice of the world. The road is often hard and unreasoning. If into such a life our universities help us to bring sympathy and justice they ~~have~~ ^{are} universities in the real sense.

The college's duty then is to make scholars, to turn out ~~the~~ graduates who are technically efficient. But in the last analysis its duty is to make men. It is the possession of manhood which will determine the life or the death of our country. Manhood is not incompatible with true scholarship; for scholarship is practical in aim and spirit. The true scholar, apart altogether from his skilled efficiency, is one who is able, in the old Greek sense, "to judge nobly". He is a constructive influence in common life; he is always a humanist, an idealist perhaps, but he never divorces his intellectual attainments from practical and homely aims. If we rate wealth or family above virtue we are guilty of error; and if we regard intellectual power above manhood we are equally guilty of wrong.

If you remain true to those ideals of education, which were the ideals of all great spirits, your University will become more luminous with the passing years. It will be one of the greatest forces in Canada for the

~~total~~ abolition of sectionalism, the death
of prejudice, the ~~of~~ ~~strength~~ strengthening of
this vision and judgment which will ~~make~~
make Canada a united and happy land.
You are thinking today perhaps less of
what you have done in the past than of what
you shall do in years to come. You are turning
your thoughts to the trimming of ~~the~~ your
academic lamp so that it may glow beyond
Butler Columbia with a brighter and
steadier light. ~~Be sure that~~ As you go forward
you may be sure that your ^{best} efforts will often
be misunderstood. But in your discourag-
ements, remember that as Emerson said,
"to be great is to be misunderstood." It is
true that disturbance and unrest are around
us on every hand, but they are signals for hope
and not for fear. Perhaps were these sharp
throws are but the birth pangs of a new life
of a new birth of human sympathy, of a
new unity in Canada. Nowhere, in my
judgment, do the new fresh winds of the
morning blow more clear and free than among
the young men and women who are today
crowding our universities. To the universities
we must look then for men filled with
enthusiasm, ready to lay down their lives to
carry forward the nation's work wherever it
may be. But let us remember that education
for citizenship is a complicated matter, for
the best type of citizen is not merely the man

who is familiar with his civic duties; he is the man who can form correct opinions, whose thought is courageous and free minded, whose influence raises the moral and intellectual level of the community, and whose faculties have been developed as highly as possible. Such a training involves not only mental but moral discipline, - the ability to think aright.

Finally we must deal not always with single individuals but with averages. Every man in our halls has a call of the power to do something unique for his country. In bringing shade and comfort to the world, a boy may not be a rose or a palm tree, but just an average blade of grass. But there is a law and a duty for the blade of grass as well as for the rose and the palm tree, - and it is to bear their witness of life; and so there is a law and a duty for humble intellect, - for average citizens, - as well as for the more powerful, and it is to bear witness to the truth, and all who obey the laws of life and fulfill their duty are destined for eternity.

By We are met here to open a new University building in a Province hitherto in high esteem in Canada. It is a part of the country inhabited in older times by fearless men. It is less bound by tradition perhaps than the older Provinces of the East, and it is free to retain what is good in the past and to leave it with whatever is better than the future may bear.

in store. To you we have a right to look for great
 advance in education. The destiny of this golden
 land of beauty will depend, as that of our
 whole nation will depend, on its institutions
 of higher learning, - on the ~~schools~~ and colleges
 and universities founded in days of struggle, in
 the wilderness, nurtured by devoted teachers,
 proud of what they have done and what they are
 and are looking forward to the distant years
 to come. From this place, ^{you} our wisest scholars,
 who understood the deeper teachings of your
 mystic ~~book~~ ^{book} ~~to~~ ^{have} offered their fresh
 lives to make it good. * I have just returned
 from the places where they fought and fell
 and where they rest in honor. Whether they
 rest in the stately cemetery or the unknown grave,
 whether they fell in an officer's ^{coat} ~~uniform~~ or a
 private's simple uniform, they were all alike in
 their desire to serve their country at the price of
 life itself. Today the grass is growing green on the
 fields which once were torn by artillery fire, and
 the danger of those days has died. But the lessons
 of these young College boys must not be forgotten
 in our universities. They learned here ~~the~~ ^{with}
~~glory~~ all their scholarship, the glory of service
 where duty called. The youth who now
 crowd these halls must be reminded that

① "honor may be given in many ways,

② And loyalty to trusts be sealed

③ As bravely in the closet as the field"

Each life that has your presence at our

Sermon to our hearts, - saying us in our
education to be true to duty's call wherever
it beacons in our country. If we are true to
a University & those ideals then need be no
fear about our future. For it is as true today
as it was in the days of the Book of Daniel:
"The wise shall shine as the brightness of
the firmament, and they that turn many
to righteousness as the stars for ever and
ever". Such Universities are destined to
immortality.

In these days of interviews
many newspaper interviewers
and of somewhat sensational reports of ~~travellers~~ visitors
McGILL UNIVERSITY
MONTREAL

who make an
opportunity of being spoken in
the ~~house~~ about his country
"unleashed by" Canadian

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

It is a pleasure and a privilege to speak for a few minutes
to a group of my fellow country-men, at least in an Empire
sense, and to bring ^{to} them a message from across the sea and
a word of greeting from the distant members of the great
British family. And in doing so I perhaps cannot
cannot do better than to try to state simply what we
Canadians believe Canada can do for the Empire. ^{future stability of the} It is
unnecessary for me to dwell upon ^{the impending} ^{pressing changes in the}
changes in our modern ^{world} or to enter into details of
But I should like to emphasize that in facing these tasks we must face them as a united
the tasks before our nation. We know that in these
troubled and anxious years which I shall not now
recall to your ~~own~~ remembrance, ~~the~~ our Empire
learned for the first time the full lesson of the
necessity of bracing her shoulders as one, - as a unity
not a diversity of parts, as a united country in
spirit and in fact.

The ~~ringing~~ ringing of the bells of peace did not
mean the death of danger. Our problems are still
present with their mysterious entanglements and
their fearful weapons. As one of the western world
united to the Mother's side in days of war, so we stand
today ever ready and anxious to contribute ^{all the} ~~whatever~~
assistance of which we are capable in ~~helping~~ solving
solving the world's riddle as far as it can be solved
by our own great Empire and in continuing to make one

It is scarcely necessary to emphasize in a gathering
like this the strategic position of Empire which Canada
geographically occupies. She is the British link between
the Atlantic and the Pacific, the commanding

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

link in the all-red chain, ~~of Empire~~. What Canada
can contribute to mean to the ships of the British navy
time of need should ~~that time come~~ ^{is too obvious to need discussion.}

But greater than a link in a transportation
chain, however important that may be, greater even than
a refuge or a base of supply to Empire ships is in my
judgment the contribution Canada can make to
the growing youth of Empire. As I have ~~no~~ ^{gone} things
this land of my ancestors, blessed in its natural
beauty by God's best gifts, with its centuries of
culture, ~~its~~ behind it, its splendid civilizing
forces, its wisdom of the ages which has guided
its steps, its vanished pomp of yesterday which has
made its glorious present, - as I have looked upon
all these and felt, I hope, an honest but humble pride
in their possession, - for they are ours ~~in Canada~~ - and
as yours, - I saw also other circumstances of life which
are not hidden from the ~~stronger~~ ^{visitor's} eyes of ~~me~~. I
saw your unemployed ~~masses~~, masses, your silent
shipyards on the Clyde; I heard of your ~~able~~ necessary
dole given ~~generously~~ ^{generously} in ~~low~~ ^{low} place of the reversed
and I heard complaints and expressions of discontent. But
for toil where no toil can be, ~~and~~ ^{and} any feeling of
doubt or of despair, which a British man may have
at times must be at once dispelled when he thinks
of the vast extent of Empire, when he thinks in
terms of Empire and when he realizes the great, almost
untouched resources in the Empire's distant lands.

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

In my country at the present time, there are many
 faces working. There are streams of immigration flowing
 in to us from lands other than our own. Daily they
 come, from congested places, seeking, as our fathers
~~only~~ sought for equality of opportunity and hoping
 amidst the turmoil of distress in European cities
 that in our land beyond the ~~sun~~ sunset there
 is rest. We welcome them all and we strive to make
 them useful British citizens. But can we succeed?
 I do not know what the future of Canada may be. I
 think I know. There is much ~~of~~ foolish talk in your
 press about the possibility of the American annexation
 or the absorption of Canada. It is all very silly.
 There is no such sentiment in my country nor in
 the United States, - our good neighbour into whom
 we live in peace, and which like all good neighbours
 does not covet our lands nor our possessions. There is
 more foolish talk about independence, and the
 desire of one race to dominate in our land over
 another. That too is mythical nonsense. The
 raising of ^{uninformed} sensationalists, ~~interested with a view~~
~~vision~~. The real danger in Canada today is the
 danger of losing our traditions, - of losing ^{the}
~~the~~ standards which have made our Empire
 what it is. That too is your danger. We can help you
 by ~~the~~ opening to your young people the door of
 opportunity. ^{So that they will not be lost to the Empire.} The great land is calling ~~for~~ for
 youth, and your youth are calling for a

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

great land. Our cities with their pulsing life, our
mines of blazing ore, our great ~~open~~ open spaces,
all offer rewards to the industrious. We ~~do not~~ ^{do not} ~~want~~
want the indolent or the grumbler whose ~~only~~ ^{every}
word is a complaint. We have had too many of
these. But Canada can provide for the Empire a
land of honest labour and an honest labourer's
^{ways} ~~means~~ for the deserving unemployed. (next)

Another contribution which Canada can make
to the Empire is the contribution of a link in Anglo-
American friendship. We are in a real sense the
"Interpreter's House". We live beside a kindred neighbour
along whose four thousand miles of frontier there is
neither a fort nor gun. We understand the American
people and we understand the people of the British
Isles, and ~~between~~ between the two when relations
and ideals are not always clearly understood
we can be the Interpreter of the one to the other. The
future peace of the world ^{rests} rests in the hands and
hearts of the ^{two great branches of the} Anglo Saxon race. In linking these races
in the bonds of cordial friendship and mutual
trust and respect Canada can do much. She has
done so on more than one historic occasion in the
past, - notably during the Civil War of 1861, and she
will continue to do so in the future if she is
permitted to offer her counsel.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

It is not with egotism or with empty boasts
 that we Canadians speak of the great natural resources of
 our country. We speak of them as resources of Empire.
 Our forests and our fish fisheries, our mines of
~~diverse~~ varied ores, our great wheat areas with their
 vast acres of golden grain, our miles of orchards
 white with the blooms of spring, our countless cattle
 on our spreading prairies and foothills - all these
 are the Empire's, a possession in future time which
 must mean much to our national life. The British
 race, the Anglo-Saxon and the Celt - have been the
 argonauts of our western world. The golden fleece
 for which they searched is still to be found for the
 seeking, by men of honesty and industry and
 courage, and it still has abundant riches for the
 Empire to which it belongs.

But it may be indeed that Canada's greatest
 assistance to the Empire, ~~may be~~ her greatest contribution
 to the Empire, ~~is~~ is in her point of view. We may be
 able to ~~help~~ ^{aid} the mother land in a sounder and
~~safe~~ ~~safer~~ safer organization of Empire. We are nearer
 to the old land in time and distance than the
 other overseas Dominions. We are only six days away, -
 no further in time than is the east from the west
 of Canada. We have closer ~~and~~ intercourse with
 the old land and a greater business relationship
~~and~~ than have the other parts of Empire. And yet
 we are ^{of the} overseas Dominions with their attitude to

6
MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Anglo-Americans. We are of the pioneer bands. Perhaps indeed
we can help in interpreting the overseas dominions
to each other, and ~~to~~ to the old mother land. You
remember that when the American Colonies ^{made} raised
their protest in 1776, and when the statesmen of England
were deep and blessed it was old ^{in our regard} Governor Jovell
whose calm mind and sagacious intellect penetrated
into the philosophy of the great controversy. He said "you
are one family, - the ocean divides you; you must have
different forms of government, but that is no reason why
you should not be a united family; arbitrate on
disputed points; keep the peace; have distinct forms of
government if you please, but let there be perpetual
amity between the British races on both sides of
the Atlantic" His advice was not taken, and
the Revolution ^{with its severing of the tie} came. The problem of autonomy
within the Empire was not ^{then} solved. But it was our
Canadian pioneer ancestors who solved the problem
in 1837 and showed the way to the other overseas
Dominions. ^{so that under self governing dominions there are facts not dreams} Who knows what repetition of sagacity
and wisdom history may ^{yet} record?

In Canada today we are endeavouring in our own
way to make our contribution to the organization of
Empire, materially, intellectually and spiritually. ^{We are minded that} It is
not numbers that make a nation great. It is not extent
of territory. It is the spirit which animates; it is the
discipline and the principles of conduct and of life

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

That render them invincible. There were but three
hundred men at the pass of Thermopylae; yet they
stopped an army, and their glory streams down
the pages of unforgettens history which millions of
civilized clans have lived and died and are forgotten.
We in Canada have the British spirit and the
British discipline and the British principles of
life, for we are one of the old unshakable British stocks.
We are more youthful, it is true, than you of this
old land, but we give ^{you} the vitality and the
optimism of youth. We are not contented by so
many disguises as you in the old ^{world} ~~land~~. Perhaps we
are ^{accustomed} ~~accustomed~~ ^{to} ~~to~~ ^{wide} ~~wide~~ ^{for} ~~for~~ ^{horizons} ~~horizons~~ ^{we} ~~we~~
see things in sharper outlines, as they really are.
In our country is a land of hope and expectation
and desire and something ~~more~~ ^{else}.
And yet we love the old land from which our
fathers ~~came~~ ^{sprang} and we too have our fathers
English names & Irish letters & Scottish hills, and we too have
dreams, ~~and~~ ^{our} ~~our~~ ^{album-} ~~pressed~~ ^{rememberances.}
We will ~~try~~ ^{try} to understand us and to let
us understand you. There are problems of Empire
before us which will take the ^{best} ~~best~~ ^{brains} ~~brains of Britain
and of the overseas dominions ^{together}. I am not a
prophet over the son of a prophet, and my head
will be cold before my prediction is fulfilled. But
the day will dawn when the Empire will ~~have~~ ^{rise}
one ^{new} ~~new~~ ^{foundation} ~~and~~ ^{not} ~~not~~ ^{on} ~~on~~ ^a ~~a~~
^{single} ~~single~~ ^{point} ~~point~~ ^{at} ~~at~~ ^{the} ~~the ^{man} ~~man~~ ^{end} ~~end~~, when the ^{British} ~~new~~ ^{city} ~~new~~ ^{who} ~~who~~~~~~

8
MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

walks the streets of ^{the} well-known or Montreal or
Cape Town or Bombay will bear the same ^{voice} ^{and the same} ^{substantive} ^{partnership}
of ~~the same~~ ^{the Empire as a whole}

~~to the same effect~~ ^{as the main idea} walks the
streets of London ^{or} Manchester, ^{if that is the}
~~American~~ ^{is being} in such a day as
Canadian ^{meanwhile} can ^{not} ^{conceive}

conceive ^{can} ^{conceive} ^{of} ^{them}.

~~all that~~ in our ^{past} ^{is} ^{the} ^{country}

will keep a portion of a ^{single} ^{field} ^{that} ^{is}
from England ^{that} ^{is} ^{from} ^{Ireland} ^{that} ^{is} ^{from} ^{the} ^{Canadian}

from ^{the} ^{old} ^{county} ^{from} ^{where} ^{the} ^{land} ^{was} ^{sprung}
and ^{whose} ^{institutions} ^{it} ^{has} ^{been} ^{our} ^{pride}

to ^{emulate} ^{or} ^{transplant} ^{we} ^{shall} ^{keep} ^{them} ^{open}

in ^{our} ^{glorious} ^{name} ^{of} ^{the} ^{Empire}

with ^{our} ^{best} ^{traditions}

~~now~~ in ^{our} ^{glorious} ^{name} ^{of} ^{the} ^{Empire}

We shall give all our ^{best} ^{efforts} and ^{are} ^{for} ^{the}
maintenance of the old ideals to which the world

owes ^{so} ^{much}. We hear much today about the
higher nationalism and the noble inter-nationalism.

But the higher patriotism and the highest ^{nationalism}
nationalism is love and service for our own land. We all

need to think in centuries, not in years; we need to think
in terms of the Empire, not in terms of parts of the Empire or

in mere localities. I assure you that

that is ^{the} ^{idea}

[Faint, mostly illegible handwritten text in cursive script, likely bleed-through from the reverse side of the page.]

Currie in London?

DELIVERED BY THE
MERCHANTS OF THE

POST OFFICE
LONDON

8

MC GILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Comrades and Friends:

I am proud and honoured to meet with you today in this memorial service in this hallowed place. ~~The~~ ~~monument~~ ~~around~~ ~~which~~ ~~we~~ no longer think of war in terms of triumphal arches, or statues of conquerors, or boastful arrogance, or ~~boast~~ of martial music. We think of it rather in terms of sacrifice, and our ~~anniversary~~ anniversary days are days not of victory but of sacred remembrance. We ~~do~~ dwell not on the glory of war but ~~of~~ on its ~~purpose~~ purpose and its lessons. The monument around which we stand is a symbol of this district's sacrifice to the god of ^{Great} war, ~~erected~~ ~~by~~ ~~proud~~ ~~and~~ ~~grateful~~ ~~countrymen~~ to the memory of our beloved and honoured dead. It stands firm square to all the world, its foundation rooted steadfast like the boys whom it commemorates in the soil of their native earth, its peak like their purpose rising to heaven with serenity and calm. But beyond any monuments built by the hands of man out of clay and stone is ~~the~~ ~~monument~~ ~~meaning~~. ^{Here the memory of our heroes is enshrined} It is a thing of the spirit. Whether seen in darkness or in light it is a lasting symbol of eternal truth, a symbol of a conquest of adversity and despair, a symbol of the fortitude and patriotism that won our freedom and revitalized liberty on the battle fields of Belgium and France. And it is a pledge that in us remain will not forget.

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

In this memorial service we do not seek to glorify war or
to perpetuate hatreds. We are commemorating not war but
the courage ^{to} and devotion, and the sacrifice of those who gave their
lives for their country: ~~We build our monuments to our~~
~~illustrious dead because we desire future generations to~~
~~remember the ideals for which they so gladly and nobly~~
~~died: Here the memory of your youthful heroes is enshrined~~
~~Here in this precious stone is a symbol, fitting and~~
~~lasting, of the principles, ~~regarded as the~~ ~~staple~~ of the~~
~~bill, for which our country fought & died. It commemorates~~
~~the contribution of yours to the cause of Canada's freedom~~
~~- a few first of devoted young men to an ideal they deemed~~
~~worthy of sacrificing and depending even unto death.~~
~~The young men whose glory is ^{we truly commemorate} ~~here recorded~~, are more~~
typical ~~Princedward Island~~ boys. Their experiences,
their reactions and their sacrifices typify the response
of our youth in the hour of ^{their} ~~crisis~~, and to do their
share in ~~the~~ ^a crisis of our world. Without one atom of
~~selfishness~~, without one thought of self, they sought to
carry out their idea of manhood. ~~It is indeed~~ They had
all to live for; youth and strength and golden
dreams, kindred and friends and the chance of
earthly future. But they laid it all aside when
the trumpet blew: Their decision involved hardships,
and the pain of parting, danger and ~~loss~~ in the
end death, but they were ^{unrepentant} ~~unrepentant~~. With heads erect

to meet the true
test of a man's
worth

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

~~with~~ ^{with great hearts & dauntless daring} and vibrant tread they marched away, you remember how you said good bye, proudly smiling through your troubled tears, and ^{in your heart} ~~hoping~~ ^{and} praying daily in your ~~secret~~ ^{secret} thoughts that they would come again. They had no illusions about what was before them, ~~life & death~~ "I do not want to die"

"I would like to live" said a dying comrade to me at Cambrai, "life is sweet." Yes, life is sweet in Prince Edward Island in the autumn or in the spring. Life was sweet to the boys ~~who~~ ^{and} who went from you, - and joyous and carefree. Tomorrow, they knew

is might all be ended. Yet they never faltered. They gave up all for a cause which they considered just. They had no hatred in their hearts, but they went about their tasks with a full resolve to play a worthy part ~~to~~ ⁱⁿ ~~the~~ ^{which} ~~thing~~ ^{is} ~~all~~ ^{up} ~~to~~ ^{the} ~~end~~ ^{of} ~~the~~ ^{the} ~~journeys~~ ^{end} ~~and~~ ^{with} ~~purpose~~ ^{purpose} die with honour, alive with faith, alive with the enthusiastic chivalry of youth they went on and on through gas-filled ypres, ~~up the crest of Vimy Ridge~~, through the sodden Somme, ~~up the crest of Vimy~~, ^{on} up the slopes of Hill 70, through shell churned Passchendaele, on through Amiens, and across and the Canal du Nord and Cambrai and the Hindenburg line. They accepted whatever came with a smile and to the last day of life ^{to this journey's end} they were faithful to the

✓

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

On this day, the years between ~~example~~ ^{like a} scroll and ~~manipulation~~ ^{like a} ~~and~~ ^{manipulation} ~~memory~~ ^{seems} ~~to~~
bring us again into the visible presence of the boys
and men who did such mighty things, who set the
great example ^{for} 18 ^{to} and 15 years ago. The benediction of
this deathless heritage descends on all of us here
today. Let us make ~~right~~ ^{right} resolve to be worthy of
their sacrifice - that ~~to quote~~ ^{to quote} I's phrase, ~~there are~~
~~will not~~ ^{will not} ~~be~~ ^{be} ~~in~~ ⁱⁿ ~~vain~~ ^{vain}

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

The year may dim our recollections of their deeds but the years cannot dim their glory.

homes and to the country which sent them forth.

If today we are proud to live in reverence before the glowing record of their splendid story, today we are proud to pay our tribute of affection to their undying memory. To you of the districts represented here, especially ~~to~~ of the towns from which they came, these memorial days must always be days of pride. Here is ~~the spot~~ in this beautiful surrounding country, clothed today in its autumn peace, is the rock from which they were hewn; here is the pit from which they were dug. Here are the fields and woods and streams ^{the} ~~where~~ ^{they} ~~were~~ ^{born} as lads, - here are ^{what} ~~the~~ ^{horses} ~~from~~ ^{which} ~~their~~ ^{inspiration} ~~came~~. And ~~in~~ Prince Edward Island ~~is~~ ~~found~~ ~~shores~~ your pride, for Prince Edward Island mothers love these sons, and for them the soul of courage.

In these dead corridors of ours, there is no death. Their story is safe in their country's keeping. Their real monument is in the hearts of the world. They need no other memorials who bear proud the faith on which a nation's life is based. At the time when a comrade's life was ended, we never mentioned death. We simply said "he was gone West." That brave saying was first uttered by an ancient Celtic Bard who in pre-historic days when the Celt must push daily to the battle and always fell, was sorry of them as having gone to the white

It is hard to think today of shell torn trenches, of
No Man's Land, of ~~human life~~ ^{human life} caught
in the mire, of the agonies of dressing stations and
hospitals. It is easy to remember that the
boys in khaki and cord, the princes of flowers of
our manhood were young and strong, and
because they died ^{for us} that the work they might have done will
never now be done.

MCGILL UNIVERSITY
MONTREALFACULTY OF ARTS
DEPARTMENT OF ENGLISH

isle of the Celtic dreamer, the Tir-na-ni-og - somewhere
in the distant West. It was a land of blossoms, a land
of the ever-young, where sickness never falls on
mortals, where heroes rested in the garden of the
gods and earned the blessing that is promised
to the peacemakers. And so we say that our
countrymen have gone West, - "They shall not
grow old as we who remain grow old; age
cannot weary them, nor the years condemn;
at the setting of the sun and in the
morning we shall remember them!"

Sleeping on downy grass in those distant fields
where beauty fades not.

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

An adequate memorial can never be a statue or a mural tablet or a row of columns, however beautiful. ~~A~~ A true monument must be the development in our rising generation of the very qualities our gallant dead ^{embodied} exemplified in life, and the ideas of peace and justice for which they died. The unfinished task is left to us, to replace the torn and stained fabric of injustice and hate and competition with the enduring fabric of peace and justice and love, and to keep in the mind of the world the peace they strove to win.

Those who laid down their lives speak to us today with a voiceless eloquence that is beyond words. What is deathless in their glory is the faith and purpose that inspired it. No distance of the years can ever quench that. They did not make their death a throw, that was not their purpose. They died that others might have life and that the world might be a safer and a better place for the little children here today ~~who are~~ and for the generations yet to be, who God grant may never know war. They are of the immortals whose glory never fades and whose memory remains undimmed through the ages.

1
dead man

What - death lay in their glory - the faith
purpose that inspired is; - a faith and no distance of
your core quench that.

It was said of a great statesman "You have as
kind and simple as to keep alive the soul of
England. A few short years ago there was a man
in this district a ~~group~~ group of boys who tried to
do more than keep a soul alive + they died
that they might breathe and their country
and that was their own. May we keep it
undeplored, through all the years to come!

Yours - don't know now.

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

They call to us today to renew our courage by the
memory of their struggle, - so much more difficult
than ours can ever be. They call to us to
worthy of the inheritance and the traditions
for which they gave their all. I

Fortitude is the land that has given birth and
nurture to such men. In their country there can be
no fear if we keep their ideals in our
remembrance. And so, ^{today} gently mindful of our
dead, when they sleep in ^{uninterrupted} glory, in those
distant ^{fields, where beauty's laurels lie,} ~~land for which they died,~~ let his lips
speak in solemn pride that they were of us;
let us ^{renew} ~~make~~ high resolve to be worthy of
their sacrifice, - that these our dead shall
not have died in vain.

moments of our busy world but as time is passing before
their memory, their sacrifice, their death, they come

is the ^{thoughtful}

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

They lie where beauty's laurels be. They blazon through the
linen world their land, - the land that hurled defiance at
barbarian ~~off~~ aggression. Canadian mothers, P.S. I
mother love these sons and gave them the soul of courage.
You ~~are~~ ~~the~~ ~~glad~~ ~~elysium~~ ~~go~~ ~~chanting~~.

The years dim one's memories; they cannot dim their glory.
Yesterday is but a day that is past. Today a wound is mended -
the magic wand of grateful memory, and again they walk
among the living. They rest in the bosom of the earth. The
mystic glamour that the years have laid upon these boyhood
days beyond the ~~mass~~ ~~mass~~ ~~distancing~~. In the ~~most~~ ~~and~~
* ~~tumbled~~ ~~remnants~~ of our ~~too~~ ~~long~~ ~~world~~ let us
love in remembrance their paucity, their serenity, their
dazzling courage.

They need no monuments who have found the path by
which a nation's life is saved.

I am proud to meet you in this hallowed place.

* They exemplify the essence of fortitude and patriotism
which were our freedom. They conquered adversity, weakness,
and despair.

* - They revitalized liberty on the battlefields of France.

(Pale and anemic paucity denounce the soldier who stands
guard and gives protection to our homes. It was men with
you in their souls who gave us our liberty.

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

Dreamers may dream their dreams, and congresses and leagues may make their thousand pledges of eternal friendship and eternal peace. These are but paper facts soon consumed in Nature's smouldering flames. So long as the fires of human passion burn and rage in self-interest ~~and ambition~~, new arms for cannon, for slingshots or for spears, wise men can put little faith in paper bulwarks or paper barricades. On the stout hearts and the unyielding swords of our own gallant sons we must rely.

~~Traditions~~ - A ~~power~~ cloud may pass and thus obscure the sun and cast a gloomy shadow, but when our twilight is ~~most~~ bright and more luminous than the full day is ~~many~~ another hour.

~~They have earned the blessing that is promised to the just man. Their great heart, noble and upright characters. The true test of a man's worth when adversity does not fall on mortals.~~

↓ Fear, suspicion & age long Nature's weapons to threaten the efforts of peace.

This gathering is a gleam of hope in its emphasis on the things of the spirit in the midst of anxieties on material things, every memorial service is a glow of hope for the world.

[Faint, illegible handwriting at the top of the page, possibly bleed-through from the reverse side.]

Armistice Day.

[The majority of the page is filled with extremely faint, illegible handwriting, likely bleed-through from the reverse side of the paper.]

DEPARTMENT OF THE ARMY
OFFICE OF THE ADJUTANT GENERAL

WASHINGTON, D. C.

Armistice Day - 1933

I deeply appreciate, as always, the privilege of meeting again tonight so many members of the old Corps and of saying a few words to so many of my comrades of other days. The circumstances of our lives and places keep us for the most part far ^{away from each other,} ~~apart~~, but tonight and ~~almost~~ always on Armistice night, whether we are ^{gathered} ~~together~~ in assembly as we are here, or listening by radio ^{perhaps} to Armistice programmes, ^{in distant places} far distant, or alone and unaccompanied, we ~~are~~ who were once members of the Canadian Corps are bound by the ties of a common remembrance. I know that ~~all~~ to all who lived through the war years, - and more particularly to those who saw active service, - today has been a day of sacred memories, different perhaps in detail to each one of us, but yet all based on similar experiences and similar emotions.

With the lapse of years, Armistice Day becomes, ^{naturally} less demonstrative. The ranks of those who saw service grow yearly smaller as we pay our toll to time. And ^{in future} the day ^{will} ~~grow~~ ^{group} less weighted with meaning to the generation born in the years between. As our country looks back to it ^{from} ~~from~~ a widening distance of years, its memories will perhaps remain vivid only ⁱⁿ the minds of the veterans to whom its importance was ^{then} so colossal. But ~~I hope that whatever~~ ^{slight} changes may come, and however ^{slight} they may be the ~~greatest~~ ^{greatest} recognition of future generations, I hope that Armistice Day may never cease to be impressive. I hope that the two-minute interval of ~~solemn~~ ^{solemn} ~~solemn~~ ^{solemn} silence will always be more than a formal, ^{statutory} ~~statutory~~ ^{statutory} gesture, - that it will always mean a reverent pause, ^{in which we} ~~we~~ ^{gladly} ~~gladly~~ remember with tender and grateful thoughts

those who nobly died for our country's ideals. I hope that the graves of the Unknown Soldiers, ~~and~~ and our national Chambers of Remembrance, will have their eternal tributes on this day, and that our country in the years to come, and the generations that ~~has~~ knew not war, will not forget.

Tonight, we who came ~~back~~ ^{home}, ~~move back~~ ^{move back} in memory fifteen years to the hour when ~~the~~ ^{our} army halted where it stood, when the firing died suddenly away on the Western front, when the few last straggling shots echoed down the mightiest battle-line the world had ever seen and were swallowed up in utter silence. Tonight ~~it is~~ we cannot recall the frantic cheering and the frenzied rejoicings of the folks at home, as they gave expression to their sense of relief when they realized that the long nightmare of the years was ended. We recall rather the silence of exhausted effort and of daring hope; we recall that still moment when after four years of a strange life ~~and of playing a~~ in which death was ever present, the fighting men were suddenly conscious of the fact that the strain was over and that they had ~~now~~ now to adjust themselves to the new world of promised peace and justice and content which they had been led to believe they were after all about to enter. But like all other silences, there was a puzzled question in it by those fighting men. Was all the agony they had gone through for four years really to achieve its end? Were the hopes which had sustained them in this ~~struggle~~ struggle, - and had sustained their folks back home, - through their unparalleled sacrifices actually to be realized at last? ~~It was the most~~ There was a pause

without an answer. It was the most impressive and portentous
pause in history.

Today the pause, - the silence, - was reverently repeated.
But after fifteen years of the promised new world we were
told we fought to create, the puzzled question is tacitly
conveyed is still unanswered. The lurid lights of the
battle front we knew, have been long extinguished by our
hands, the ~~sound~~ ^{the} rattle of guns and the crackle of the
musketry have long receded down the years. Yet the war
and its aftermath are still with us, more terrible ~~than~~
even than fifteen years ago. Its effects have not been
fully mastered, its issues have not been settled -
that is the simple truth, the confession which ^{today} brings its
shame. Our soldiers, living and dead, performed their
part with unquestioned heroism and devotion
in those battle days. But in the years since then, - the
fifteen years misnamed years of peace, - the peoples of
the world have not so well performed their tasks of
understanding the vast forces that were then
released, of controlling them and of making good the
victory. It is not therefore surprising that the men who
fought ~~so~~ ^{with} reluctantly are sometimes, ^{with} ~~reluctantly~~ ^{reluctantly}
but with the compulsion by diverse circumstances, of the
opinion that their sacrifice and that of their comrades
who fell, was all in vain.

We remember tonight, - and it is well ^{that our} ~~to remember~~
country should remember - the high resolves of that time
fifteen years ago. There was unspeakable sorrow for the
great army of youth that had gone so early to its death.

We were told that the world would hereafter be safe for youth.
But what of youth today and ~~youth~~ the opportunity for
youth in our modern world? Where, ask the ~~retained~~ ^{men of letters},
is the fight, is that new world of justice and good-will
they suffered so keenly to create? Has the world, ^{has our country,} in the
fifteen years since the armistice kept its promised faith
with the unreturning dead? Has the great sacrifice really
turned to glory, ^{the glory of a better time?} Has the world
done anything more in these fifteen years than give lip-service
to the ideals for which our ~~our~~ fallen comrades gave their
lives? ~~In the actual conditions of the hour, the~~
answer to these questions is found in the actual
conditions of the hour. And these conditions are such that
Armistice Day should smite the conscience of the world.

I need not dwell tonight on these conditions with all
their ~~terrible~~ horrible and terrifying possibilities. They are
known, and some of them ~~well~~ deeply felt, by everyone in this
room and by everyone listening elsewhere to my voice. We are
told in cable ~~despatch~~ cabled despatches ~~from Europe~~ ^{this week}
that the international situation in Europe today is ~~a~~ ^{practically} ~~similar~~
~~to~~ what it was in 1913 on the eve of the late war. ~~Europe~~ and
the rest of the world like Europe is haunted by the fear of war, —
a stalking fear which for the past nine or ten months has
dominated the press and private conversation. There is no sense
of security in the minds of European countries today. We are
told that all that happened before 1914 is now being repeated;
that behind the scenes secret ~~national~~ ^{national} agreements for a new
balance of power are ^{being made;} that war propaganda ~~is~~
at work again with ~~the~~ ^{the old subtle} ~~appeals~~ ^{appeals} to ~~human~~ ^{human} what is

called national honor, national prestige or national patriotism; that sooner or later ^{another} war will wreck our civilization and we will stand helpless amid the ruins. ~~The~~ The outlook for humanity is not ~~hopeful~~ ^{bright} if we ~~do not~~ take seriously to heart these persistent and disturbing aspects of the world's condition today. And all this is but fifteen years after the signing of an armistice we thought would end war, - when we said "never again", - when the whole world said "never again," as a pledge made by the living to the dead. ~~That~~ ^{That} pledge is now but a faint echo, - for old hates are reviving, old fears have come back, and on this fifteenth anniversary of a peace which was to silence battle-fronts forever, peace is not a fact but still a dream.

Apart from the threat of war, with its growing cloud, other conditions in our world are ~~not~~ equally disturbing. ~~We have~~ ^{We have} still bitterness and hate, selfishness and greed, are still entrenched in our social and economic and political life. ~~The~~ National finances are disorganized, ~~our~~ ^{our} taxes throughout the world, taxes are overwhelming, agriculture and business are everywhere prostrated, and unemployment is more wide spread than at any time in history. The world is a world of suffering, of ~~great~~ uncertainty, of ~~haunting~~ ^{demon} doubts and ~~demons~~ ^{demon} fears. ~~The~~ ^{The} world is not yet done with the necessity for heroism and sacrifice. Returned men are called upon today as never before to aid every movement to establish a just and lasting peace throughout the world, to lighten the burden of armaments, to usher in a new era of good-will and fraternity among the peoples of the earth, to help solve the new and changing problems of these later years, to rehabilitate the ^{and} social and economic life of our country, to compose

the hates and ~~prejudices~~ prejudices and deep animosities which smoulder and threaten in our own land and in other lands. We need as never before the healing qualities of devotion and fidelity and self-sacrifice and good-will and comradeship and friendliness so that suspicion may be vanquished and justice and mutual trust may be ~~rather~~ permanently enthroned. All this desire is in harmony with the real spirit of Armistice Day, - the day dedicated to sacrifice and loyal remembrance of others.

It is sometimes suggested, - and not I think frankly without some justification, - that in the fifteen years of re-construction or re-destruction that have gone since the Armistice was signed returned men ^{everywhere} have not ^{themselves} done all they should have done or could have done to ~~an~~ establish that better time ^{of} which they looked forward when the ~~conflict~~ war was ended, - that they have not applied to conditions around them the qualities and the principles of life that carried them through to victory ~~in the field~~ along the battle-line. It may be that we have not been sufficiently aggressive, - that having done our bit in other fields we have too far withdrawn in silence or inaction from ~~the~~ subsequent events, and have not ~~actively~~ ~~been~~ imposed or inculcated our ideals and the results of our experiences upon our peace-time guides and leaders. ~~That~~ This criticism of veterans of the war is heard to-day in every country that had a part in the conflict, if it was truth, which the truth are, in my judgment, some potent reasons. Men returned from the front in a spirit of weariness, but in a spirit of hope, looking forward with confidence after years of trench life to the peace they had been promised. They soon found that their new world was still a world of struggle, - a world of bargain and of battle.

They found that they had escaped from one ugly world and one disaster ~~to~~ only to plunge into another. They had to struggle and fight for what they felt and knew was a simple right, - ~~rehabilitated~~ some slight form of rehabilitation, and what was more ~~disappointing~~ discouraging, for adequate help for their wounded ~~and~~ and incapacitated comrades, and for adequate protection for the dependents ~~of the~~ of their comrades who had given their lives for their country. I think I can say without evasion or hesitation that the great mass of returned men in Canada never ~~had~~ had the thought that because they fought for their country they were entitled to preferred treatment by their country, in comparison with other citizens. They never, as a rule, contended that ~~because~~ because they wore the uniform of our Corps they ~~were~~ ^{had} therefore a right of way to exceptional benefits. There were perhaps some exceptions as there are always ^{exceptions} in every way of life, but these exceptions are infinitesimal compared with the mass of our men. But on one right all were united, - the rights of the wounded and the broken, the right of the dependents of the dead, for adequate provision and care.

I am not going to recall the struggles ~~of~~ of these fifteen ~~years~~ years. There ~~was~~ were some disappointments. There was some bitterness. There was cynicism. The result is not surprising - that many returned men ~~gave up~~ ^{withdrew from} the struggle, ~~with~~ in despair, with the feeling that their participation in the making of the new world was not desired. ~~The struggle still goes on. We read in the press of many losses of the day~~ ~~disappointments of the different branches of the Legion because~~ of the recent ~~There were~~ ^{were} disappointments because of administration of soldiers' affairs, disappointments

because of inadequate machinery and indifference. The struggle
still goes on. We read in the press of every Province ^{today} of the disappointments
of the different branches of the legion because of the most recent
changes in Pensions Administration and the readjustment of
methods. But the ~~protest~~ ^{voice} of the veterans, even on their own
affairs, is unheard or at least ~~unattended~~ ^{unattended}.

One of our defects or weaknesses in the past has been
doubtless a lack of unity. We have not had the same cohesion,
the same unanimity that was ours in the old Corps. Naturally
geographical conditions keep us apart as groups of men, - but
geographical distances may be conquered by a spirit, - the
spirit ~~of~~ of service that should ~~result~~ ^{bind} us into one great and
useful force. You are a group of University graduates, who
are also veterans. You have done honour to your ^{respective} colleges by
your service to your country in the war years. Your action, and
that of your fellow college men who died, incarnated the finest
principle which a university can seek to develop, - a self-
forgetful sense of corporate responsibility. The ~~the~~ university
is a place of quiet thinking, even of dreams, preparatory to
action. It is a training-ground for future activity in which
effort is the product of sound and sane thought. The
war continued, as no other way of life, ~~could~~ these two
qualities. We had to think and dream and plan and
then ~~quickly~~ ^{quickly} put the thought into action. In the trenches
there was ~~needed~~ ^{needed} more than anything else the
sound calm mind and the sound body, - the old
idea of ^{true} education. The head and the hand acted in
harmony. You have had the most remarkable
experiences - that can come to man. You have

a training in ideals,
the principle of college training, and you have ^{played} ~~played~~
your part in the most practical and ~~do~~ most disillusioning
~~epoch~~ ^{epoch} in the world's history, the late war. Whether you
should ~~be~~ established within the legion another body or
group is a matter on which ~~an~~ opinion is not unanimous.
It is for you to decide. But I may say frankly that there
are many minority ~~are~~ veterans who ~~are~~ ~~are~~ ~~are~~
~~the wisdom of such~~ are doubtful of its wisdom. Their
~~own~~ opinion is that the one ^{the} ~~best~~ ~~that~~ ~~holds~~
^{and should bind us} ~~is~~ ~~the~~ fact of service, - that the
appreciation "I have served" is superior to all other
qualifications, ~~and~~ that any other test, whether of birth
or training or unit or native place, tends further to
destroy our unity. These are considerations, well-meant
and kindly, which should be scanned. One thing is
sure, - that in the troubled days to come we of the old
Corps must continue ^{to be} as in the battle hours, not of East or
West, of one race or another, of one college or another, but
Canadians with a common objective, the happiness and
progress of our country.

I am not a pessimist when I think of the future. And
I am sure that the returned men who are listening to
^{to} ~~are~~ not pessimists however cynical ~~is~~ some of them
may be with respect to certain phases of our national
life. We have seen ~~dark days~~ and dark nights together.
And we have also seen the dawn of new and spacious
days. I know that as in the battle hours we will again
take the morning into our hearts. In our deliberate and

final thoughts, ~~and~~ as returned men, we have faith that these moments of discouragement are fleeting and perhaps misleading; that those whose memories we especially cherish did not make their sacrifices in vain, and that in the end the stern determination of millions of men and women, who are tainted with no spirit of unworthy pacifism, will prevail over those whose views would tend to perpetuate the horrors of war, even though some of these latter may be seated in the high places of national execution and legislative power.

Armistice Day is primarily a commemoration of the dead. But a commemoration of the dead should be likewise an appeal to the living not to deplore the past but to awaken our sense of responsibility to make our world less deplorable. The ~~disappointment~~ disappointments, - even the bitterness - of many who came back may be traced to the monstrous paradox that only because of the nobility of individual sacrifice does war in any way enoble civilization. We saw at first hand the sacrifice of men that was best in our country. But the weariness and the disillusionment from which we could not escape are no longer fitting to a new generation charged with the tasks of peace. We know from experience the stupidity of war, - and the stupidity of those who made or caused war. Does our responsibility end with condemning the follies of the stupid or the vicious of ~~some~~ twenty years ago? What can we do as veterans to make the world less deplorable? Are we bestirring ourselves in this night of hysteria which may end in war? Ours is a man-made world, ~~and~~ and in it are we doing

all we can do to prevent a catastrophe, ^{which} we will later deplore?
Are we fighting to the last, — as we fought fifteen years ago —
for the vitality and the continuity of civilized standards, in
public and private affairs, in national and international
life? Are we fighting so that the next generation ^{of yours} will not
condemn our stupidity as we condemned in the trenches
the stupidity of our elders in 1914 and the era immediately
before it? On those nights and days of suffering and death
when we saw our comrades fall in the fire of savages fed
by the so-called gods of civilization, we endured and "carried on"
in the firm hope that out of the embers and the broken
human flesh would rise a new order in which war and
greed and injustice would have no place. That hope will
yet be realized despite discouragements, even in a world
which tries to make its way out of sickness and despair
if we but keep our shield and our faith, and if we insist
on leadership in all our affairs that is real leadership,
for apathy. If another war comes, the responsibility will
not be upon the militarists, but on ourselves because of
our ~~inertia~~ inertia. We are to blame if we allow others,
interested only in greed, to take the reins from our hands
and drive us into another abyss.

The truest commemoration of our honored dead
will be the vigorous enlistment of our own lives and
capacities in the struggle between selfishness and ^{greed} ~~altruism~~,
honesty and corruption, justice and injustice, and the
serious application to our ^{national} problems of those qualities which

distinguished our Corps in the war days, and ~~enabled~~
~~enabled~~ ^{always} enabled us, ^{to} advance and conquer.

Armistice Day reminds our country of the steadfastness of
our fighting troops. It should also be a reminder to
every citizen that we still have a duty to discharge if the
war is to be fully won and its high objectives permanently
secured. It should call us to a realization that we still
have to complete the unfinished tasks of our dead comrades
who speak to us tonight with a voiceless eloquence, - the
task of replacing the present system of suspicion and fear
and conflict with the enduring ~~frag~~ fabric of confidence
in humane law and order.

And so in conclusion we drop the rose of ^{remembrance} ~~memory~~
on the supreme devotion of our sacred dead. We linger
like our ~~own~~ country in our tribute of reverent remembrance
of our glorious youth who gave their lives to defend our
liberty - "Sleep well, heroic souls, in silence sleep,
Lapped in the circling arms of kindly death!
No ill can vex your slumbers, no foul breath
Of slander, hate, derision near the deep
Repose that holds you close!"

And on this Armistice night as we recall ~~you~~ the
nobility of your sacrifice, we turn away from trenches
and wounds and death and ^{we promise that we have} rededicate our lives ^{with hope}
^{the} ~~your~~ still unfinished ~~tasks~~ work which you so
gallantly ~~and~~ advanced and for which you died.

Armistice Day, '33



CANADA

REPATRIATION COMMITTEE

45 RIDEAU STREET
OTTAWA

~~It is~~ Of all the pleasant and appreciated
privileges that are mine I ~~can~~ regard ^{as} the greatest ~~the~~
opportunity of meeting you ~~again~~ from time to time
the men ~~and~~ members of the Canadian Legion
of the British Empire Service League, ~~and~~ of greeting
again the men I knew in other ~~some~~ places, and
of living again in only for a few precious hours the
friendships formed in other days and ~~times~~
~~and~~ less peaceful scenes, ~~these gatherings~~
~~as ours today~~ There are many clubs and many
organizations ^{with} to which ~~we~~ we are often invited
enough to associate ~~and~~ or to mingle ~~with~~
or to which we are asked to speak. But the
organization with which we are all gathered today
is the most unique and exclusive of all. There is
no organization or a club in which no money can
buy membership; no influence can open its door;
no social or intellectual or financial standing
can ~~be~~ obtain for an applicant or entrance. There
is only one test applied - and that test is absolute,
- and that is service of our country in the days of
war. That is the only ^{condition} ~~part~~ of membership in the
Canadian Legion. And we who are members of the
Legion are justly proud of this distinction.

Gatherings like these of ours arouse treasured
memories. There are some memories that are like
old fashioned keepsakes laid away in the folds
of affection and reverence. They are the echoes of



Veterans

REPATRIATION COMMITTEE

Parschendale

45 RIDEAU STREET
OTTAWA

broken melody. The flowers of action may wither
but the fragrance lingers on. These memories, like
the old fashioned treasured things are only brought
out on rare occasions, and they are brought out
only in the presence of one's closest friends, to
be looked at and talked about as sacred things.
If I could look ~~back~~ ~~today~~ into the minds of
each man assembled here today I would
see strange and diverse things. I would see
many ghosts of memory stalking. ^{These ghosts} ~~They~~ would
be the remembrances of long forgotten things,
now brought to life again by this wonderful
gathering. There would be memories - all different
& each one but all composite of those - memories
of August 4th 1914, of enlistment, of farewells,
of Valcartier or other training places, of ocean
voyages with Destroyers at our side and Submarines
~~the~~ hidden but real things not far away -
of English camps of order & peace & flowers,
of the crossing of the Channel and its ~~new & forgotten~~
~~ghosts~~ ^{ghosts} and of that cross channel pulling
in ~~the~~ stomach, of the first night in the line
of the ~~war~~ war of grey and the flash
of fire, of the settling into the war



CANADA

REPATRIATION COMMITTEE

45 RIDEAU STREET
OTTAWA

portance, - of tests prepared from 4 years to
the summer, ~~to~~ from King & Pouchardale,
of Amiens to the Hindenburg line, of
the Canal du Nord to the end, what a
colossal picture of four crowded years!

It is useless and unnecessary for those who
are here to recall the details and incidents of
the war ~~to~~. The annals of it being an
invaluable to need repetition.

Com. Regions

of

British Empire Service League

CLYDE
12 MIDWAY STREET

REGISTRATION COMMITTEE