

gifts, capable of being used to the honour and glory of God, and for the welfare of the human race, and therefore that the cultivation of those faculties, and the direction of their activities to the pursuit of truth in all its manifoldness, is a religious work, in the sense that it promotes the divine end of the perfection of humanity.

This assumption concerning the educational zeal of the Canadian Church is amply borne out by the facts. In spite of the hostile, and perhaps not altogether unprovoked criticism which was aroused by the labours of Bishop Strachan, it can scarcely be disputed that that eminent man is the true father of education in Canada. How many of our distinguished countrymen have testified to his greatness as an educationalist, and to his pure faith in, and disinterested love of education, in spite of the insignificant surroundings of his first labours in the little log schoolhouse in Cornwall! In the face of what obstacles and discouragements did he steadily press towards the goal of the establishment of a great University, framed after the best models of the Old Land. And though his ideas did not in all points accord with the developing opinion of the majority of the citizens of Ontario, he is none the less to be accredited with the distinction of being a prime founder of the University of Toronto.

In every part of Canada the educational institutions of the Church of England are to be found. The Universities of King's College, Nova Scotia, of Bishop's College, Lennoxville, and of Trinity College, Toronto, bear witness to the importance she attaches to education. The famous McGill University, of Montreal, owes its foundation to the liberality of a churchman.

Of Schools, after the pattern of English Public and Grammar Schools, Upper Canada College, at least indirectly, was an outcome of the labours of Bishop Strachan; whilst Trinity College School and the similar institutions at Lennoxville and St. Catharines are no unworthy representatives of the types from which they have been copied.

The object of the founders of these Colleges and Schools was similar if not identical in every case. They were inspired with the spirit of their forefathers in the mother land. They desired to reproduce in this part of Greater Britain, educational institutions framed after the pattern—with due regard to different circumstances and opportunities—of those old foundations which had

Whose great
educationalists
have laboured on
English line,