

and unless moral or just ends were placed before the nation the most glorious heroism in war became in after years "a reproach rather than a glory." But working in and through history Arnold ever saw the Finger of God. A Providence was shaping our ends however we might at times thwart or delay them. The uttermost goal of the nation was no other than that which the Westminster Conf. declares to be the goal of man, viz., the Glory of God. "Under the most favorable combination of circumstances this same end is conceived and enforced more purely, as tho setting forth God's glory by doing His appointed work." And that glory is manifested in national justice, in loftiness of aims and ideals, to discover which we must study, national institutions, law and religion.

You can readily understand the enthusiasm for the study of history of a man of intensely religious and ethical nature who entertained such ideas as these of the historical studies. "Whatever there is of greatness in the final cause of all human thought and action, God's glory and man's perfection, that is the measure of the greatness of history. Whatever there is of variety and intense interest in human nature, in its elevation, whether proud as by nature, or sanctified as by God's peace; in its suffering, whether blessed or unblest, a martyrdom or a judgment, in its strange reverses, in its varied adventures, in its yet more varied powers, its courage and its patience, its genius and its wisdom, its justice and its love, that also is the measure of the interest and variety of history."

It was in the year 1827 that the Head Mastership of Rugby fell vacant and Arnold was urged by his

friends to become a candidate for the position. At first he was reluctant to do so, chiefly from doubt as to how far he would have an absolutely free hand in the government of the school. In order that we may understand the force of this difficulty a few words must be said with regard to the English Boarding Schools at this period.

On a broad comprehensive view of these famous institutions it seems impossible to withhold from them the warmest admiration. They produced a type of boy that may be best described by the word *manly*. At this time all English boys who were to receive a liberal education went to Boarding School, either Private or Public. If the Private School came in for less criticism it was simply because it was Private not because it was any better. A system, like a Christian, must be judged by its fruits and the English Public School system produced a host of brave, intelligent and patriotic English gentlemen.

I do not suppose any one would question that some at least of the best traits of the English gentleman, which mark him off from other nationalities, were the product of the English Public School. That is the broad comprehensive view of the matter.

But all institutions rise and fall at times above or below their average excellence, and the English Public Schools at this time were generally felt to be in a bad way. Whether looked at from the point of view of education, discipline or morals, their appearance was disquieting and discouraging. "Those who look back," writes Dean Stanley, "upon the state of English education in the year 1827, must remember how the feeling of