

successfully withstood the test of time. What had proved to be adapted to the Anglo-Saxon in England, it might be safely assumed would be adapted to the Anglo-Saxon in Canada.

But they were also devoted members of the Church of England. At Oxford and Cambridge and at the great public schools, education had been under the direct and sole auspices of the National Church. Education was linked to religion, and religious influences were brought to bear upon the youthful mind, from the time when the lad of ten or twelve years of age entered the lowest form of his school, to the day when the young man graduated from his University. Nowhere has the aspiration of the Church's schoolmasters been more beautifully expressed than in the words of the greatest of them all, Arnold of Rugby, uttered on the eve of his first term at that famous school: "To introduce a religious principle into education is my most earnest wish, and I pray God that it may be my constant labour and prayer; to do this would be a happiness so great, that I think this world would yield nothing comparable to it."

Without doubt this was the ideal of education before the minds of those devoted men who founded Trinity University, and gave them confidence and zeal to push on with the work in the face of grave discouragements, and inspired them to many acts of self-sacrifice for its accomplishment. Neither can it be doubted that the same ideal is still cherished in the minds of those who have through good and evil report supported Trinity ever since. Education of the best kind, in which religious instruction and religious influences shall have their due consideration; this is the programme of Trinity University.

I desire at the outset to express my entire agreement with this principle. If it were not so, far from attempting to write this pamphlet, I should cease to take any interest in Trinity whatever. It is necessary to state this here, because I do not doubt that at first blush, the policy which I have the temerity to advocate will appear to many diametrically opposed to it. But it is my fixed conviction, not formed in a day nor without careful thought, based upon some knowledge at least of all the circumstances of the College, that our principles may be rendered far more effective, and their range of influence be almost indefinitely extended, by the adoption of a policy, which whilst calling for some self-sacrifice, demands no surrender of principle.

As elsewhere, so at Trinity, to combine the highest education with the influences of religious instruction and discipline.

The writer agrees with this principle,