

only through distributing channels which reach from the fountain head to the extremities. We have a magnificent reservoir on Rose Hill but from it the distributing mains must traverse all our streets and the branches must enter every house if we would have abundance of water in all our dwellings. Some have indeed thought that we can as a public dispense with our high schools. But the high schools are the universities of the mass of the people. The county collegiate institute is the center of knowledge, the fountain head for all the country round, the heart of all its educational enterprise and vigour. Wherever in this Province you find a secondary school of the highest class you will find the entire system of primary schools in higher efficiency around it. A little less than 2,000 of the young people of this Province each year reach the university, 23 000 reach the secondary schools and there drink in something of the richer learning which comes from the university fountain, while these in turn distribute knowledge to 450,000 pupils of our primary schools. Could the 450,000 be educated as effectively or as economically without the intervening link of the 23,000. Is not every man stimulated by the example of his

neighbor standing on a higher platform? Shame on the petty spirit which says, "Away with the platform, the common level is enough for me; if my neighbor wishes to get up he must use his own stilts." No, if the platform is there you yourself may climb. But if you tear it down some few will find stilts and walk over the heads of the common level. No more short-sighted, selfish, unpatriotic policy was ever dreamed of than that which would cut out the very heart and sever the very arteries of our national education by cutting off its universities and higher schools. And why? To save expense? We pay four millions a year for the support of our public schools. We pay about one-sixth that amount for the support of our secondary schools. Cut off the secondary schools or increase their cost to the pupils and in ten years time you will be paying more than the difference in increased salaries for your public schools. No, make all higher education easily accessible, because inexpensive, to every child of the nation, and it will flow on and out as freely, richly and abundantly as it is given to all the people.

Of all combats the sorest is to conquer ourselves.—*Thomas a Kempis.*

LITERATURE AND ART.

BY PROFESSOR WM. CLARK, M.A., D.C.L.

(Continued from last issue.)

THE art of Rome, like its literature and more especially its philosophy, was little more than an imitation of Greek models. Its architecture, indeed, has some claims to originality; but to this we shall have to refer in another connexion. If we had time, we might show that the movements in Roman art corresponded essentially with the movements in thought and life.

We shall find, however, more copious illustrations of our theme, when we pass on to the Middle Ages and discuss the origin and development of Christian art; and of this, first of all, in Architecture.

There are three great types of Architecture, represented by the lintel in Greek Architecture, by the Round Arch in Roman, and by the Pointed Arch in what we call Gothic