

Valerius Maximus, kept up some ideal of virtue in the middle ages; and that when they came to read Cicero himself in the fifteenth century they began to be more noble, and became still more noble in the days of 'Bras de Fer,' when they read not only Cicero, but Euripides, Plutarch and the Psalms."

Surely this picture of an obscure schoolmaster at work may be allowed to speak for itself. Here is a refined and highly educated man, busily striving to broaden his culture and educational outlook—and the finest culture that a college can give will still be incomplete—a centre of inspiration among his colleagues, a leader in the community, with active interests far beyond his actual work, with a passion for scholarship and literary form, but apparently unconscious of any other end of his office than the production of character. He filled a hard place, with a true Briton's spirit, that it was all in the day's work. Of course he was an unusual man, but it is simply an admitted fact that the English public school represents this attitude to education—that it stands for character, with some basis, no doubt, of class pride, some taint of paganism, but clean, noble, fair, capable of silent endurance, and able to subordinate self to a cause. I have no thought that I am a *vox clamantis in deserto*. There are here and there men who feel as I do, and I appeal with them for a different sort of secondary education for Ontario, a simpler and sounder programme, and a school of duty and citizenship. The country teachers, doctors, preachers, lawyers, business men, hold public opinion in their control. Great leaders do not come with observation, but when once a steady current sets out from our University of men in whom sound culture has not extinguished the "vision splendid," the strange apathy of Ontario will be broken, great voices will be heard, with far-reaching results in the Dominion.