To a certain extent, my own observation has enabled me to judge of the character of the work done in English and Science. As an examiner in History, both at the Departmental Examinations and at the University an excellent opportunity has been given me to estimate the value of the attainments of our candidates in English. As a teacher of part of the course in Physics, the educational effects of the existing methods, have come under my notice. But I do not wish to draw conclusions from my own observation alone. So when my experience taught me that mathematical studies were losing ground among my own pupils, I was not sure but the cause might be purely local. I soon found that my experience was a very general one; and that from different parts of the Province came the same complaint. I also was informed that the evil had been recognized in our Normal Schools and Training Institutes.

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Anxious to reach just conclusions. I took the trouble to make inquiries from some of the Professors in our Colleges, and the teachers in our Normal Schools and Collegiate Institutes. The replies I have received indicate an almost unanimous opinion that a mathematical decline is going on, without any counterbalancing gain in other departments of study. One of the most pronounced supporters of this view is the Principal of the Ottawa Normal School, an educator whose tastes and acquirements are in the direction of English, not Mathematics. One gentleman, it is true, whose experience as a teacher or lecturer, has been but brief, thinks Mathematics have held their ground and bases his conclusion on the fact that the examination papers are as difficult as ever. The experience, however, of last summer shews very clearly that it is one thing to set

difficult examination papers, and another to have them answered. In fact, the desolation caused by the rather unusual papers of last year, indicates very plainly that the Mathematical status of our schools has greatly fallen. The question then arises, what auses have been at work to produce this decline.

Before proceeding to examine into these causes, allow me to say that it is not due to the inefficiency of the Mathematical teachers of the Province. More than once the statement has been made by our Inspectors that Mathematics were better taught than any other branch of study. This is from the mouths of our adversaries. The cause or causes must be sought elsewhere ; and they can easily be found, for they lie on the surface.

1. In the first place, I would call attention to the imperfect and improper division of work among the different Forms of our Schools. From the time of entrance until the Primary Examination is passed, there is an interval, on the average, of at least three years. In that time let us see what mathematical attainments are expected from the pupils. In Algebra they are expected to go to the end of Simple Equations of one Unknown, in Euclid to the end of the 26th Proposition of the First Book; and Arithmetic to-well, I hardly in know where, unless the whole subject is included.

Passing on to the Junior Leaving studies, we find that one year is presumed to be devoted to them. Now mark the sudden increase in the quantity of Mathematics demanded. Three or four years were required to master Algebra to the end of Simple Equations, now only one year is allowed in which to thoroughly comprehend Indices, Surds, Quadratics, Simple Equations of two and three Unknowns, Square Root, Cube Root, and the Theory of Divisors. In