drill obtained in our High Schools and Collegiate Institutes. Nor was this all. Our Public Schools were provided with a class of teachers who understood Arithmetic thoroughly, who were well-grounded in Algebra and Euclid; and, what is more important still, with men able to think clearly, and reason logically. For I hold it as almost axiomatic, that the study of Mathematics is the most effective of all studies in leading to right thinking. I may go further and say that as clear thinking is the first essential to clear speaking and writing, the study of Mathematics is a powerful aid in the production of a good literature. Right thinking, and right action are also closely connected; and so do not deem it paradoxical if I say that Mathematical studies encourage and develop the moral qualities of truth, straightforwardness and simplicity of purpose. The heresies, social and economic, that have such a rank growth in this and other lands, the abounding quack remedies for social ills, would many of them perish, were a better knowledge of the fact that 3 + 2 does not equal 6 abroad.

I regret that my time will not permit me to dwell further on the golden age of Mathematical studies in Ontario. As we all know, there came a change. "A King arose who knew not Joseph." The parallel may be carried a step further. The time came .when Mathematical masters were asked to "make bricks without straw." Joseph erected his Mathematical pyramid; Pharaoh gazed at it in mingled admiration and displeasure, and was moved to erect one of English and Science, on which he could blazon his name for all time. To drop these mixed figures of speech, a reaction came. It began with a new administration in which Mathematical representatives

found no place. It was no fault of the new Inspectors that they did not appreciate the value of mathematical studies. Nature, inclination, and training alike disgualified them for the appreciation of the stern joy a mathematician feels in meeting and mastering a knotty problem. What they did see and feel was that English and Science were not on a lofty pedestal. The niceties of English grammar were not duly prized : while the study of Science by the inductive method had little or no place in our school laboratories.

Here allow me to say that in the mild criticism that is to follow, I fully recognize the zeal and devotion to education, shown by our High School Inspectors. Errors they have made, I believe, but they are errors most natural to educators with such a pronounced bias in favor of certain studies. They have been unwearied in their efforts to promote what they deem the best for our schools, and this means that their efforts have been thoroughly unselfish.

But, in my humble opin on, under the new administration, and the new regulations, there has been a gradual deterioration in the mathematical work done in our schools, and, as a mathematical master, I feel it my duty to call attention to that fact.

I do not take the ground that an improvement in the results obtained in English and Science might not balance the decline of Mathematics ; although it surely is a sorry system of education which "robs Peter to pay Paul." What I do hold is that while mathematical studies are losing ground, the improvement in English and Science shews no marked increase. I have reached this conclusion with some hesitation, and were not the fact vouched for by competent English and Science masters. I would not venture to make the statement.