

second class certificate. Looking back to that period of ignorance of mathematical methods, and comparing it with the condition of things ten years later, the change seems little short of a revolution. In an educational sense we have exchanged the reaping-hook for the self-binder; the stage coach for the lightning express; the wind-mill for the dynamo and motor. In one respect, perhaps, there was a very partial compensation. We had to work earnestly, if we hoped to make any progress. The axe was dull, and so we had to apply the more strength. Progress was slow, but there was a considerable development of mental muscle. We learned to rely upon ourselves, to fight our way through obstacles, unaided and alone. Nevertheless, we would not return to this primitive condition of Mathematical science, although signs are not wanting that some of the evils of that time are beginning to re-appear.

From this condition of primitive methods, we were gradually rescued, first through the efforts of the late Dr. George Paxton Young, and secondly, through the enthusiasm of his successor in the Inspectorate, Dr. J. A. McLellan. Of the first I may be permitted to say that his presence in the school, as subsequently in the lecture room, was an inspiration to the students to do their best. The teacher found something more than a critic in the Inspector; he was his guide, philosopher and friend. Of his successor, a due regard for his modesty, permits me to say but little. Nor is it necessary to dwell at any length upon the almost magical transformation that took place in the manner and method of teaching and studying Mathematics. The wave of zeal and enthusiasm that spread over the Province, has not yet lost all its force. The memory and impetus of that time still exert a great influence; an influence, however, that is gradually waning.

It has been said that our schools were, for a time, mathematically mad; that the more liberal and humanizing studies of Classics, English and History, were grossly neglected; while Science had scarcely an existence. With this charge I do not propose to deal fully. I may point out, however, that of the three Inspectors at that time, the tastes of one were in the direction of English and History, while another was deeply interested in Classics; so there was an equilibrium of educational forces. If my experience counts for anything, it is that History, while not better taught, was more thoroughly studied than it is to-day. Classics, too, I have reason to believe, received as much or more attention than they do now. It would have been a difficult matter then to find an honor graduate who could not scan a line of Homer. As to Science, in spite of our present elaborate apparatus, and pretence of experimental and inductive study, a more thorough knowledge of Physics was obtained, than is now secured. Not so many subjects were studied, it is true, but those that were studied, viz. Dynamics, Hydrostatics and Heat, were studied thoroughly. But granting that less time and attention were given to Science, English and Moderns than are given to-day, this important fact must be noted, the earnestness and thoroughness with which Mathematics were studied gave, in that one department at least, the most satisfactory and brilliant results. Ontario became famous for the attainments of her sons and daughters in Mathematical studies. Abroad, as well as at home, our young men won renown in that branch of a liberal and sound education. The honor graduate of our University was almost on a par with the post graduate of the best American universities. And this result was largely due to the thoroughness of the