

centre had, indeed, to receive aid from a still more secluded and unacademic quarter. Undergraduates of Cambridge used to migrate from the seat of teaching which has been immortalised by Newton to the remote Yorkshire village of Sedbergh, where John Dawson,<sup>1</sup> one of the few British analysts who held their own against the great foreign authorities, taught the higher mathematics for five shillings a-week.

33.  
John Dawson of Sedbergh.

During the latter part of the eighteenth century a formidable rival to the learning of Oxford and Cambridge had sprung up in the Scotch universities. These were teaching centres, more after the manner of the foreign universities. They had been started on the model of the University of Paris or of the older Italian universities; some had their origin in the educational movement which, especially in those countries where the doctrines of Calvin prevailed, accompanied the Reformation.<sup>2</sup> All through the

34.  
The Scotch Universities.

ences; in fact he makes a disparaging remark regarding British as compared with Continental mathematics. See Peacock's 'Life of Dr Young,' p. 127.

<sup>1</sup> John Dawson (1734-1820), the son of a poor "statesman" of Garsdale, tended his father's sheep till he was twenty. He studied mathematics with innate love and ability, inventing a system of conic sections out of his own brain. By teaching he gained a little money. In 1756 he instructed three young men—of whom Adam Sedgwick's father was one—before they went up for their Cambridge studies. He then became assistant to a surgeon at Lancaster. Having saved £100 he walked to Edinburgh and studied medicine there. His funds spent, he returned to Sedbergh, where he practised as a surgeon. When he had saved a larger sum he proceeded

with this to London. After taking his degree in 1767, he settled in his native county to practise his profession and teach the higher mathematics to Cambridge undergraduates. They flocked to him in the summer, and between 1781 and 1794 he numbered eight senior wranglers among his pupils. In 1797 and subsequent years he counted four more. In 1812 he ceased teaching. He wrote papers on the "precession" and the lunar theory, and followed the development of higher mathematics on the Continent. See 'Life and letters of Adam Sedgwick,' by J. W. Clark and T. M'K. Hughes, 1890, vol. i. p. 61, &c.

<sup>2</sup> Details referring to the foundation of the Scotch universities are given by Sir A. Grant in the first volume of his 'Story of the Univer-