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layers should be observed by the pupils. The retriber of cubic inches (27) in the block is then found by multiplying the number of cubic inches in a row (3 cu. inches) by the number of rows (3), and this product by the number of layers (3).

X. Mensuration.—Before proceeding to these exercises teach angles. The teacher places on the blackboard pairs of lines extending from the same point in different directions, and shows that the angles are of different sizes, and that the size of an angle depends upon the extent of opening and not upon the length of the lines. Pupils are thus led to describe an angle as the opening between two straight lines meeting at the same point. Proceeding, the teacher draws two lines crossing each other thus +, and says that when two lines cross each other so as to make four equal square openings, the angles are called right angles. Pupils are led by questioning to say that an obtuse angle (blunt corner) is an angle greater than a right angle, and an acute angle (sharp corner) is an angle less than a right angle.

The terms *horizontal* and *vertical* as applied to lines should be explained. Comparison with the surface of still water and with a plumb line will lead to a good description of horizontal and vertical lines.

X. A. **Parallelograms**.—Before parallelogram is taught, parallel lines are drawn and described as lines which are as far apart in one place as in another, or equally distant from each other at every point. Then a figure is drawn whose opposite sides are parallel, and the figure, as it is drawn, is described as a parallelogram.

The altitude or perpendicular height is taught and pupils are led to draw and point out the perpendicular height of several parallelograms. Parallelograms with right angles

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