

other, may be said to describe the angle. Then greater, equal, less, *sum*, and difference may be defined with regard to angles. If the two arms are in the same straight line, call the angle a straight angle; then, that all straight angles are equal follows. And if a right angle is half a straight angle, all right angles are equal, and Euclid's eleventh axiom is unnecessary. The 13th, 14th, and 15th propositions follow immediately, and in a very simple manner. Other deductions may be made by the pupils, and the angles formed by two straight lines and a transversal may be considered.

Then should follow a very valuable and essential group of propositions, namely:—Euclid's 4th, 26th (1st part), 5th, and 7th, proved, of course by modern methods. After mastering the above, the pupil should be exercised in the use of the stock of facts and methods he has acquired by this time. This may be done, as usual, by "exercises." Problems can now be solved, and they should now be taken up. It is only necessary that the 1st, 9th, 10th, 11th, and 12th, should at present be fully demonstrated in the text-book; others can be used as exercises. I think that that tacitly assumed axiom of Euclid's, used in the fourth proposition, namely, that figures can be moved in space without distortion, should be given due prominence. Its importance is great, for nearly all of Euclid's system ultimately depends upon it, and it should hereafter be used when and whenever it may be the means of simplifying a proof. F. I. S.

Sydney, C. B.

For the REVIEW.]

Illegal Schools.

MR. EDITOR.—Such is the heading of a paragraph in the last *Journal of Education*, in which it is asserted that "if teachers have neglected to qualify themselves in one way or another to have instruction in music, in drawing, in hygiene and temperance, given in their schools, they will not only render themselves liable to loss of public money, but to further penalties if they should make a statement or affidavit that the school has been conducted according to law when it is not so conducted. If there are teachers now who cannot see that their pupils obtain the privileges and advantages which the law intends they should have, they belong to the class who should no longer have indulgence granted to them."

These statements have greatly distressed many teachers in Nova Scotia, many of whom we know to be our best and most conscientious.

There are teachers who make no effort to keep pace with the progress of the times—who jog along in the easy, old-fashioned ruts, quite indifferent to the

appeals made to them regarding improved methods, so long as they can draw their salaries.

They lend a willing ear to ignorant parents and equally ignorant journalists who denounce as faddists those who lead in the march of improvement.

It is true that such teachers were aroused and made to give to their pupils that training which the wisdom of our foremost educationists consider best; for the seed-time of youth is too precious to be wasted. The warnings in the *Journal* seem to have been intended for the indifferent, against whom, when the time comes, proceedings will no doubt be taken.

But as always happens in such cases, the disturbing effect of these admonitions seem to have fallen most heavily upon the most conscientious.

Taking music, for example, there are those who believe fully in music as an educational subject, and who would teach it if they thought they could, both because of this conviction and because they would faithfully carry out the course of study.

About four teachers in every hundred are musically so defective that they cannot distinguish right from wrong in singing. It would be a great mistake for them to make any attempt to teach music directly. The government has licensed them to teach, and must now accept the situation. To punish them, or to drive them out of the profession, would be barbarous injustice. Let the government see to it that hereafter there shall be no addition to their numbers. But even in the case of such teachers something may be done by them. There are some things about music which might be taught to prepare the way when the opportunity does arise. Besides it nearly always happens in country schools that one or more of the older pupils sing well and can direct the rest while the teacher keeps order and directs the work. In graded city schools the teacher may exchange work with one who can teach singing.

The teacher who has what is called a correct ear can always teach singing, whether she sings or not. She can utilize those pupils who have good voices, or she may use a musical instrument, such as the flute or the violin. As good results as I ever heard in the teaching of music were in Truro by a teacher why could not sing a note, but who was assisted by a little girl.

It will be found, then, that in ninety-six cases out of a hundred there will be no difficulty. But even in the few remaining cases much can be and should be done, for music is the most hygienic of all æsthetic recreations.

As for drawing and temperance, there can be no valid reason for neglecting them, and the law should be enforced,

BEebackter.