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GEOMETRY *versus* EUCLID.

To a great many people the assertion that the teaching of geometry from Euclid's book in the schools—and especially in the preparatory schools—is a positive hindrance to the teaching of science will be regarded as paradoxical, if not, indeed, erroneous. Yet I *do* make the assertion; and I base my confidence in its truth mainly on the experience which I have gained as an examiner of boys who have finished their school education.

Geometry is about the oldest of the sciences, and Euclid's venerable work bears all the characteristics of a book compiled at a remote time when such science as existed was a kind of mysterious possession in the hands of a few experts to whom intricate technicality of language was (as Swift would say) a principle of great emolument. The inventor of a new science is only too prone to build it up with an elaborate and technical system of definition and nomenclature, hoping thereby to emphasise its importance and to cultivate a wholesome awe in the uninitiated. In this way is established a particular kind of jargon which becomes distinctive of the science, and of its professional exponents.

The growth of such a system is well exemplified in other domains than that of science. For example, there is not, I think, any game in vogue in England which possesses such an elaborate technical jargon as that of golf, and the rule which is always observed in such matters is here strictly