

that may be modified, but is not likely to be supplanted ; and physiology has thrown a clear light upon its physical conditions—including such facts as the physical conditions and limits of attention, semi-perception, and memory, the effects of school-life on the growth, health, and vigor of the body, etc.

What teachers imperatively need is a clear knowledge of the immediate ends and principles of teaching. They make sorry work in the application of ultimate or philosophic ends of education. What is needed for their

practical guidance is *the science of the teaching art*—not the philosophy of education. Philosophy seeks, but does not always find, ultimate ends and principles, and these are too far removed and too general to serve as a practical guide to the average teacher. What, for example, could such a teacher do with the ultimate principle (if it be one), "The end of moral training is to put men in right relations to the universe"? The elementary teacher needs to keep his feet on the bed-rock of simple fundamental principles.—*Journal of Education*.

AS REGARDS ACCURACY.

BY PHILEMON SMITH.

IN my first years of teaching, I heard this criticism on a colleague: "He is not accurate and you can not trust his statements." This led me to a self-examination, and ever since I have attempted to be accurate in crucial matters, especially in teaching facts.

Not, however, that I do not indulge in round numbers, and care little whether I have the exact value of π , or know the exact rapidity of the velocity of light, or of the distance of the sun ; and, when I unbend myself in the social atmosphere, relish and retail Munchausens as a compensation and a relaxation. In my business, which is teaching, I take every pains possible to be accurate. I try to impress the necessity of accuracy upon my pupils, because it is of infinite importance to them to distinguish between a fact and a probability, between a law and an hypothesis, between a matter of knowledge and a matter of guess, between a clear demonstration of a problem and a hap-hazard attempt at and a half real conception of the

truth to be stated. In major questions, we know or we do not know, and it is well to acknowledge that it is so. In minor questions there are so many disreputable and insignificant considerations involved that we hope to escape responsibility for them. But if we try so to do, be sure our sin will find us out.

A teacher in my old home district, who assumed to teach "algebra and sich," lost all standing among her pupils because she spelled colonel, kernel, on the blackboard ; and I know of a college professor who became the butt of his pupils because he misspelled *oar* for *ore*. The latter mischance was a beginning for an enormous list of tests for his accuracy. The boys came to question, at first mischievously, and afterwards withset purpose, almost every statement that he made, and fairly worried the poor man almost out of any definite conception of what he knew and what he did not know.

These are trivial matters, but they led to disaster. Now, I am prompted