

NOTES FOR TEACHERS.

THINGS THAT DON'T COUNT.—Our lives were not intended to be thus! Busy they should be—full of many interests and many obligations, reaching out in many directions, touching many lives. But this breathless rush and crushing load, this unrest and dissatisfaction are no part of what our lives were intended to be. They are the result of filling a large part of our time with things “that don't count.” Think over to-day's work candidly and critically, and see what might profitably have been dispensed with.

So the best and the wisest of our craft need to examine rigidly, pitilessly all their methods and practices. Let us scan the day's work as keenly as if some one else did it. Let us ask ourselves sharply, Why do I do that? Why do I pursue this plan? Where do I waste time and strength? What can I profitably dispense with? What things do I do simply because I have always done them? What things do I do simply because I hear other people are doing them? What reasons could I give for some of my methods and usages if I were asked for my reasons?

After this cross-examination of ourselves we shall feel with the preacher like devoutly praying to be saved from spending “our time and strength, our heart-beats and brain-throbs ‘on things that don't count.’”—*C. G. T., in Intelligence.*

INDIVIDUAL DEVELOPMENT IN EDUCATION.—The teacher has to do, in reality, primarily with methods, examinations, results, etc., only in so far as these are means to an end, that end being the development of human nature. The teacher is, or should be, first, last, and always, a developer. If he sees no further than methods as

set before him by others; if he assumes that the one method will suit all his pupils equally well; if he believes that there is any one invariably best method, he will become after all but a sort of machine. The educator is concerned with human nature, and must endeavour to study it in as broad a way as possible.

But equally important is the study of the individual, and it is the neglect of this that constitutes perhaps the greatest danger of modern education. We adapt our methods to human nature as we conceive of it, but is the individual as much considered as he was? The tendency of the age is to aggregation of men, to concerted action, to adaptation of methods to the masses, to the average man or boy or girl, while John Smith and Eliza Brown are apt to be regarded as simply units and nothing more. If I were asked to state what I considered the greatest evil threatening education or actually existing in education, if not in our entire civilization to-day, I should reply that in my opinion it was just what I have referred to—not recognizing the individual as such in the masses.

But our schools, like our other institutions, are a reflection of our general state of human progress; and while we have much to be thankful for, I must, with President Eliot, of Harvard University, consider that our school education is still in no small degree a failure, partly because we have not grasped the purpose of education and partly because we do not recognize that men are more than methods after all—that John Smith is more than simply a human unit; that what suits him would not equally well suit Tom Jones.—*Prof. Wesley Mills, in the Popular Science Monthly.*