

Let no drone, who hopes for salvation by laziness, venture into a profession demanding an enormous daily expenditure of nerve force which sooner or later tells on the general health, and almost inevitably shatters a delicate constitution. The life of an earnest teacher is hard and wearing, and under present conditions of ventilation, etc., his profession is most unmistakably an unhealthy one. Quite contrary to the impulses of his pupils who rush out to play, the whole tendency of the teacher's work leads him to seek seclusion, and the more he suffers from over-work the stronger is the effort required to give sufficient muscular exercise to the body, change of occupation, and relaxation of the tension to the overwrought brain.

On the other hand, incaution and ignorance are far more fatal than actual work. Close confinement indoors, a constantly vitiated atmosphere, enormous strain, etc., imperatively demand extreme caution to counteract their bad effects. The daily bath, four hours' exercise in the open air, with proper diet and sleep, will generally suffice. Happy is the teacher who enjoys unbroken health. Let him not tamper with it, lest those fiends, horrible dyspepsia and dreadful neuralgia, suddenly seize him. Let every teacher religiously practise the gospel of relaxation during the coming holidays. Off to lake and mountain, fling books to the winds, and care to the hurricane; now for a reserve fund of health and animal spirits!

DEATH OF MR. DIXON.

We chronicle with deep regret the death of John Dixon, B.A., late head master of Peterboro' collegiate institute. Mr. Dixon was a man filled with the spirit of the true teacher. After obtaining a first-class certificate at the Toronto normal school, he taught in the vicinity of St. Mary's and prepared himself to enter on a university course. He graduated in '76 as an honor man in mathematics, and was for a short time assistant master in the Dundas Institute, whence he removed to Peterboro' as mathematical master in the collegiate institute. On the retirement of Mr. Jeffers from the head mastership Mr. Dixon was promoted to the position which he held until failing health compelled him a few months ago to seek rest. He was still in the prime of life being not much past thirty five. He leaves to mourn his loss, a wife and children, who will receive the heartfelt sympathy of the whole teaching profession.

THE STUDY OF ENGLISH.

It is frankly admitted on all hands that Dr. McLellan has accomplished a complete change in the style of mathematical teaching throughout this province since he became Inspector of high schools. This improvement began at the top, but it has at length extended to the very base of our school system. We have noted during the past year that in his official reports and lectures before conventions, the senior Inspector seems to have set before himself the task of doing for English the same great work that he has already done for mathematics. A med-

allist in mathematics and in metaphysics at his university, he was also an honor man in English, and one of the most successful teachers of it on the continent. We therefore feel encouraged to hope that his well-known energy and enthusiasm will in the course of a few years produce their usual effect, and that the vernacular language will soon be taught as well and thoroughly as classics and mathematics. The JOURNAL has faithfully attempted to give English studies due prominence, and gladly welcomes the assistance of a powerful ally in the good work.

"The pupil cannot see with your eyes, nor generalize with your conceptive faculty, nor imagine with your imagination, nor reason with your reason. You may lead a horse to the water, but you cannot make him drink. So with the child. We learn only what we teach ourselves. Overdo your part as a teacher, and you rob your pupils of opportunities for mental training, and the knowledge you imagine you have communicated to them is illusory. Let children collect facts for themselves; let them classify facts for themselves; let them name them for themselves; let them frame their own definitions; let them draw their own inferences; let them make their own applications. Think *with* them, not *for* them. *Watch* them, but do not *carry* them. He cannot evolve out of his inner consciousness the facts of history, but he can bring to their elucidation the world around him, and he can use them in their turn to interpret the present. If, in some subjects, he cannot collect the facts for himself, he can at least arrange them when they are collected; he can compare them with facts with which he is already familiar; he can reason from them, and apply the truths they teach in new combinations of his own." The above admirable remarks are condensed from Canon Daniel's lecture on "Locke as an Educationist," delivered before the English College of Preceptors in April. Locke's *Thoughts* is one of the most suggestive books in the language, and should be digested by all who wish to grasp the principles of education. Prof. Fowler ranks it next the *Essay*, or even higher.

"The education of the freedmen at the South is the greater American revolution. The marvellous change from the days before the war when it was a penal offence to teach a colored man to read, to the present time with its numerous colleges and universities, its thousands of colored schools, and noble army of teachers, is certainly a revolution of the first magnitude. The correspondence of a Canadian lady, who is now travelling through the old slave states, reveals a most encouraging educational and social progress made by the ex-slaves during less than twenty years of freedom. The old caste feeling among the whites still smoulders, but it is slowly expiring; and, although "nigger teachers" are rigorously ostracised from southern white society, and the odious chain-gang is still in existence with its blood-hounds and cruel treatment, the negroes are developing intelligence, acquiring property, and steadily increasing in number and influence. The Commissioner's last report puts the colored school population of the