

position of Vice-President in the Methodist University at Sackville, N.B., but preferred a Mathematical Mastership in Upper Canada College, as he was anxious to return to Ontario. This position he held until 1871, when he was selected by the Council of Public Instruction to fill the important position of High School Inspector. This position he still continues to fill. And the wonderful improvement which has taken place in the High Schools during the past seven years, is universally acknowledged to be, in no small degree, due to his energy and ability. As already stated, he was also made a member of the Central Committee on its first organization in 1871. As a member of this Committee he has performed a vast amount of hard work in the interests of educational progress, both as an examiner and an adviser to the Department. In 1876 he made a tour through the British Isles for the purpose of inspecting the Public Schools, and the knowledge he there gained has been of service to the Educational Department, under whose auspices he was sent.

Dr. McLellan has published two works on Arithmetic: Examination Problems and Mental Arithmetic. In the preparation of the first named he was assisted by Thomas Kirkland, M.A., Science Master in Toronto Normal School. Both works have been well received by teachers in Canada and the United States. He is also well known, especially in Ontario and Nova Scotia, as a most effective public speaker. He was a prominent advocate of Confederation of the Provinces while in Nova Scotia. Since the organization of County Teachers' Associations under the regulations of the Education Department, he has attended many Association meetings, and rendered very efficient services. In 1877 he was elected President of the Provincial Teachers' Association. This was the highest honor which his fellow-educators could confer upon him. The Association at its late meeting unanimously re-elected him for a second term.

The value set upon his services by the Educational Department and by the people of Ontario, was justly expressed by the Minister of Education during the last session of the Ontario Legislature. Replying to some remarks regarding the policy of the Educational Department, Mr. Crooks said: "It is mainly due to the extraordinary ability of Dr. McLellan, or to what one might almost call his traits of genius, as an arithmetician and mathematician, that this country stands so high to-day in the departments of arithmetic and mathematics as well as general literature."

Gleanings.

DISORDER IN SCHOOLS.

BY J. VINCENT COOMBS.

When we speak of disorder in school, we generally mean that the children are rude and noisy. But most of the disorder does not originate with the pupils. Four parties are interested in the schools: the people, the parents, the teachers, and the children. Each, or all, may be out of order. The people should pay the expenses, and furnish agreeable houses for instruction. If they do not, they are disorderly, and will greatly embarrass the progress of the school. Many of our school houses are dirty hovels, suitable only for the home of the owl, or the abode of the bats and vampires. Once I visited a school where the temperature at the ceiling was eighty, while at the floor it was only forty-five. Yet the teacher scolded and fretted because the pupils were restless. Now, the teacher was not the cause of all this trouble. The public should furnish better buildings. You might as well expect a man to be healthy and orderly with his head in the torrid zone and his feet in the frigid, as to expect pupils to be orderly in such extreme temperature.

Parents are in order when they send their children regularly, clothe them properly, supply them with books, and encourage the cause of education. If parents knew the disorder they indirectly cause by permitting their children to squander the hours which should be given to repose, in midnight dissipation and vicious customs, they would watch the clock and see that the school child retires at an early hour.

Teachers are in order when they are masters of the subjects which they are required to teach, when they control themselves, and when they govern their pupils. The teacher should be wise. He should give absolute evidence of scholarship before he is permitted to enter the school-room. No drilling, no tact nor experience can compensate for the want of knowledge. But in addition to culture the teacher needs a professional preparation. He

needs instruction in the science of discipline. Knowledge only brings him to the problems; his own personal powers must solve them. The very worst disorder is a disorderly teacher. There are teachers whose peculiar character is whining. They whine because their school is too small, and whine because it is too large; they whine because it is unruly, and it is unruly because they whine; they whine because they are sick, and they whine enough to make the entire school sick.

I would have such teachers taken out and whipped until they laughed.

If teachers are cheerful, wise, good and enthusiastic, disorder will hide itself. It is difficult for us to listen to a dry sermon, but we hang with breathless silence for hours upon the sweet tones of Emerson. Our pupils will be attentive if we give them something worthy their attention.

Go forth, fellow-teachers, and carry the torch of instruction into the cities, towns, villages and every rural district. Instead of a system of forced obedience, propagating imbecility, let us have a system of love that will take hold of the hearts of the pupils.—*Normal Teacher.*

ANOMALIES OF ENGLISH SPELLING.

HOW THE ALPHABET IS TORTURED TO GIVE OVER FORTY SOUNDS.—One of the principal difficulties in learning the English language is the inexplicable manner in which most of the words are spelled, the twenty-six letters of the alphabet varying with each other to represent the forty or forty-two sounds of the language in the most bungling and disorderly manner.

Be the capacity of the child ever so good, yet he must spend years in learning these "curiosities of literature," while a foreigner can only master our noble language by a vast expense of labor, patience and time.

The Protean nature of the vowel sounds is familiar to all. A few amusing examples will show that the consonants are nearly as bad:

B makes a road broad, turns the ear to bear and Tom into a tomb.

C makes limb climb, hauged changed, a lever clover and transports a lover to clover.

D turns a bear to beard, a crow to a crowd and makes anger danger.

F turns lower regions to flower regions.

G changes a son to a song and makes one gone!

H changes eight into height.

K makes now know and eyed kayed.

L transforms a pear into a pearl.

N turns a line into linen, a crow to a crown and makes one none!

P metamorphoses lumber into plumber.

Q of itself has no significance.

S turns even to seven, makes have shave, and word a sword, a pear a spear, makes slaughter of laughter, and curiously changes having a hoe to shaving a shoe!

T makes a bough bought, turns here there, alters one to tone, changes ether to tether, and transforms the phrase "allow his own" to "allow his town!"

W does well, e. g., hose are whose, are becomes ware, on won, omen women, so sow, vie view; it makes an arm warm, and turns a hat into—what?

Y turns fur to fury, a man to many, to to toy, a rub to a ruby, ours to yours, and a lad to a lady!—*Moses Patterson.*

THE LIBRARY.—Though a library is an educator, it is generally a silent teacher. Careful reading can only be induced by the slow awakening of a wider interest, and by connecting the imagination with deeper renderings of the same theme. The library must be the village or city censor, limited in its office by the amount that the tax-payers are willing to contribute for their own improvement.—*Kate G. Wells, in Christian Register.*

DRAWING is the proper way to express what the eye sees, indeed the only sure test of what is seen. As the future prosperity of the country will depend largely upon diversified industrial development, as the great majority of the pupils of our public schools must enter into these industrial occupations, in one position or another, it seems only the part of wisdom to recognize this fact, and in our public schools so arrange the instruction that what pupils learn in their school years will have some practical relation to the occupation of their adult years.—*Am. Jour. of Ed.*