

School-room Book Shelves.

An arrangement to hold books on a wall without nailing them is often needed in the school-room. If the number of books one wishes to dispose of is not too large, a very inexpensive yet pretty case may be made as follows:

Take two good sized soap boxes, or such as canned fruit is packed in. Fit a shelf midway in each. This is easily done by nailing small cleats inside the box, and laying a little board on them. Place one box on top of the other, fastening together with small screws. Cover top and sides with any pretty stuff, cretonne or silkline, tacking pinked strips along the edges of the shelves. If desired a tiny curtain may be arranged to hang in front.

Or a set of long narrow boxes without covers may be made by a carpenter, and then painted or stained by the hands of teacher and pupils, a mutual interest in school-room decoration being desirable. These boxes may stand one on another, or be placed on a strong table. The care and arrangement of the volumes should be assigned as a mark of reward to deserving pupils, turn and turn about.

Discipline First.

"Get the boys and girls interested," say the journals, "and you can do anything with them. Go to that boy and let him know that you love him—win him to you by kindness and you have conquered him, etc." Alas, what a dream we find such devotion, and how far away we find its rewards. To go to some of the species of boy with which the teacher comes in contact, to love him, to dote on him, to win him, to interest him, reaches so near the Infinite, requires so much of the Omnipotent that the average teacher finds it more human and vastly more practicable, to mingle a little business with the love. When you have found the troublesome character in your school, set about getting that pupil to work, then keep him at it. This can be done by constant watching and rigid discipline. Once taught to work he becomes docile, then kind and perhaps lovable. First discipline, then follows respect, and then love; but never try to apply this rule backwards.—*Exchange.*

In the Coming School,

Parent—"My boy Sammy doesn't seem to be learning anything about figures. He can't do the simplest example in addition."

Teacher—"Your boy Sammy is one of the brightest pupils I have, Mr. Wiggles. He can mend a hole in a tin pan as well as a regular tinker, go through

the newly imported Danish exercise in calisthenics without a single mistake, put an invisible patch on an old shoe, take a watch to pieces and put it together again, tie a sailor's knot, do a chess problem and putty a pane of glass in a window as neatly as a glazier can do it."

"But he doesn't seem to know anything about reading, writing and spelling."

"My dear sir, we don't teach those studies any more."

Extracts from N. S. Inspectoral Reports.

Dartmouth has the distinction of being the first in the Maritime Provinces to open a free kindergarten in connection with the public schools. It was opened in May, 1888. Under the able directorship of Miss Hamilton it has won its way by sheer merit, and commended itself to the approbation of competent judges.—*Inspector Condon.*

Lunenburg Academy, under the management of Principal McKittrick, is doing excellent work. More high school pupils are being drawn in, term after term, from the country sections. Valuable additions to the apparatus have been made during the year. The school grounds have been terraced and otherwise improved, and are now an ornament to the town. The Liverpool Academy under Principal Smith continues to do superior work. This institution has had the same staff of very excellent teachers for years, and the result is that the work from the primary class to the high school is of a very high standard.—*Inspector MacIntosh.*

There is a feeling which found expression at the several Boards of Commissioners, that school grounds should be enclosed with neat fences, not only for ornament, but as protection to the property and to the pupils. In one section the shingles were torn from the walls high up as the cattle could reach, giving the school house an appearance which suggested a relic of Waterloo. In another section I saw the pupils carry to the door with much tenderness, the plants they were cultivating, that they might be refreshed with the falling rain. At recess they went for their plants, but no plants were there—they made only a mouthful for a hungry ruminant that was passing that way. The most ridiculous scene of all, I witnessed at Stoney Island. When every pupil was doing his level best, into the room stumped a big-horned sheep—perhaps Mary's Little Lamb after a long absence visiting his old haunt. The "big boys" had their hands full, but after the ejection of the intruder the violent headers against the door would have been too much for the gravity of pupils unaccustomed to such visitors.—*Inspector Munro.*