

Hints to Parents.

Do not take your child to school the first day and spend an hour with the principal, telling him what a bright boy you have, how perfect his manners have always been and how you hate to have him enter the public school, where he will be obliged to meet common inferior children. Three score and ten have already told him the same story.

Do not send or write to the teacher the second day commanding that his seat be changed at once, and stating that you object to his sitting with that unruly Smith boy, with whom he has never been permitted to associate. You are making yourself unnecessary trouble. The mother of that boy has written that she will take her son from school before she will allow him to sit with that sneaking, malicious Brown boy, whose mother doesn't know enough to see through him.

Do not call upon the teacher and air your views on discipline, particularly if they are of the non-coercive sort. If she happens to have an unusually hard day with the incorrigibles, and you enlarge upon the duty of patience, sympathy with the child nature and an all-pervading, never-ending love, she may tell you some unpleasant truths.

Do not shake the school from its foundations because your son has received punishment, and don't place implicit confidence in his own account of the affair. The boy who could not tell his father a lie died about one hundred years ago. His successor has not yet been found.

And, finally, when your boy brings home his grades and you find that he takes rank among the ordinary, commonplace, average children in scholarship and deportment, do not think that the management of the school is marked by incapacity and injustice.—*Mrs. L. D. Ellis, in Normal Instructor.*

Hugo Munsterberg, Harvard: The child is apt to be spoiled by surroundings that tell nothing of the life that some day it may have to face. A few jolts and jars will not hurt the child. A few punches received by the irritable boy and a few exchanges of blows may teach that lad a lesson. Give the child an inkling of what is before him. Don't allow the revelation to come too late or be too cruel.

Make a list of the books you have read the past year. How many of them are professional? How many scholarly? How many distinctively literary? How many are merely stories? Are you satisfied with the list?

About Books and Reading.

To teach a child to read, and not teach it what to read, is to put a dangerous weapon in its hands.—*Charles Dudley Warner.*

Pupils should know what a library is, what it contains, and how to use it. A child can no more be wisely left to get his knowledge and taste for literature by himself than to get his mathematical or scientific training in the same way. Children must be trained to use the library as they are trained to do other things. The library should be made an indispensable adjunct of the school. The school trains for a few years, the library for a lifetime. Pupils should be trained to read topically, getting from many books the information they want on any special subject. The community should be led to regard the library as a necessary part of a system of public education, no more to be done without than the common school.—*N. E. A. Committee Report.*

It is not the amount of reading that you do, but the kind, and the way in which you read, that will be of most value. Very many young people read far too much, but read carelessly, and that which is of no value. Do not forget that you are forming habits of reading that are likely to be lifelong.—*Sherman Williams.*

The librarian must know that the confident society woman who asks for "The Bajetta Woman" expects to receive Hardy's novel, "But Yet a Woman;" that the timid lady who asks for "Two Little Angel Babies" is to be given "The Heavenly Twins." He should have patience, too, for the awkward boy who engages him in a conversation like the following:

"I want a universal history."

"Yes, my boy; but would a history of Europe suit you better?"

"I think it would."

"What part of Europe would you like?"

"I want Great Britain."

"Yes? How about England?"

"I'd like a book on England."

After a pause the librarian said: "Perhaps you want something on London?"

"Yes, I do," brightening.

"Westminster Abbey or the Tower?"

"The teacher told me to write a composition on Westminster Abbey; so if you have a book on that it'll do.—*Charles K. Bolton in the Youth's Companion.*

Every county, city, village, and school district should have a good library. A library belonging to a school is a necessity. The right use of books comes only by