

Family Circle.

"IT IS TOO MUCH TROUBLE."

From the American Mother's Magazine

I know a lady who has been a mother for ten years, and I have been familiar with the system of discipline she has practiced in her family during the entire period.

The mother practiced according to her theory. Her child lived under the influence of it for some years. I never saw a clearer demonstration of any proposition than was exhibited here.

Years passed away, and a change came over the spirit of that family. God entrusted to the care of that mother other immortal minds.

"I know it—I know it," said she; "but I can't help it. A thousand times twice told I have deplored these consequences, and have endeavoured to avoid them.

"But why will it not do now?" I inquired.

"Because," she said, "it is too much trouble."

Here, then, was the secret. The education of those treasures for God and heaven cost too much trouble! And here, I am persuaded, is the cause of many a failure in maternal efforts.

Mothers! be not weary in well-doing. There is danger of it. There is danger that your solicitude to see your children share in the pleasures of gentle life, perhaps—or to see them admired by the gay, and the fashionable, and the worldly—will occupy so much of your time.

"But you have other duties," you say. So you have. But take care that you do not make too much of them. Take care that the world does not occupy too large a space in your heart.

PARENTS SHOULD VISIT THE SCHOOL.

There is perhaps no part of parental duty more sadly neglected than this. "Out of sight out of mind," seems to be the maxim of too many parents as they send their children day after day to the school-room.

To the intelligent and faithful parent, no place is dearer than the school-room. He has deposited there his dearest treasure, compared with which the wealth of a thousand Indies is as dross.

What parent would trust his cattle or sheep, or even his swine to the keeping of another, without visiting them occasionally to see how

they were thriving or fattening? What parent will lease his farm to another without well-secured bonds that it shall be faithfully tilled.

Parents should visit the school that they may be acquainted with the teacher of the children, and be better able to use their co-operative influence with his.

Parents should witness for themselves the management of the school. Much of the difficulty that frequently exists between parents and teachers, is the legitimate result of ignorance on the part of parents, respecting the real management of the school-room.

Now, if parents were fully acquainted with the teacher of their children, and with his management in the school; if they were as willing and frank to converse with him respecting the errors as about the virtues of their children, in nine cases out of ten, these petty difficulties, which so often mar the teacher's happiness, and many times impair his influence, would perish in their chrysalis state, or rather they could never exist.

Parents, you should visit the school that you may witness whatever is praiseworthy or censurable on the part of your children, and thus be able to encourage them in the former, and deter them from a repetition of the latter.

You should visit the school that you may learn something of the teacher's duties, his labors and his trials, and that you may cheer his tried and drooping spirits amid the multiform and never-ending trials and perplexities of his profession.

As the faithful teacher labors week after week, sparing neither physical nor mental strength in whatever can benefit his pupils, as he feels himself careworn and weary, it is pleasant and encouraging to hear a cheering word from those whose interests are so closely allied to his own—from parents.

You should visit the school as a duty to yourselves, to the teacher, and your children, as a duty prescribed by your Creator, and one which you cannot neglect with impunity.

If you feel a desire to see your children improve, manifest that desire by visiting them at the school-room.—Vermont School Journal.

EARLY FORMATION OF GOOD HABITS.

If a child is neglected till six years of age, no subsequent education can recover it. If to this age it is brought up in ignorance and dissipation, in all the baseness of brutal habits, in that vacancy of mind which such habits create.

NARRATION.

Accustom a child, as soon as it can speak, to narrate his little experiences, his "chapter of accidents," his griefs, his fears, his hopes: to communicate what he has noticed in the world without him.

the sphere of his intuition; and to observe and note events will become one of his first pleasures.

and this is the ground work of a thoughtful character.—Christian Mother's Text Book

Geographic and Historic.

GREEK MARRIAGES OF CONVENIENCE.

There is a regular importation to Athens every year of young Wallachian ladies who have arrived at a marriageable age, and ample means are thus afforded us of an insight into their manners and customs.

HINDOO MARTYRDOM.

Colonel Tod, in his annals of Rajast'han, thus describes a voluntary martyr.—"We have seen one of those objects, self-condemned never to lie down during forty years, and there remained but three to complete the term.

SWALLOWS.

These mysterious visitants, creatures of instinct, are by many persons supposed to perform their eccentric gyrations from mere caprice, while in reality they are amongst the very best friends of mankind.

dread, or fear of them, from the religious regard they pay to their preservation. If it were not for such beautiful and graceful birds our crops would be totally annihilated by insects.

CARAVAN OF MECCA.

We now proceeded to meet the body of the caravan, which was coming on at a steady pace, the attendant Bedouins generally hovering on its flanks, but sometimes much in advance.

THE ORANGE.

The orange originally came from Asia, but is now cultivated in Italy, Spain, Portugal, and the warm regions of Europe, as well as in the West Indies.