

Hearts inspired by warmest feeling,
Ne'er before by anger stirred,
Oft are rent past human healing,
By a single angry word.

Poison drops of care and sorrow,
Bitter poison drops are they—
Weaving for the coming morrow
Saddest memories of to-day.
Angry words! oh, let them never
From the tongue unbridled slip,
May the heart's best impulse ever
Check them ere they soil the lip.

Love is much too pure and holy,
Friendship is too sacred far,
For a moment's reckless folly
Thus to desolate and mar.
Angry words are lightly spoken;
Bitterest thoughts are rashly stirr'd;
Brightest links of life are broken
By a single angry word.

—Albany Evening Journal.

2. KINDLY WORDS.

How softly on the bruised heart
A word of kindness falls,
And to the dry and parched soul
The moistening tear drop calls;
Oh, if they knew who walk the earth
Mid sorrow, grief and pain,
The power a word of kindness hath,
'Twere paradise again.

The weakest and the poorest, may
This simple pittance give,
And bid delight to withered hearts
Return again and live;
Oh what is life if love be lost?
If man's unkind to man:
Or what the heaven that waits beyond
This brief but mortal span!

As stars upon the tranquil sea
In mimic glory shine,
So words of kindness in the heart
Betray their source divine:
O' then, be kind, whoe'er thou art,
That breathe'st mortal breath,
And it shall brighten all thy life,
And sweeten every death.

3. A TALK WITH MY BOYS ON MEANNESS.

Boys, you may lay aside your books. I wish to have a bit of talk with you. All ready? As I entered the school house to-day, I heard one of you say, "*That's mean!*" I didn't stop to enquire what it was that was thought to be "mean," but I said to myself, "Some boys will do mean things; and some boys are quick to detect meanness." Now I have been thinking that it might be a good thing to talk over with you some of the ways in which meanness may be shown in school. Possibly you and I may not agree in our estimate of what is done. And yet I believe that in most cases we shall hold the same opinion. I take it for granted that no one of you would like to have me, or any one else, consider him a mean boy; but as a person is judged by his acts, that epithet justly belongs, of course, to every one whose acts are mean. Do you not agree to that? You do? Well, then, I will suppose a few cases.

Suppose that, relying upon your honor, I leave the school room, and in my absence you are disorderly, doing things you would not do in my presence. I call that mean, because it violates the confidence placed in you, and because it shows cowardice. Acts speak as loudly as words. Did you ever stop to think what is said by the boy who takes the advantage of my absence to do wrong? *What is it?* I'll tell you. He just says this, "*I'm a mean boy!*" I am here on my honor, I know; but I don't care. I'm going to have a good time, though it is mean. School-mate you are at liberty to set me down as mean." That is what his acts plainly declare. Do

to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

you not agree with me in this case? Very well. You can't be too careful in making your actions conform to your opinions.

Suppose that a boy pretends to be studying a lesson, when in fact he is reading a story-book which he has concealed in his text-book. Shall we call that a mean thing? How many says yes? All. I am glad to see that in this case also we agree. But what makes the meanness here. *Deception?* Agreed; only I should use the stronger word, *lying*; because when a boy has a study-book open before him, and appears to be at work, he says to his teacher as distinctly as words can say, "I am studying my lesson." If, on the contrary, he is wasting his time over a story, he *lies*, and consequently he is guilty of a wicked, mean act. As you value your character, avoid such falsehoods as carefully as you would any other kind.

Suppose a case which is very common in schools: that a boy whose lesson is not perfectly learned stealthily looks into his book during the recitation, in order that he may be able to recite better than he otherwise could, and thus obtain a high mark. I stamp that also with the brand *mean*. Do you ask why? Because it is a species of swindling. It is attempting to gain credit on false pretences. It is pretending to know what he doesn't know. It is doing injustice to honorable class-mates, who scorn to rise, or attempt to rise, in rank by dishonest means. Therefore don't open your book behind your neighbor's back, or under your desk, or anywhere else, for the sake of finding out what you think will come to you. It's *mean*. Don't do it.

Again: suppose that some mischief has been done about the school house. A desk, or a bench, or a window, for example, has been broken. I enquire for the one who, purposely or accidentally, did the damage. Now that one, if he doesn't acknowledge the deed, suffers suspicion to fall, perhaps, upon an innocent school-mate, and displays moral cowardice on his own part; and therefore he, too, must be placed among the mean boys. It is the best way, boys, always to do right as nearly as possible; but when you have, from any cause, done wrong, it is wise and manly to confess the wrong, and rectify it so far as you can. Not to do this is to be a coward—a being that all men despise.

Suppose that your teachers are laboring faithfully in your behalf; that day by day they are patiently endeavoring to interest and instruct you, to explain what is difficult, to cultivate your intellectual and moral faculties, and thus to fit you for living useful, successful and happy lives; and suppose that some boy, thoughtless of his own good, and destitute of all gratitude to those who are toiling with fidelity for his welfare, is guilty of causing trouble to those teachers by inattention, by playing, by lounging, in short by doing anything that hinders them in the discharge of their difficult duties. Do you think it severe to call such a boy mean? Is not ingratitude mean? And is not that boy ungrateful who, for the labor bestowed upon him by his teachers, gives them in return nothing but trouble and anxiety? Is he not like the dog in the manger, neither willing to accept intellectual food himself, nor to suffer his class-mates to receive it, as but for him they might? Yes, boys, we who are teachers will do all we can for your welfare, but I beg of you don't be so mean as to reward us with ingratitude. Help us by your good deportment, and you will thus help yourselves.

I see that the clock says it is time to dismiss. There are other matters that I intended to speak of; but I fear that you may call it mean to be kept after regular hours. You may go, therefore; but first tell me what is the lesson you have learned from this talk? *Don't be mean.* Yes, that's it. Don't forget it.—*Mass. Teacher.*

VI. Educational Intelligence.

DOMINION OF CANADA.

PROVINCE OF ONTARIO.

—TECHNICAL EDUCATION.—*The Journal of the Board of Arts* has been drawing attention in recent numbers to the importance of securing facilities for technical education—a subject which is now being much discussed in the mother country. We give in another column some extracts from remarks made in the House of Commons on this important matter. The grammar school law prescribes the teaching of "natural philosophy and mechanics," but something more thorough and advanced than has ever been attained in any of our grammar schools hitherto is urgently required on behalf of the various industries of the country. Mechanics' Institute classes, here and there, have done much in this direction, and might do more, if a liberal support were accorded to them. In whatever way the want may best be met, it is no doubt a pressing one, and is deserving of public attention.

—VICTORIA UNIVERSITY.—We are much pleased to announce the successful and highly satisfactory opening of the session of 1867-8. On