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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

We have seen some teachers take up an educational paper, tear off the wrapper, glance listlessly over its pages, and then throw it down, perhaps not to be resumed again. Read this month's REVIEW. It is worthy of a better fate.

Have you enjoyed teaching during the few days or few weeks or few years you have been engaged in it? Have the possibilities of the child and its home and school life been uppermost in your mind, or have you thought chiefly of the subjects you teach? Perhaps if you think over this seriously it may make you a better teacher.

Thoughtfulness for others, kindness, politeness, should be a product of the teaching in our schools

as well as growth in knowledge. As the latter is of slow growth, in the case of most children, so is the former. Knowledge worth the having and manners worth the having are of slow growth. A child is infinitely blessed whose better nature has been awakened and put to work.

You can detect good training the moment you enter a school in the bearing of the scholars. Training like that cannot be put on for occasions; it is a growth; and while that training goes on in our schools there will be no lack of gentlemen or gentlewomen.

Two Canadians, while out walking in the vicinity of Stratford-on-Avon, England, one evening in early May, met a group of prettily dressed girls carrying baskets of cowslips, doubtless to grace some public entertainment. They paused to admire these dainty flowers, the "fairy favours" of Shakespeare, and then passed on. Scarcely a dozen yards had the travellers gone, when the patter of little feet was heard; a curtsy and a smile greeted them—a pretty English accent—never more beautiful than when heard from a child: "Will you please accept?" and a beautiful nosegay of cowslips was extended to them. The travellers will doubtless forget many English scenes and incidents, but not this.

In a school that the writer remembers, there was a colored lad. The other boys treated him exactly as one of themselves, and there was not a single instance of rudeness that marred the good fellowship of these classmates. It is a good thing to keep alive this fellowship among the young, where there is no "colour line," nor social grades. These will come soon enough when their happy school days are over.

Thus, it is never wise to ask the children of a school to make contributions of money for any purpose. Some children will feel humiliated because they are not able to do as well as others, and that will cause heart-burnings and irritation at home and