

of their own country—is doing, the great American is easily champion. The Chicago Record-Herald is a first-class American newspaper, yet it prints this piece of misinformation:

“The United States has the cheapest, most extensive and most efficient postal system in the world. England, it is true, has penny postage, but the area of the British isles is less than that of Illinois and Wisconsin. For two cents the United States government carries a letter from Portland, Me., to Portland, Ore. So far as the railway fast mail is concerned there is nothing in England or the continent of Europe to be compared to it. The railway postal car, which is in reality a moving postoffice, going the rate of 40 miles an hour, is a development of the United States postal service. Europe does not know what a fast mail service is.”

From Portland, Maine, to Portland, Oregon, is a right smart distance for penny postage; but the “English” penny postage stamp carries a letter from Vancouver, British Columbia, to London, England, or to any part of the United Kingdom, and another penny stamp will carry the reply. It is quite true that the English postal car is not like the American postal car. In Britain the “T.P.O.”—Travelling Post Office—does not travel at the rate of 40 miles an hour, but 60 miles, and it was in use in England before it was “developed” by the American postal service. The average American imagines that John Bull still remains where he was when Uncle Sam left the old man and started

housekeeping for himself.—Free Press, London.

For the enlightenment of our cousins across the line and for others, who may not know, to the above add the following additional information: That any English penny postage stamp will carry a letter to any part of the British possessions, and protectorates, Bechuanaland excepted.

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#### What Kind of Teacher?

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One becomes somewhat a-weary of listening to the numerous descriptions of what the teacher ought to be, when teachers are and will continue to be just ordinary mortals like other mortals, with more frailties and foibles than virtues. Nevertheless, the normal teacher is honestly trying to improve in all respects so far as in him lies, so that an occasional description of what he ought to be is worth quoting, especially one so excellent as that published in the current number of the Educational Journal.

We need teachers, says the editor, whose touch and look, whose voice and word bring to each child a rich assurance of genuine, abiding interest in his well-being; whose very presence will inspire and help the child to grow and be the strong, self-contained, helpful man or woman, he or she is meant to be. The public school must do this in order to make up for the manifold disabilities of the family coming from poverty, ignorance and frivolity. Many of us say that this belongs to the family and not to the schools. We may close our eyes as vigorously as we choose to this great responsibility, but we shall not be relieved of it.