

ducements to be honest, truthful, humane and intelligent. **The teacher has the most admirable of all opportunities for the development of high character.**

There are probably fewer immoral, shady, devious or hypocritical persons in the teaching business than in any other, not excepting preachers and reformers.

The school teachers I have met in my time grade higher I deliberately assert, than any other class of workers. (The non-workers do not grade at all).

Good teachers are born. When a boy finds one, the kind God makes, the kind that inoculates the pupil with the love of learning, he has found a real pearl of great price.

I had, I suppose, a hundred or so teachers during my school days. I remember only two as being of the divinely ordained kind. The rest of them were holding their jobs.

The teacher's influence I reckon to be the most far reaching of all. No reform is of much value that is not begun with children.

It is more honorable to teach school

than to make money, or to hold high office, or to lead an army.

"The durable satisfactions of life," says a recent article, "come faster, in greater variety, and stay longer for the live and growing teacher than for any other human being except the teaching person called by some other name."

The teacher has the greatest opening for intellectual advancement, for we learn more by teaching than we do by studying.

The money reward of teaching is not large, but the wise person will prefer to teach at half the salary he could get in any other calling.

Teaching is hard work. But it is the kind of work that strengthens and constantly refreshes life, and not exhausts life, when pursued in the right spirit.

Everyone should do a little teaching if only to find himself, for it is the best of all kinds of work for self-revelation, self-development, and self-discipline. Teaching is an excellent preparation for any other career.

Take off your hat to the teacher. He is a personage.

KICK IT AND RUN

Here the teacher or some other responsible person acts as umpire, and a football is needed (an ordinary ball will serve instead if no football is available).

A chalk ring is marked out on the ground to represent a clearing, and the boy who is "it" or "he" takes up his position in the middle. The umpire kicks in the ball. The player in the clearing immediately kicks it outside, and rushes out to "tag" any other player he can catch; but directly the ball is kicked back into the clearing by any one he must return and kick it out again. No player may be "tagged"

while the ball is lying still in the clearing.

The umpire watches the ball, and directly it comes to a standstill inside the ring he blows his whistle. "He" must then return at once, though almost in the very act of "tagging," to kick it out.

Children who are caught tie handkerchiefs round the arms and help their captor to catch other players, but they must not kick the ball, and must return to the clearing each time the whistle is blown.

The winner is the boy who is caught last.