

thought no more about it. To his surprise, the people who were watching suddenly ran off, and directly there was a great commotion in the village. After a while the chief men came back very humbly, bringing him loads of presents, and begged him to go his

way in peace. What was the reason? They had seen him draw fire from his foot, as they thought, and were afraid that such a great conjurer might burn them all up if they offended him. That was a lucky match for the traveller.—*Christian Union.*

CARING FOR PUPILS.

Many teachers think that their duties end with the instruction and government of their pupils in school hours. Some do not even know where or how their pupils live. They meet their school as the transient lecturer meets an audience, and from thirty to fifty pupils are treated as if they all have the same homelife and the same disposition. Such teachers may instruct well, even in an attractive and pleasant manner, but a little care for and interest in their pupils would add to their usefulness and success. The thought, "The teacher cares for me", touches the heart of the child, and adds a new zest to study.

There are teachers who perform their school duties as faithfully as others, and yet who have hearts large enough for each child to find an individual place therein. When they are absent from school, they find out *why*, and, if sickness be the cause they either go to see them, or send a note of sympathy, so that both pupils and parents feel that they are remembered by the teacher. If a pupil is difficult to manage, they talk over the matter, in a friendly manner, with the parent—not to complain of the child, but to find out, if possible, more of its disposition, and the best modes of managing it. Such teachers generally have the cooperation of the parents, as well as the good-will of their pupils. Some portion of the time not spent in the schoolroom ought to be spent in exercise; then why may not the teacher go, once in a while, to the homes of the pupils? It is true that some of these homes are not very pleasant, but the words of interest and kindness there spoken, like bread cast on the waters, may come back to the teacher, ere many days go by, filling the heart with gladness. Then cultivate your pupils' acquaintance more in the schoolroom, on the play-ground, and in

their homes, and you will make life-time friends.

Another duty of the teachers is the *physical care* of their pupils. If headache is prevalent among them, its cause should be discovered, if possible, and removed. The room may contain too much foul air, or the temperature may be too high or too low, or the pupils may have played too hard at intermission, with too sudden a suspension of activity on entering the schoolroom, resulting in nervousness, or palpitation and headache, or a checking of perspiration, with a liability to take cold if checked too suddenly. By mingling with the children at play time, the teacher can check them, if the play becomes too noisy, or the exercise too violent.

The manner of going up stairs needs the teacher's observation and care, particularly with girls, many of whom go "with a hop, skip, and a jump", taking two or three steps at a time. Laying aside the want of propriety in ascending stairs in this manner, the more serious error is, that it is in direct opposition to the laws of health. The proper way to ascend stairs is to take one step at a time; and to place on the step the whole of the foot, and not merely the toe, as many do. A few weeks after I commenced teaching, I went to my physician, complained of a tired feeling every time I had to ascend the stairs at school, and asked how I could prevent it. He said, "You go up quickly, and only place your toes on the steps, don't you?" I answered, "Yes." He then gave me the rule which I have mentioned above; and after I had broken myself of the habit referred to, I found it not so tiresome to go up and down stairs.

Again, the seating of the pupils with respect to temperature, should receive attention. After they have once assigned seats