

like a common snail shell. The semicircular canals are six in number all opening into the chamber or vestibule of the inner ear. There are three curiously shaped little bones in the inner ear, namely, the malleolus or hammer, the incus or anvil, and the stapes or stirrup, all of which move when sound is transmitted. Very loud and unexpected sounds, as the discharge of a cannon close to the ear, are apt to rupture the membrana tympani and cause permanent deafness in one ear if not in both. Boiler-makers, engine-drivers and many machinists in time, become more or less deaf from the continuous strain on the ear made by loud sounds. Nothing should ever be allowed to enter the ear, or be put into it, with perhaps the single exception of a little warm sweet oil and a few drops of laudanum in severe cases of ear-ache which is exceedingly painful. If any foreign substance as a bean, pea, or an insect should accidentally get into the ear you had better call in the aid of a surgeon as quickly as possible. Good eyesight and good hearing are two of the greatest blessings conferred on man by his beneficent Creator; take great care, therefore, of both the eye and ear in youth, in order that they may serve you well, even to extreme old age.

We will consider next the hygiene of the bones and muscles, and then vary our course by some hints on bathing, swimming, common accidents, &c. which will no doubt prove more interesting, (especially to the boys).

The muscles and bones require activity or use to make them strong and healthy; labor improves and strengthens the muscles, while laziness or inaction weakens them. Great benefit may be derived from athletic exercises within certain limits, also from dumb-bells, club-swinging, and military drill. The bones of a young child consist of very little lime or earthy matter and are comparatively weak. Those of old people, on the contrary, contain much more lime than animal matter, and are therefore more liable to break. A broken bone may be detected, generally, by the abnormal displacements of the muscles or soft parts surrounding it. A grating noise can also be heard when the broken ends are slightly moved against each other. If the fracture be one of the bones of the arm or leg, bind strips of cotton or a couple of pocket handkerchiefs around it after extension and straightening, then apply two splints made of shingles or whatever thin wood may be handy, and send for the nearest surgeon.

Everybody should remember to sit, stand, and walk erect. A perfectly upright carriage of the body is conducive to the beauty and symmetry of its parts. Children at school should sit erect during their various exercises; this should be especially remembered when writing or drawing. Improper positions at school induce round or stooped shoulders and often curvature of the spine. Extension motions or calisthenic exercises should form part of every school programme. Walking or horse-back riding are important aids to health. Every healthy young person ought to know how to ride a horse, and should be able to walk five or six miles without feeling any inconvenience.

Everybody should know how to swim. First get yourself accustomed to the water in shallow places by repeated bold dashes; if you go under a few times all the better. When you have thoroughly overcome the shrinking and nervousness occasioned by the contact of water with the less exposed portions of the body, you have taken the first important step in learning to swim. The confidence thus gained is half the battle. Then practise paddling with the hands and feet with the body thrown either backward or forward. Learning to swim on the back, as the boys say, is the easiest method if you have sufficient confidence. Never mind your ears, all you require is to have the nose above the surface, keep the hands and feet in motion under water, and you will not go down. Notice the movements of the legs made by that splendid swimmer,

the frog, and practise them yourself. These are the leg motions, then throw the body forward and, always being careful to keep both hands and feet under water and in motion, practice will then enable you to master the art of swimming without difficulty. One writer says (and there is considerable truth in it) that if suddenly submerged, keep cool and perform the motions with the hands and feet of a person climbing up stairs on all-fours, and you will not sink even if unacquainted with the swimming art. This is worth remembering by those who cannot swim. In view of the disastrous accident to the steamer *Queen Victoria* at London and the enormous loss of life on that occasion, it would be wise for those who take holiday excursions by boat to provide themselves with a tight fitting cork jacket coming high up the neck. Persons should not bathe or swim while the stomach is engaged in the act of digestion, or, in other words, not for a couple of hours after meals. Boys after racing to the water on a hot day should wait until cooled off before plunging into rather cold water. There is not only danger of cramp, but the sudden lowering of the temperature of the body may induce serious disease of the internal organs if inclined to be weak. Race around as much as you like after a swim but not before it. The body should be briskly rubbed with a coarse towel after a bath. Before diving it would be well to plug the ears with cotton batting, as the water is not only uncomfortable to the middle ear, but also injurious. Opening the eyes under water is, to many, a somewhat difficult thing to do. It would be well to practise it however in clear water, as it may enable you to save a human life.

For the method of resuscitating a person apparently drowned, see the September number of the CANADA SCHOOL JOURNAL for 1881.

HINTS TO TEACHERS OF PRIMARY CLASSES.

BY S. P. ROBINS ESQ. INSPECTOR OF PUBLIC SCHOOLS, MONTREAL.

1. Remember that, inasmuch as you are left very much to the guidance of your own judgment in the management of your class it is especially necessary to use all your observant and inventive faculties for securing the best possible result of your labour.
2. That best possible result is the thorough preparation of each of your pupils to prosecute his studies and perform all other duties well hereafter. The first aim is not a high standard of attainment, but a good discipline of mind and manner, so far as it can be attained with each little pupil.
3. Because the habits of thought and action that are earliest formed are the most persistent and influential throughout life, and because the imitative faculties of a little child are especially active and his nature peculiarly impressible, yours is the most important work done in school. It is difficult work but, if well done, you deserve corresponding consideration and honour. If you do not get them now, yet, your heart and life being right in other respects, you will secure them hereafter.
4. As you are conducting, in common with other painstaking and successful teachers, a great experiment in the management of half-day classes with very little children, carefully observe whatever in your manner, or in the ingenious devices to which you will be led, makes for your success, practise it diligently, and tell of it to others.

DISCIPLINE.

There is no need of reference here to the mode in which the successful teacher acquires ascendancy over each of her pupils by strength and consistency of character, by a loving heart, a kind manner, and a clear and vigorous understanding. All these things are presupposed in the successful teacher. When, as in my presence less than twelve months ago, a teacher says to a class "I will look at the slate of no child out of place," and then in less than a