

this lie with those who bring their dinners to school. For the rest, he must depend on precept.

*Exercise.*—Should be moderate and always out of doors. A good working rule for anyone is that he should never run so hard as to be compelled to gasp through his mouth for air. Another good rule is, that no one should study after his feet have become cold. A final summing up might be something like this: Exercise a great deal, but be sure to exercise a great deal of common sense.

*Impure Air.*—Get fresh air and sunshine into your school-room. Throw all your energy into a fight against the three D's—dirt, damp and darkness. Sunshine and fresh air are absolutely necessary to healthy animal life, much more so to good brain work, and dust is far more harmful than draughts. Walk fifty yards behind a man smoking a cigar and you get some idea of how far emanations from the body spread; then let your imagination dwell on fifty hot-blooded bodies in a closed space, each greedily robbing the air of its oxygen at every breath and polluting it with all manner of unnameable impurities. If you rightly grasp the situation, you will become a fresh-air fiend.

*Habit*—Here is a great field for the teacher. He has control over his children for several hours every day, and has—or should have—them under discipline. Let him see that they keep their lips closed. If he has a class in gymnastics, insist on all the evolutions being performed with closed lips. Let the breathing be not only deep, but in the proper channel. Do not let your children run so hard they have to pant. If you have a confirmed mouth-breather in your class, have him taken to the surgeon. When the surgeon is through with him your duty will begin, for, though the surgeon can do wonders he can not improve on nature, and the growths may recur, if not prevented by correct habits. In season

and out of season, a teacher should drill his pupils in proper breathing, and get them thoroughly imbued with the idea that it is good (for more reasons than one) to *keep their mouths shut*.

One word more. The healthy human body will stand almost incredible exposure to the exciting causes of colds. Nanson tells us how he used to crawl into his sleeping-bag and lie down on the ice when the thermometer stood at 40° or 50° below zero. His clothing was invariably frozen, and as it began to thaw with the heat of his body he would be damp and shivering for hours before he fell asleep. Yet he never caught cold. A moment's thought will show that Canadian children can not possibly avoid the exciting cause of taking cold. How can they avoid draughts? Do they not live in a circulating atmosphere? Hence the necessity of strengthening their bodies that draughts will not hurt them. The problem is an infinitely complex one, but the teacher's life is full of infinitely complex problems, and a little of the physician's special knowledge should be a help in this case.

Life is maintained only by a conflict between two sets of forces—one set tending to disintegrate and the other to build up. When a person "takes cold," the forces of disintegration have so far triumphed and a step is made toward death. The body is sometimes likened to a citadel attacked by enemies. The enemies are infinitely numerous, and are reproduced faster than they can be slain. We know that in the end they will conquer, but we also know that they cannot do so till the citadel walls have been weakened. Hence, since we cannot hope to exterminate the enemy, our great aim should be to *strengthen the fortifications*, in other words, to keep our vital energy at the highest pitch. To do this will be found to coincide pretty closely with an avoidance of the predisposing causes of "taking cold."

(Contributed by a physician.)