

**The first course of calisthenics and deportment : simplified for the nursery and preparatory schools / by D. Cunningham.**

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CALISTHENICS  
AND  
DEPORTMENT.  
SIMPLIFIED.



c

Edgar T. Bryant



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THE FIRST COURSE  
OF  
CALISTHENICS AND DEPORTMENT,  
SIMPLIFIED FOR  
THE NURSERY  
AND  
PREPARATORY SCHOOLS.

BY  
D. CUNNINGHAM,  
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## PREFACE.

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THIS little volume has no pretensions whatever to literary genius ; but the author's mind being deeply impressed with the fact, that, notwithstanding the great and rapid progress in all kinds of knowledge, there is one very essential branch of education sadly neglected, even in our best schools and colleges, namely, the training of the *body*, as well as the mind, and that more



particularly in the female sex, and especially in the upper and middle classes of society.

This subject demands the serious attention of all who may be in any way engaged in training the rising generation.

It may not be generally known that, in England alone, there are perishing in every *ten years* 80,000 more females than males, principally from stomach and heart diseases, zymotic diseases, decline and consumption ; and what is more striking, the excess appears (by the Registrar-General's annual report) between the ages from ten to twenty-five ; before and after these periods, the deaths appear nearly equal. Allowing that much of those diseases are inherited from parents, it is generally acknowledged by medical gentlemen, that in very many cases they might be

warded off, and, when young, be altogether prevented by careful bodily culture.

One thing may be said on this point, and that is, as we increase in riches we are the less necessitated, or even inclined, to earn our bread by the sweat of our brow. The increase of wealth generally brings an increase of fashion, and this fashion frequently brings a vast number of complaints with it ; and when the fashion goes out, it leaves a long train of disorders behind it, not only to those who have indulged in it, but to their posterity. It is the fashion, now-a-days, which causes young ladies to wear an enormous amount of clothing and tight stays round the heart and lungs. The neck is generally well muffled up ; but the feet, which ought especially to be kept warm, are covered with thin-soled boots



and the finest stockings that can be procured ; the arms have frequently nothing but a pair of gauze sleeves to protect them from the cold ; and the head is only covered at the back. Now all this is wrong. In a sedentary life there is not power in the heart and arteries alone to send and continue the blood to the lower extremities, or even the upper, without the aid of manual labour or exercise on the part of the individual, and in consequence the smaller blood-vessels get choked up ; and hence arise cold feet and hands, the forerunner of the above complaints, the tight clothing and muffling greatly hindering the free and full play of the lungs ; the heavy train of dress from the waist greatly weakening and in many cases distorting the spine.

The object of the following pages is to supply

a want generally felt in schools in country districts, also in private families, where they have not the opportunities of having professors to teach the several branches of education. The exercises have been carefully selected to suit the capacity of the young of both sexes; but they are especially adapted for young ladies, from four years old and upwards.

The several motions have been practised by the writer, in schools and families, with great satisfaction; they have also been publicly exhibited at a meeting at the "Horns Assembly Rooms," Kennington, on the 18th of January, 1861, by his ladies' select class, in the presence of a large and highly respectable audience, who warmly congratulated the pupils, as well as the teacher, on the entire success of this new under-



taking. It is indeed a humble contribution to the literature on this subject; but should it tend in only one instance to effect the object in view, the writer will feel himself amply rewarded for his exertions.



## CALISTHENICS AND DEPORTMENT.

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### ATTENTION.



FIG. 1.

A SIDE-VIEW of this figure is given to show the inclination of the body forward, in a standing or walking position. Great care must be taken at first that the pupils, in going through the following exercises, be taught to lean well on the fore part of the feet; unless this be strictly at-

tended to, it is impossible to attain a graceful and easy style of walking. It may also be stated, that it is much easier for the pupils to stand in this position than to lean backward.

It is different in a sitting posture: then the body ought to incline back, and have a support to the centre of the spine.

Pupils at their studies, and particularly young ladies, are often injured by long sittings on forms without a back support.



FIG. 2.

**STAND EASY.**

Throughout the exercises this position will



be necessary, as a momentary relief from the steadiness and constant bracing up which is essential in the performance of the several motions.

When the word of command is given to "Stand easy," ladies bring the palms of their hands together across the front of the waist,\* at the same time slipping the left foot a little forward (the heel opposite the centre of the right), and the weight (principally) on the right side.

When this liberty is given, the pupils are allowed to look about, or even to talk, or anything else considered necessary by the instructor; but must not leave their places, without the sanction of the teacher. One minute at each time to "Stand easy."

\* Gentlemen are taught, after meeting the hands, to turn the left, slipping the right over the left, and lowering the hands.



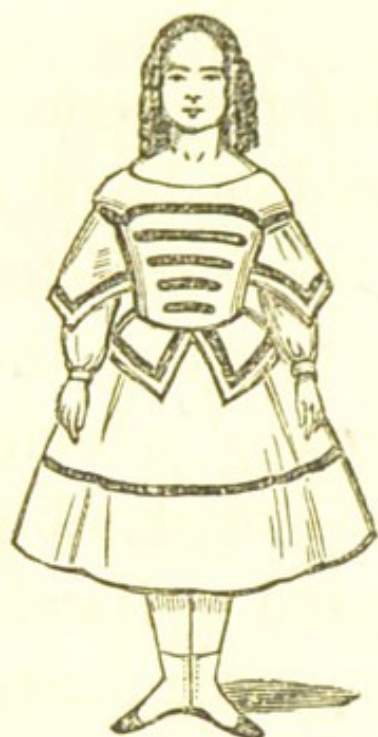


FIG. 3.

**ATTENTION.**

This is the preparatory position from which all the other motions commence. By looking closely at the figure, you will observe the feet are placed at an angle of sixty degrees, and, as shown by Fig. 1, the weight of the body inclined forward, limbs well braced up, chest expanded, shoulders kept down as well as back, the neck stretched upwards, the chin rather drawn in, so that the face and head are in a line with the body.

Too much importance cannot be attached to the lesson to be taught here. The teacher should by the most gentle means, and such as



suit the disposition of the pupil, enforce perfect steadiness. Should any of the children be of a lively or excitable temperament, the instructor must try by every possible means to quiet the feelings. Give them some object directly in front, and about the height of their eyes, to look steadily at while the position is being corrected. Hands must not be allowed to move. Any irregularity in the features, either natural or from bad habit, pointed out, such for instance as a nervous moving about, putting out the tongue, drawing up the face, shutting the eyes, opening the mouth, or other habits which children get into, may in a few lessons be completely removed.

This is the most difficult lesson in the whole course, but when once attained will be found the key-note to all the others.

If children are taught steadiness in the position of "Attention," and sharpness in moving to any given motion, the exercises cannot fail to improve and strengthen both body and mind.



FIG. 4.

## FIRST EXERCISE.

ONE.

At the word of command "One," the hands are raised slowly overhead, without altering the position of the body.



FIG. 5.

TWO.



When the command "Two" is given, the hands are separated and brought slowly down to the sides, keeping the shoulders well back, as the hands come down. This may be repeated five or six times.

NOTE.—Great care must be observed throughout (especially with young ladies) that the body be kept quite free from stays or tight clothing. It may also be stated that boots (with heels) are preferable to shoes, as they assist the weight forward.

#### SECOND EXERCISE. TWO MOTIONS.

ONE.



FIG. 6.

This exercise, as all the others are, commenced from the position of "Attention."

When the command "ONE" is given, the pupils raise the hands as quickly as possible, the points of the fingers as high as the centre of the face, the elbows closed; the body leaning forward, but not stooping.



FIG. 7.

TWO.

At the command "Two," the hands are separated, as in Fig. 7, placing them close to the shoulders, and the elbows close to the side, expanding the chest as much as possible, at the



same time raising the heels and bracing up on tiptoe. Continue this exercise for a short time, giving the word "One" and "Two."

THIRD EXERCISE. THREE MOTIONS.

ONE.



FIG. 8.

The hands are raised up in the same position as in the Second Exercise, with the exception of being closed tight.



FIG. 9.

The arms are extended to the front, back of hands kept downwards.



FIG. 10.

THREE.

The arms are thrown quickly back in a line



with the shoulder, the fingers extended, the palm of the hand turned upwards, and the thumbs pointing backward.

This exercise must be executed vigorously as the numbers "One," "Two," and "Three" are separately given.

#### FOURTH EXERCISE. TWO MOTIONS.

ONE.



FIG. 11.

The hands are raised in front of the body, and in a line with the shoulder, the palms of the hands together.



TWO.

FIG. 12.

At the word "Two," the hands are thrown back in a line with the shoulders, the palms of the hands turned upwards.

This exercise may be done gently at first, as it is chiefly for the expansion of the chest. And indeed all the arm-and-chest exercises should be done very slowly at first, the principal object being to see that the body is kept in an upright position, and also that the pupils understand what each motion is intended for.



FIFTH EXERCISE. TWO MOTIONS.

ONE.



FIG. 13.

The hands are shut tight, and brought up quickly under the arm ; the elbows well forward.

TWO.

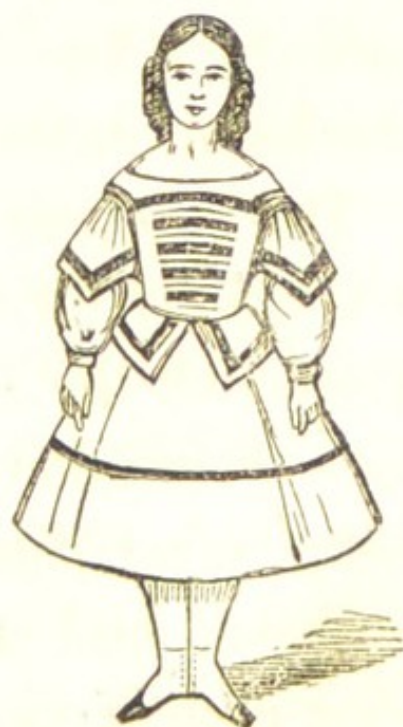


FIG. 14.

The hands are brought quickly down to the position of "Attention," at the same time stretching up the neck, pressing down the shoulders, and bracing up the limbs.

This exercise, if properly attended to, strengthens the muscles of the arms, and lengthens the neck.

### THE NECK EXERCISES.

There are few young ladies, who have finished their education, who do not more or less droop the head in sitting and walking, arising from various causes, but principally from stooping at lessons; to such the neck exercises are of the utmost importance, as they both stretch and strengthen the front of the neck, as well as expand the upper part of the chest.

The Figures 15 and 16, presented here, show the first two numbers, namely, one and two, which is merely to lean the head from one side to the other.



For instance, the cautionary word of command is given—*Neck Exercise*. “One,” the pupils put the head gently to right side, without turning the face, and at “Two” to left side. Continue this for a few times, taking care that the shoulder is not lowered with the head.



FIG. 15.



FIG. 16.

The next two numbers are “Three” and “Four.” “Three” droops the head to front, and “Four” throws it back. Continue this also for several times.

In number Four, while the head is thrown back the pupil should expand the upper part of the

chest, and stretch the front of the neck as much as possible.



FIG. 17.



FIG. 18.

When the neck-bendings have been sufficiently practised, the teacher should go on with the head-turnings to right and left, giving the word of command "EYES RIGHT," "EYES LEFT," for several times, and conclude by saying "EYES FRONT."

This exercise should be done very quickly.



FIG. 19.



FIG. 20.



## THE INDIAN SCEPTRE EXERCISES.

There are only three parts of the sceptre exercises introduced here. The object of the writer has been to diminish and simplify, rather than swell, the number ; and the greatest care has been taken to select such as reach every part of the muscular and nervous system. Parents who are themselves suffering from weakness or distortion of the spine are strongly recommended to try this simple and inexpensive mode of strengthening their children when young.

Any exercise which raises the hands above the level of the shoulder will be found to infuse vigour into the muscles which support the vertebral column.

The sceptres are made of any kind of hard wood, and the cost is trifling. Young ladies about twelve may begin with a pair eighteen inches long, weight of both about three pounds,

with a comfortable place for the hand, not too small.

INDIAN SCEPTRE EXERCISE. FOUR MOTIONS.

PART I.



ONE.

FIG. 21.

When the instructor gives the word of command, "One," the sceptres are brought quickly up in front of the body (as the figure). Great care must be taken here that the pupil retains the correct position (bracing well forward), and



that the sceptres are held by a firm grasp, so as to increase the strength of arm and hand.

TWO.

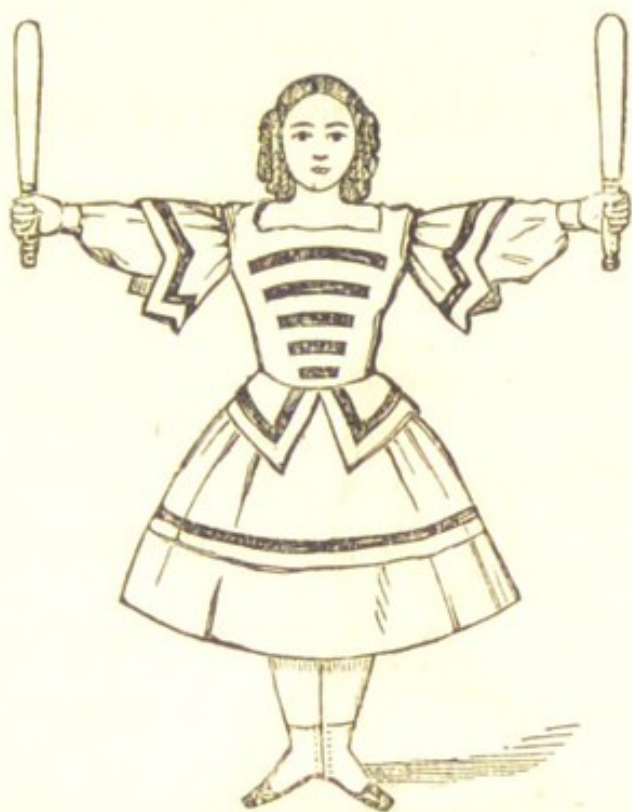


FIG. 22.

At the word of command, "Two," the hands are separated slowly, until brought in a line with the shoulder, expanding the chest, and keeping steady after the motion is executed; eyes fixed upon some object in front, with a sharp, intelligent gaze; lips closed, and features steady and even.



FIG. 23.

THREE.

At this command the hands are merely turned upwards, allowing the weight of the sceptre to draw back the shoulders.

In this motion the pupils are apt at first to droop the head; but if they are reminded, as the sceptre falls back, to slightly draw in the chin towards the neck, the position can be easily retained.



FOUR.



FIG. 24.

At the word "Four" the hands are brought gently down to the position of "Attention," as shown in the figure.

Should the young lady be weak, and unable at first to hold the sceptres, the instructor will stand behind and assist for a few times.

## INDIAN SCEPTRE EXERCISE. FOUR MOTIONS.

## PART II.



ONE.

FIG. 25.

At the word "One," the sceptre is raised slowly overhead, and brought out to full extent of right, as shown in Figure 26.



T W O.



FIG. 26.

At "Two" the left hand is carried over the head in the same manner; and when the motion is completed, the pupil will be standing in the same position as Figure 24.

Numbers Three and Four are performed exactly the same as Part I, the hands being lowered to the sides.

## INDIAN SCEPTRE EXERCISE.

## PART III.

At the word of command "ONE," the pupil swings the right-hand sceptre round the shoulder with a straight arm, and with as little motion of the body as possible, the feet kept steady in the position of "Attention." When sufficiently exercised, the command "HALT" is given ; and at the word "Two," the same is performed with left hand,



FIG. 27.



and again "HALTED." At the command "Three," the young lady will swing with both hands, as shown in the figure.

In most cases, at first this cannot be continued more than three or four times ; but let the pupils halt and begin at their own pleasure, and it will soon become easy.

When the pupils are sufficiently acquainted with the foregoing movements for the upper extremities, they may be taught the Foot Exercises.

There are many advantages derived from these movements.

For instance, they remove the stiffness from the ankle joints, they impart strength to the limbs, giving grace and elasticity to the step. But one very important object to be effected by the foot motions is, that they increase the heat in the system. In India and in all hot climates, there is not half the trouble in straightening or setting up an individual there is in cold countries. I therefore adopt and approve of the body



being well warmed by the Foot Exercises previous to commencing the other motions.

In training young gentlemen, the system pursued in the best medical gymnasiums is the short, quick race with closed mouth, until the heart and lungs swell, and, as a matter of course, causing the chest to expand and the pulse to increase; but with ladies this system cannot be adopted.

In commencing the Foot Exercises with very young people, make them hop across the room on left foot, and back on right, for a few times. Having accomplished this, make them hop on the spot, giving the word of command, One, Two, Three, Four, changing the foot every fourth time. When they can balance steadily on tiptoe, they may be practised in their own time, namely, at the rate of seventy-five hops per minute.

Should there be a few together, they can listen to their feet coming to the floor, the same as if marching to the front.

When the pupils can perform the hopping part,



the instructor will go on to the first part of Foot Exercises.

## FOOT EXERCISES.

### PART I.

ONE.

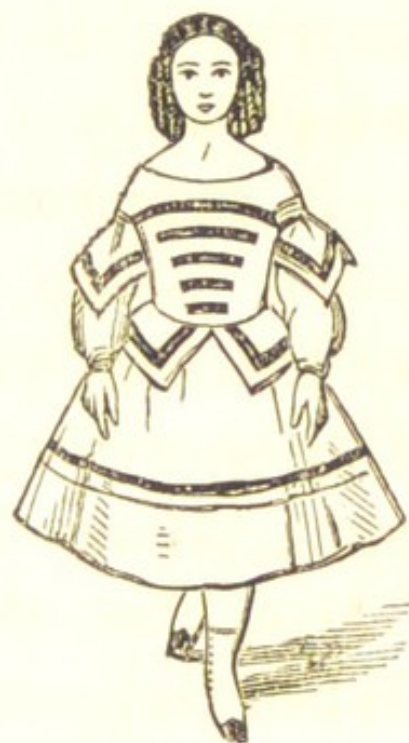


FIG. 28.

After giving the cautionary word of command, "First part, Foot Exercise"—the instructor will give the word "ONE," in a sharp tone of voice, at which the pupils will stand steady on the left

foot, putting back the right, bending the knee, the toe rather in rear of the left, and the foot perpendicular, as the figure 28.



TWO.

FIG. 29.

The pupil, still standing on left foot, removes the right in a line with left heel, stretching the instep, the ankle, full to the front, and tiptoe, slightly touching the floor, as the figure 29.



**THREE.**

FIG. 30.

The foot is brought quickly in to the left, the heel partly crossing the instep, as the figure 30.

**FOUR.**

FIG. 31.

The foot is again put out to the right, as in figure 31, with the exception of the heel being in a line with the left toe.

When these four motions have been done by the right, and while the foot is out at No. 4, the weight is gently transferred from left side to right (by word of command), the left foot thrown back to No. 1. When steady, repeat the other numbers, two, three, and four, the pupils moving the foot at each number. Continue this exercise until they understand the several positions of the feet, and the changing of the exercise from one side to the other.

Having accomplished the foregoing easy lessons, namely, hopping four times with each foot, and the four motions with right and left side, these two parts may now be performed together.

The pupils, standing at "Attention," receive the word of command, "ONE;" they immediately hop on the left foot, putting back the right, as in No. 1 of the last four figures.



At the command "Two," they hop, at the same time removing the right foot to second position, as in figure 29.

"THREE," they repeat the hop on left foot, bringing the heel of the right partly across the instep of the left, as in Figure 30.

"FOUR," another hop, and the right foot out to the right, in a line with the left toe, as in the Figure 31. This practice may be continued for a short time, until the pupils are sufficiently acquainted with the several motions; but as soon as the instructor considers them nearly capable of going through by themselves, they had better be taken one by one, for the purpose of proving their knowledge of the slow time, namely, seventy-five steps per minute, the teacher beating or calling "One, two, three, four," so as to impress it upon their memory.

After the fourth lesson they are generally competent to do this in their own time, and by giving the cautionary word of command, "First part, Foot Exercise, slow time, *commence*," they in-



stantly begin keeping the step as regular as if marching to the front.

The instructor will find that, in a very short time, this exercise can be done in quick time also, namely, 108 per minute; and, by the time they have had twelve lessons, they will be able to do this in double quick time, 150 steps per minute; and it is only then that this exercise proves effectual in stimulating and preparing the body, as well as the mind, for the exercises in the beginning of this book.

Should the instructor observe the slightest unsteadiness, or the pupils not stepping together, they must be instantly halted, by giving the command, "*Halt*," at which all must remain perfectly steady. The error pointed out, then the word "*Commence*" is again given.

Teachers are not to think it impossible to keep children steady. Lively children are difficult at first in keeping their hands, and especially their features, steady, but with perseverance it is easily accomplished.



The pupils now having some knowledge of the several motions, give them a few practices in leaping, on the spot, to the right and left, not facing.

Give the word of command, “*Right about leap*,” at which they spring off the floor, keeping the feet closed, and toes turned out to their proper angles ; so that when they have completed the leap, they remain perfectly steady. This exercise gives them a lightness on foot, and increases the balancing power.

The leaping exercises may be especially used to sharpen the intellect, preparing it for any emergency, by acting suddenly to the word of command.

For instance, warn the pupils that you are about to sharpen them up a little, and therefore you desire them to act instantly to the word of command. Whatever you say must be done immediately ; then give the word very quickly, so that they are compelled to think and act together.

The instructor should practise them to acting



quickly to any word of command, and such as they do not expect to receive.

I do not teach ladies to face as gentlemen are taught, but introduce the leap instead : gentlemen are taught both.

The ladies having thoroughly learned the “First part, Foot Exercise,” the front rank receive the word of command, “*Right about leap, Commence.*” They begin the foot exercise they have just been taught, holding hands, the front rank hopping upon left foot, the rear rank hopping upon right, the opposite foot carried to first position, as shown in the figure ; the hands of the side with which they are exercising are raised as high as the face, for the purpose of strengthening the muscles which support the spine. As soon as they have finished the four motions with right side, they immediately commence with left, raising and lowering the hand, according to the side exercised.

When performing the above exercise, the teacher gives the word of command, “*Through,*”



at which both pupils walk through under the raised arm (keeping a firm hold of hands), bringing the other hands overhead. After getting through, a pause of slow time and start again the same exercise, in a short time, through the other side. The instructor will occasionally call and beat the time, so that the pupils may act together, and especially impress it upon them when halted.



FIG. 32.

## THE PRANCING SIDE-STEP.

This step is something similar to the military closing or side-step, which is a step of ten inches to either right or left, the heels being brought together each time. But, in performing the prancing side-step, the heels are *not* brought together.

We will suppose the young ladies ordered to side-step to the left, *by numbers*, "*March.*" They carry the left foot ten inches straight to the left, and at the word "*Two*" they move the right heel in front, and close to the left toe. Again, at the number "*One*" the left foot takes its step to left (as before), and at "*Two*" the right is moved briskly in *rear* of left, and so on in succession, right foot alternately front and rear. This is practised, closing to the right in the same manner.

This step is easily learned; and when the pupils understand how to place the foot, they



will receive the word of command, “*Front rank, right about leap.*” Now, suppose two ranks (six in each) facing each other, about two paces between them. The lady on the right of each rank will clasp hands (as the former exercise), the others standing at attention. The word will be given, “*Side-step, march,*” at which they will side-step (together) to the bottom of the ranks and back again (taking care that it is done upon tiptoe, and with a gentle spring of the knee and ankle joints); when returned to the top, they pass under the arm (as last exercise), let go hands, walk down the backs of the ranks; and when at the bottom, *curtsey*, and take their place in the rank.

The next two ladies will incline towards the place where the first two started from, and go on as described, all continuing the same. When the teacher wishes to change to any other exercise, the word “*Form ranks*” is given, when each lady moves briskly to her place.

## FOOT EXERCISE.

## PART II.

There is only one figure given for this exercise, as it is so simple that any little girl may do it by looking at the figure.

The pupils standing at attention, the instructor gives the word of command, "ONE," at which they instantly spring up from the floor; and while in the air, the right foot is brought forward (as you see in the figure), lighting upon the tiptoes, ankle to the front, right foot straight to the right.



TWO.

FIG. 33.



At the command "*Two*," the pupils bend slowly down, separating the knees, weight on the fore part of the feet, and from this position suddenly spring from the floor, and while in the air (as before) the left foot is changed to the front, and so continuing, alternately, at "*One*" the right foot in front, and at "*Two*" the left in front, remembering that although (previous to springing) the knees are bent and separated, for the purpose of giving elasticity to the knee and ankle joints, yet the body must retain its upright position throughout.

When this part has been practised for two or three lessons, they may be advanced to "*One*," "*Two*," "*Three*," "*Four*," and "*Five*," the first two numbers (as before) in slow time, but "*Three*," "*Four*," and "*Five*" as quickly as the pupils can move, taking care that the heels do not come to the floor in the three last numbers; and when ordered to exercise in their own time, they must step together.

The word, "*Commence*," is the command



given when they are to exercise in their own time ; and "Halt," when they are to cease. When the pupils have had a few lessons in the foregoing exercises, they may now be taught to walk ; and here a word of caution should be given to the instructor. Not to be in a hurry to push them forward to marching, until the body has attained its equilibrium or balancing power, except it be to mark the slow time (seventy-five per minute), as a temporary relief to the limbs, &c.

#### THE BALANCE-STEP STANDING.

The instructor gives the command,



FRONT.

FIG. 34.



At which the pupils stand perfectly steady upon the right foot, bringing the left forward as the figure ; stretching the instep, and turning out the toe as the position of attention.

REAR.



FIG. 35.

At this word of command the foot is brought gently back, as the figure ; the heel pressed down, the limb well stretched. This is continued for five or six times, giving the word "Front," "Rear," alternately ; the teacher then gives "*Halt*," when the feet are brought together. The cau-

tionary word of command will then be given. "The same practice with right foot, Front, Rear," as before for a few times, and "Halt." The next is

#### THE BALANCE-STEP, ADVANCING.

*Front*—the foot brought in front as before; and when steady, the teacher gives the word, "*Forward*;" the pupils immediately take one step to the front with left foot, the right in rear, as the last figure. At the word, "*Front*," the right brought in front; and at the command, "*Forward*," another step, leaving the left foot in rear; and so on, step by step, until they can march steady, and place the foot properly down.

After the Balance-step, the pupils will be taught the *Slow march* (namely, seventy-five steps per minute); afterwards the *Quick march* (108 paces per minute); the *Double quick*, (at 150). All the marchings and exercises commence with left foot.



It is a very good method, in drilling young people, when you give the word "*March*," or "*Quick march*" (as the case may be), to instantly commence by rather a heavy stamp of left foot, frequently halting them, and beginning again ; they then in a few minutes get quite accustomed to stepping off correctly, and greatly assist the instructor. But they must be cautioned against continuing to stamp. After the first pace, on the contrary, the teacher should impress upon them the importance of walking light, moving the limb from the hip, and not as some people who rock from side to side.

In drilling boys outdoors, which is always best, when the ground or atmosphere is rather cold, after coming out of a warm school-room, march them for a few minutes in quick time, stamping every step. When they are getting fatigued, give the command, "*March light*," and shortly afterwards a few minutes of the double quick time, taking care that they keep regular in the ranks (generally going in twos), and not quicker



than 150 paces per minute; as soon as they commence breathing pretty freely, give the word of command, "*Form ranks;*" each knowing his place in the ranks, will make a sudden rush to a part of the playground which is known to the pupils as the parade ground, raising his right hand, touching the boy's shoulder upon his right, palm of hand turned upwards, head and eyes slightly turned and looking for the line of dressing, namely, the lower part of the second boy's face from him.

After this sudden rush I give the word, "*Eyes front,*" at which the hands are instantly brought down, head turned to the front. They are now breathing immoderately; I give the word, "*Stand steady,*" and encourage them to inhale as much fresh air as possible, expanding and swelling out the chest.

When they have stood in this position for a very short time, I allow them to "*Stand easy,*" which gives liberty to look about, if they choose, but must not leave the ranks without leave.



## CHANGE STEP.

This is learned by the pupil standing in the position of the balance-step (see last figure), with the exception that part only of the right foot touches the floor.

At the word "*Change*," the right is brought quickly up to the heel of the left, at the same time the left pushed a step forward. This is practised several times, with each foot halted; but when they thoroughly understand how it is done, the instructor will march them in slow time, and will give the word of command, "*Change step*," at which they gently change, and continue their march.

When the above has been acquired in slow time with each foot, the young ladies will receive the word of command, "*Continue changing step*," at which they change at every step, first with one foot, then with the other. When the teacher desires them to cease, they are either halted or



the word "Slow" given, when they immediately take up the slow time (seventy-five).

This can be done with still greater advantage in quick time, remembering that it must always be performed on tiptoe and with a gentle spring, without jerking the body. After the other exercises, it greatly assists in giving young ladies a graceful style of walking.

From these few and very simple exercises, many more of a similar kind may be introduced by the tutor, if necessary.

I do not approve of music being played during the exercises, notwithstanding they may nearly all be performed by it. The pupils are liable, through the exciting influence of music, to be unsteady; and some young people require their exuberant spirits, not damped, but moderately calmed down and subjected to profound order. Singing is a good thing, when interspersed with the exercises. Some medical men approve of singing and exercising at the same time, for the strengthening of the lungs; but I have not



adopted the plan, although I believe it to be a good one. I fear to introduce anything that would have a tendency to cause unsteadiness, which is so essential previous to the executing of any movement for the development of body or mind. It is the quick moving of a hand or foot in a given direction, from a firm, steady position, on which the whole secret of drilling rests ; and the instructors, whoever they be, cannot be too particular in impressing on the young mind that there is a time to drill, and a time to play ; a time to laugh, and a time to mourn ; and, however some people may cavil about the time to do this or the other, the teacher can truly say, when their pupils assemble for exercise, this is the time for drill.

## THE CURTSEY.



## FIRST MOTION.

FIG. 36.

In the most respectable and fashionable establishments in London, where they profess to teach deportment, the curtsey is taught in eight motions ; but, as I am writing for little girls, I shall reduce these into two.

The pupils standing in rank, I give the word of command—

“*Right Foot Curtsey,*” at which they move the right foot (in a half-circular form) about twelve in-



ches in rear of the left (or according to the size of the lady), at the same time sinking slowly down, freely bending the knees, with the weight principally upon the foot in front, the body and head straight and square towards the party saluted; bowing the head, or turning the body to one side or other, is strictly forbidden.

T W O.



FIG. 37.

The body is gently raised up by straightening the limbs at the same time, drawing back the left foot (which is in front) to the hollow of the right, as the figure.

This is practised also with left put back; and



when sufficiently learned, they will march in twos (in slow time) up the centre of the room; and when at the end they separate, the lady on the right countermarching to her right, and the one on the left countermarching to her left, meeting each other at the opposite end of the room, curtsey, and step off with left foot, walking up together as before, each two following in succession. This exercise is called "The Walk;" and from this they receive the word, "*Form ranks*," when each gets quickly to their proper places.

When the pupils have sufficiently understood the marching and curtsey, they may be taught "MORNING CALLS."

It is done by *two* at a time, in the following order: One sits (nicely) on a chair some distance from, but facing, the door; the other young lady goes outside, and is ushered in by some one acting as footman. On the visitor's appearance the lady stands up, and looking at each other both curtsey; both advancing three steps, again curtsey, forward and meet, shaking hands (heartily,) and curtsey the third time, showing the visitor to a seat.



This is practised by the other going outside, and acting in a similar way.

It is not essential to enforce so much steadiness in the deportment exercises; they ought rather to be performed in a natural free-and-easy style, the object being (partly) to remove any stiffness that might exist in any of the pupils.

The first two figures show the visitor entering, and both ladies in first position of curtsey.

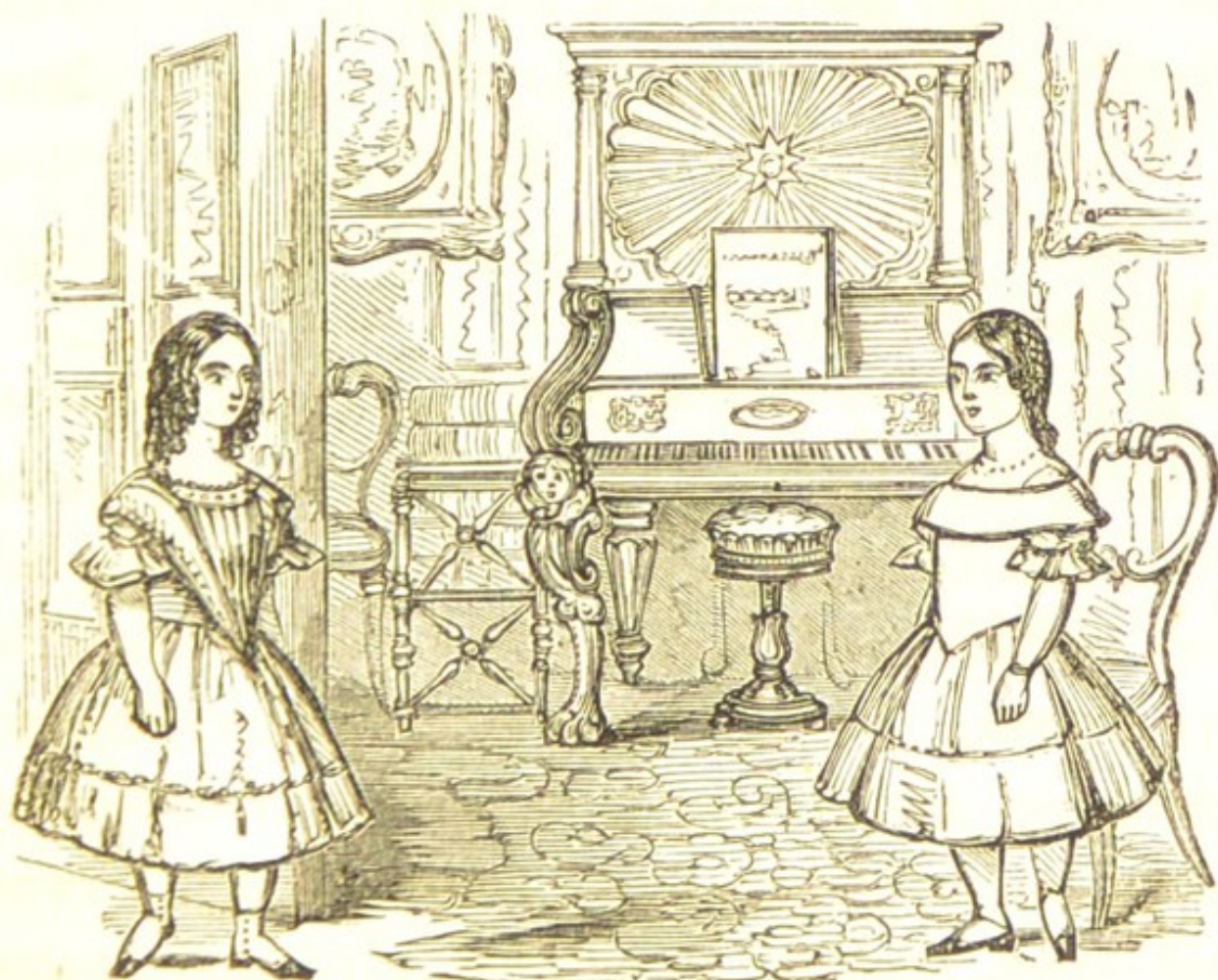


FIG. 38.



After concluding the first, they advance towards each other (half-way) and curtsy second time, forward, shake hands, and curtsy third time, conducting the visitor to a seat.



FIG. 39.



## MEETING A LADY.

A young gentleman should be taught, in meeting a lady friend or acquaintance, to gracefully raise his cap and bow respectfully; the lady returning the compliment by a slight motion of the head.

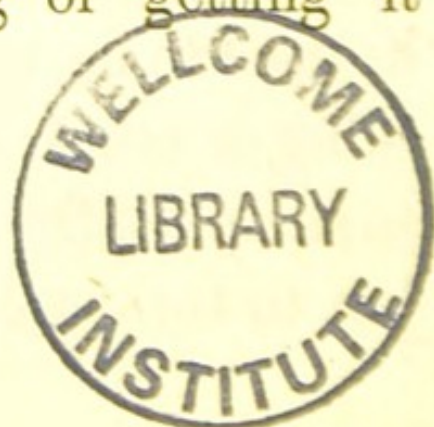
The figure you see here represents Master Harry Jones, who was sent to a respectable school in London, where, with other good things, he has learned this important part of education; and during the Midsummer holidays, while taking an airing in the park, he happened by chance to meet his cousin Ellen, and she looks rather surprised to find him so polite. Ellen remembers, the last time he was at home, he was so rude that she was often afraid to pass him; but on this occasion Harry does not stand and confront his cousin, as he used to do, talking of some foolish, unprofitable thing or other; but he has now been taught *not* to stand confronting a lady (which is very vulgar), but to turn and walk with her.





However, Harry might have performed this little bit of politeness something easier. Had he raised his cap with his left hand, he would have had his right all ready to shake hands with Ellen, and saved himself the bustling of getting it neatly on his head again.

THE END.





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