

Model course of physical training for use in the upper departments of public elementary schools, 1902.

Contributors

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BOARD OF EDUCATION.

MODEL COURSE OF PHYSICAL TRAINING

FOR USE IN THE

UPPER DEPARTMENTS OF PUBLIC ELEMENTARY SCHOOLS.

1902.

LONDON:

PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY WYMAN AND SONS, LIMITED, FETTER LANE, E.C.

And to be purchased, either directly or through any Bookseller, from
EYRE & SPOTTISWOODE, EAST HARDING STREET, FLEET STREET, E.C.; or
OLIVER AND BOYD, EDINBURGH; or
E. PONSONBY, 116, GRAFTON STREET, DUBLIN.

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Price Threepence.



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N.B.—The object of this training is not display, but the setting up of the scholars by the development of their muscles and activity, the quickening of their intelligence, and the formation of the habit of prompt obedience.

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MODEL COURSE OF PHYSICAL TRAINING.

See Schedule III. of the Day School Code.

NOTE.—Part I. of the following course consists mainly of the elementary notions of drill. Part II. consists entirely of physical exercises. It is important to note that these branches of the instruction, arranged progressively in both Parts, should be taken together so that the scholars may advance by equal stages both in the elements of drill and in the physical exercises.

It will be found that a certain portion of Part I. must be mastered first. But in no case should the scholars be allowed to proceed further than the Marching (Part I. (viii.)), before beginning the exercises given in Part II.

Not less than one-half the time assigned in the Time-Table to Physical Training should, after the first few lessons, be occupied with the Exercises set forth in Part II.

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GENERAL INSTRUCTIONS.

1. The scholar should be required to concentrate all his energies on the exercise he is carrying out, to move as smartly as possible, and to stand perfectly still when waiting for the next word of command.

2. When first taught his positions, the scholar should be properly placed by the teacher: when more advanced, he should not be touched, but taught to correct himself when admonished. The children should not be kept too long at any one exercise.

3. Short and frequent drills are preferable to long lessons, which exhaust the attention both of the teacher and of the scholar.

Explanations.

4. The teacher should carry a staff, or barbell, or dumb-bells, according to the instruction which the class is receiving; he should teach as much as possible by illustration, either performing the movements himself, or causing them to be performed by a smart scholar placed facing the squad; and he will be careful, in order to stimulate the intelligence and interest of the children, to explain clearly, in simple terms, the reason of every movement and formation.

5. These explanations must be clear, firm, and concise. Provided that they are correct and sufficient and are clearly understood by the scholars, they need not necessarily follow the exact words of this book. He must be patient and allow for the different capacity of the scholars.

Commands.

6. Every command must be distinctly pronounced and sufficiently loud to be heard by all concerned.

7. Every command that consists of one word must be preceded by a caution. "The caution," or cautionary part of a command, must be given slowly and distinctly; the last, or "executive"

part, which, in general, should consist of only one word or syllable, must be given sharply; as *Squad—Halt*; *Right In—cline*. A pause will invariably be made between the caution and the executive syllable or word.

8. The words of command in the exercises set forth in Part II. must be given sharply, or slowly and smoothly, as the nature of the motion may require.

9. When the last word of a caution is the signal for any preparatory movement, it will be given as an executive word, and separated from the rest of the command by a pause; thus, *Right—Form*, *Quick—March*, as though there were two separate commands, each with its caution and executive word.

10. When the scholars are in motion, the executive word must be completed as they are commencing the pace which will bring them to the spot on which the command has to be executed. The caution must be commenced in time for this. In all changes of time or step, and in all turnings on the march except those to the right, the executive word should be given as the right foot comes to the ground.

11. The words printed in italics in the margin are the commands to be given by the teacher. They should be carefully learned by him and should invariably be adhered to. Inaccurate or hesitating or indistinct words of command result in slackness and hesitation on the part of the scholars, and will spoil the performance of even a well-taught squad.

12. Drilling "by numbers" should be restricted to the earlier lessons, or to backward scholars, who should, when possible, be taken separately in a small squad drillin^g "with intervals," so that each scholar may receive individual attention.

13. The command "*As you were*" should be used whenever for any reason the teacher desires to repeat a movement. This will be found particularly useful when a movement is begun or carried out imperfectly, or where a squad fails to move simultaneously or with sufficient smartness.

Signals.

14. All exercises in Part I. *may*, if desired, be practised by signal as well as by word of command. This will often save the teacher's voice. Both command and signal should in that case be employed during the same exercise, so that the scholars may be equally alert and exact under both modes of conveying orders. Where signals are used a single note on a whistle will be used to attract attention, and the scholars should be taught to look at once at the teacher on the whistle sounding and to remain looking at him until the executive signal is given. The following signals are in use :—

Advance.—Arm swung over the shoulder from rear to front, finishing with the hand pointing to the front.

Retire, or About Turn.—Arm circled above the head.

Halt.—Arm raised perpendicularly above the head with the hand open.

Incline.—Body turned in the required direction and arm extended horizontally at the same time.

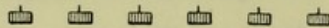
Change direction.—Circular movement of extended arm, horizontally in line with the shoulder, in the required direction, swinging the body round at the same time.

In order to prevent the *Change direction* being mistaken for the *Advance*, it is important that the hand should be kept level with the shoulder in the *Change direction*.

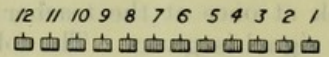
Quick time.—Arm raised in a line with the shoulders, forearm bent at right angles and vertical, hand clenched.

Double.—Clenched hand moved up and down, between thigh and shoulder.

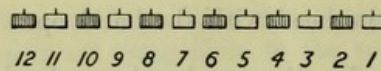
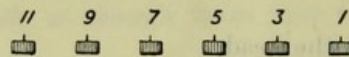
I.—A SQUAD WITH INTERVALS.



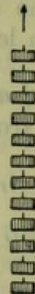
II.—A SQUAD IN SINGLE RANK.



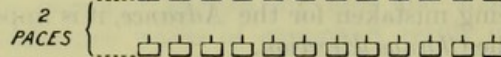
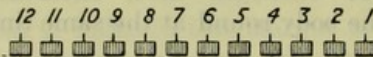
A Squad in Single Rank
drilling with Intervals,



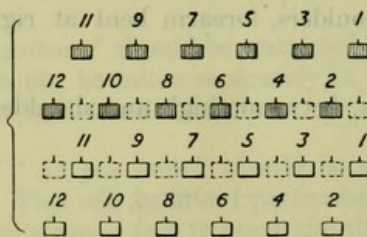
and Marching as in
File.



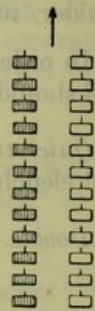
III.—A SQUAD IN TWO RANKS.



Drilling with
Intervals.



Marching in
File.



PART I.

(i.)—Formation of the Squad. (Plate 1.)

Scholars will, in the first instance, be placed by the teacher without "dressing" (*see below*). Once they have learned to dress they will be able to take their own places on the order "Fall in," and to "dress" and correct their intervals, without any intervention by the teacher. After any interval for rest between the exercises they will, on receiving this order, "fall in" as they stood at first, and should be constantly practised in doing so.

In Single Rank.

A few scholars will be formed in single rank (*i.e.*, side by side) at such an interval as will enable them to swing their arms naturally and freely, without touching the scholar on their right or left.

From the Right { On this command the scholar on the right will call *One*, the next *Two*, and so
—Number. { on, to the left, without turning the head. Each scholar must call his number
 { loud enough for the scholar on his left to hear. Each Scholar must remember
 { his number.

If a squad in single rank is required to drill *with intervals* the teacher will then give the command *Odd numbers two paces forward—March*. To reform single rank the command given will be *Reform single rank—March*, when the odd numbers will step back two paces into their original position.

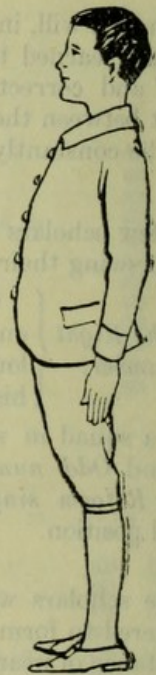
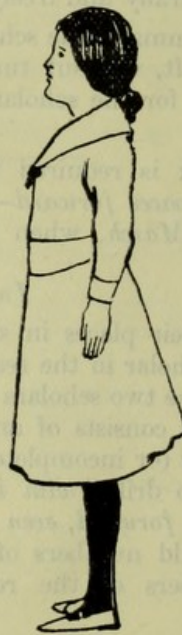
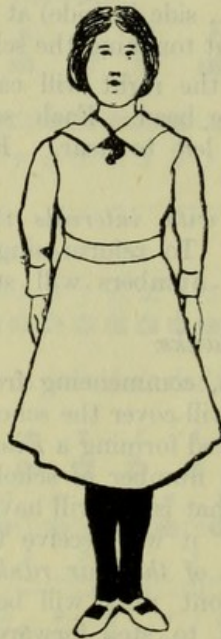
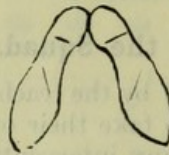
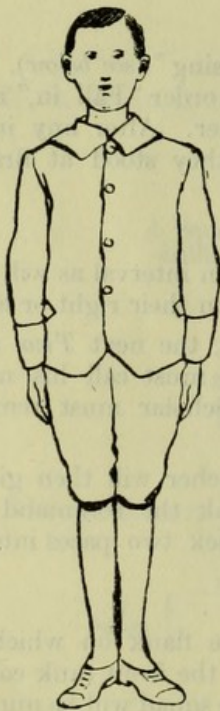
In Two Ranks:

The scholars will take their places in succession, commencing from the flank on which they are ordered to form. Each scholar in the rear rank will cover the scholar in the front rank correctly at a distance of nearly 5 feet, the two scholars thus placed forming a *File*. The squad will be numbered from right to left, and when it consists of an uneven number of scholars the third from the left of the front rank will be a *Blank* (or incomplete) *File*, that is, he will have no rear rank scholar.

If the squad is required to drill "*with intervals*," it will receive the command *Odd numbers of the front rank two paces step forward, even numbers of the rear rank two paces step back—March*. To re-form the squad, the odd numbers of the front rank will be directed to step back two paces, and the even numbers of the rear rank to step forward two paces on the command *Reform ranks—March*.

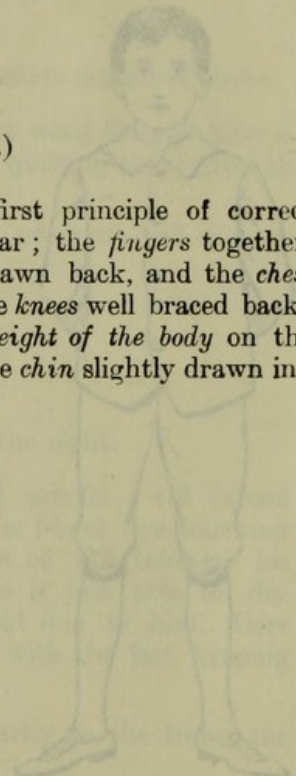
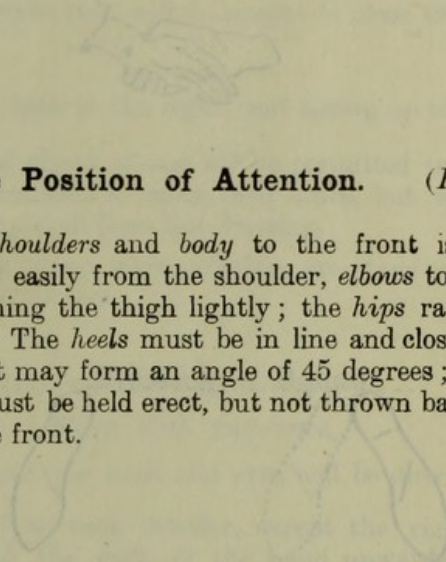
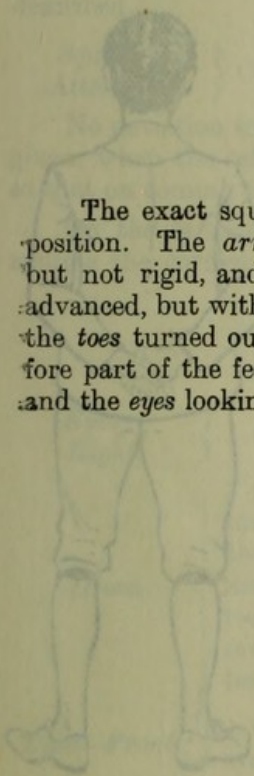
ATTENTION.

Plate 2.

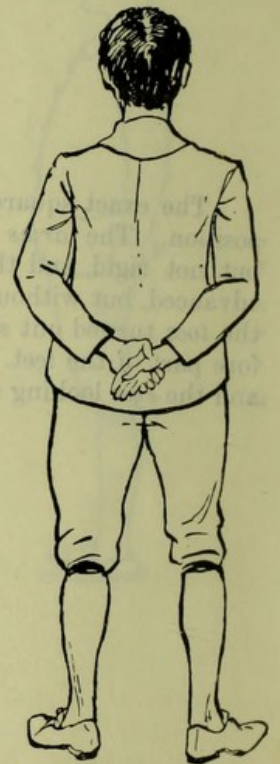
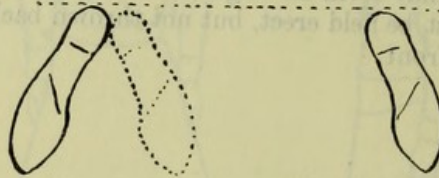
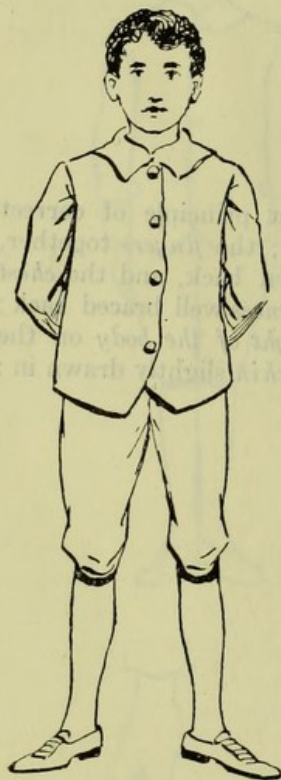


(ii.)—The Position of Attention. (Plate 2.)

The exact squareness of the *shoulders* and *body* to the front is the first principle of correct position. The *arms* should hang easily from the shoulder, *elbows* to the rear; the *fingers* together, but not rigid, and their tips touching the thigh lightly; the *hips* rather drawn back, and the *chest* advanced, but without constraint. The *heels* must be in line and closed; the *knees* well braced back; the *toes* turned out so that the feet may form an angle of 45 degrees; the *weight of the body* on the fore part of the feet. The *head* must be held erect, but not thrown back; the *chin* slightly drawn in; and the *eyes* looking straight to the front.



STAND AT EASE.



(iii.)—**Standing at Ease.** (Plate 3.)

Stand at— { Keeping both legs straight, carry the left foot about 9 inches to the left, at the
Ease. { same time raise both hands behind the small of the back and grasp the right
hand with the left. [For *standing at ease* with staves, see p. 49.]

When scholars fall in for instruction they will be taught to place themselves in the position above described.

Squad— }
Attention. } Carry the left foot back to the right, and spring up to the position described above.

No deviation from the position of *Stand at ease* will be permitted unless the word *Stand—Easy* is given, when the scholars may be permitted to move their limbs, but without quitting their ground, so that on coming to *Attention* no one shall have lost dressing.

On the caution "*Squad*" being given when scholars are *standing easy*, everyone will at once assume the correct position of *Stand at ease*.

(iv.)—**Dressing a Squad.**

When with Intervals.

Eyes— {
Right. { On the word *Right*, the head and eyes will be directed to the right.

Dress. { On the word *Dress*, each scholar, except the right-hand scholar, will extend his right arm, with the back of the hand upwards and the finger tips touching the shoulder of the scholar on his right. At the same time he will take up his dressing in line by moving, with short quick steps, till he is just able to distinguish the lower part of the face of the scholar next but one to him. Care must be taken that he carries his body backward or forward with the feet, keeping his shoulders perfectly square in their original position.

Eyes—Front. { On the word *Front*, the head and eyes will be turned smartly to the front, the
arm dropped, and the position of attention resumed

(iii.)—Standing at Ease.

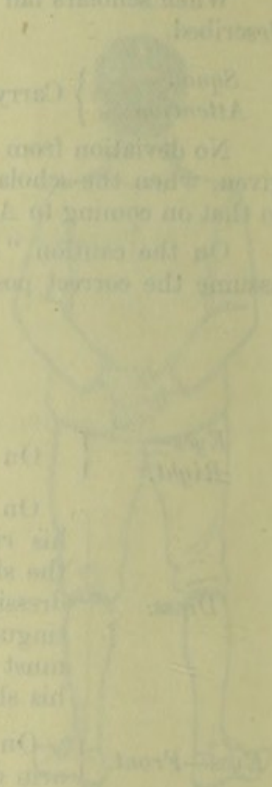
When scholars fall in for instruction they will be taught to place themselves in the position above described. Keeping both legs straight, carry the left foot about 9 inches to the left, at the same time raise both hands behind the small of the back and grasp the right hand with the left. [For standing at ease with hands, see p. 49.]

No deviation from the position of stand at ease will be permitted unless the word *Stand*—being given when the scholars may be permitted to move their bodies, but without putting their hands so that on coming to Attention no one shall have lost dressings. On the command, "Stand," being given when scholars are standing at ease, everyone will at once assume the correct position of stand at ease.

(iv.)—Dressing a Squad.

Begin with Attention.

On the word *Right*, the head and eyes will be directed to the right. On the word *Forward*, each scholar, except the right-hand scholar, will extend his right arm with the back of the hand upwards and the fingers the forefinger touching the shoulder of the scholar on his right. At the same time he will take up his dressing in line by moving with short quick steps till he is just aside to the right of the lower part of the face of the scholar next to him. Care must be taken that he carries his body backward or forward with the feet, keeping his shoulders perfectly square in their original position. On the word *Front*, the head and eyes will be turned directly to the front, the arms dropped, and the position of attention resumed.



In Single Rank.

Right—Dress. { Each scholar will look towards the flank by which he is ordered to dress with a smart turn of the head. He must carry his body backward or forward with the feet, moving to his dressing with short quick steps, *without bending backward or forward*. His shoulders must be kept perfectly square, and the correct position retained throughout. The *faces* of the scholars, not their breasts or feet, are the line of dressing. Each scholar should be able just to distinguish the lower part of the face of the scholar next but one beyond him.

Eyes—Front. { When the teacher is satisfied that the line is correct, he will give the command *Eyes—Front*, on which the scholars will turn their heads and eyes smartly to the front.

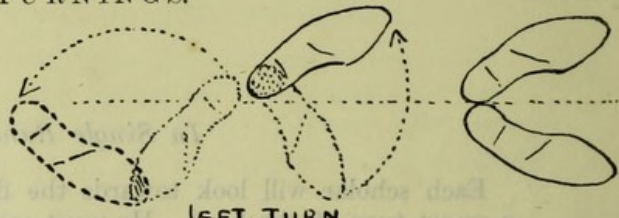
In Two Ranks.

The front rank will dress as in single rank, and the rear rank continue looking to their front, and will cover and correct their distances as the front rank take up their dressing.

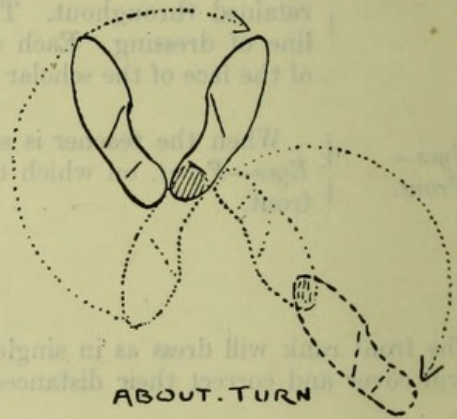
It will be found most useful to accustom scholars to dress on an alignment *oblique* to any well-defined adjacent line, such as the side of a square playground or the wall of the central hall.

TURNINGS.

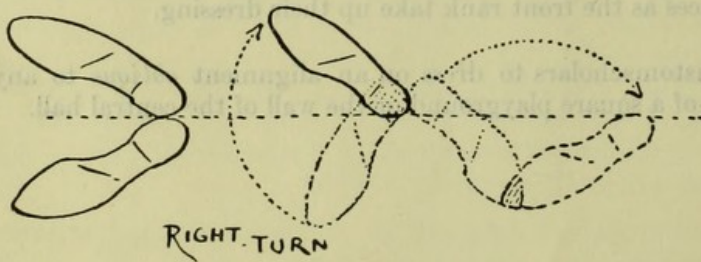
Plate 4.



LEFT TURN



ABOUT TURN



RIGHT TURN

(v.)—Turnings. (Plate 4.)

Right—Turn. { On the word *Turn*, keeping both knees well braced back and the body erect, turn to the right on the right heel and left toe, raising the left heel and right toe in doing so.

{ On the completion of the preliminary movement, the right foot must be flat on the ground and the body raised on the left toe, both legs braced up, and the weight of the body on the right foot.

Two. On the word *Two*, bring the left heel smartly up to the right.

Left—Turn. { On the word *Turn*, keeping both knees well braced back and the body erect, turn to the left on the left heel and right toe, raising the right heel and left toe in doing so.

{ On the completion of the preliminary movement, the left foot must be flat on the ground, and the body raised on the right toe, both legs braced up, and the weight of the body on the left foot.

Two. On the word *Two*, bring the right heel smartly up to the left.

About—Turn. { As detailed in the *Right Turn*, except that the body will be turned to the right about.

Two. As before detailed.

Right (or Left) In—cline. } As before detailed, turning half right (or half left).

Two. As before detailed.

At squad drill with intervals, the turnings will always be done by numbers.

In single rank and in two ranks the scholars will, as a rule, make the turn, *in one motion*, bringing the rear heel smartly up to the other.

(vi.)—Marching.

NOTE.—The length of pace will, of course, vary with the average size of the children in the squad; no definite length can, therefore, be prescribed. In *quick time* the length of pace for the older scholars should be about 26 inches. In *stepping out*, and still more in *double time*, the length of pace should be increased. When a scholar takes a *side pace* to clear or cover another, as in forming *fours (below)*, the length of pace should be about 21 inches; the *side step* in “closing” should be about 12 inches.

The *cadence*, or number of paces taken in each minute, should be the same for children of all sizes:—in *slow time*, 75 paces; in *quick time*, 128 paces; in *double time*, 180 paces. The time of the *side step* in *forming fours*, etc., is the same as for the *quick step*.

vii.)—Position in Marching.

In marching the scholar must maintain the correct position of the head and body, as above directed (ii.) He must be well balanced on his limbs. In *quick time* his arms will swing naturally from the shoulder, the right arm swinging forward with the left leg, and the left arm with the right leg, the hand not to be swung in advance of the leading foot, nor across or behind the body. The hand should not be raised higher than the waist; care should be taken that the shoulder, elbow, and wrist joints work with perfect freedom.

The movement of the leg must spring from the haunch, and be free and natural. Both knees must be kept straight, except while the leg is being carried from the rear to the front, when the knee must necessarily be a little bent, to enable the foot to clear the ground. The foot must be carried straight to the front, and, without being drawn back, placed firmly on the ground, but so as not to jerk or shake the body.

(viii.)—A Squad Marching.

(a)—With Intervals.

Although several scholars may be drilled together in a squad with intervals, they must act independently, precisely as if they were being instructed singly. Each scholar must be taught to

march in a straight line, and to take a correct pace, both as regards length and time, without reference to the others in the same squad.

Before the squad is put in motion, the teacher will take care that the scholars are square individually and in correct line with each other. Each scholar must be taught to take up a straight line to his front, by fixing his eyes upon some object on the ground straight to his front; and then observing some nearer point in the same straight line, such as a stone or other object..

(b)—*Single Rank or in Two Ranks.*

Before a squad is ordered to march, the directing scholar must be indicated by the caution, *By the right, By No.—, By the left.* During the march, the shoulders must be kept perfectly square to the front, the body steady, eyes off the ground. Each scholar will preserve his position in the general alignment by an occasional glance towards the directing scholar.

The squad will first be taught to march straight to the front by the right, by a named file, or by the left. It will then be practised in all the varieties of step in quick time, and in marking time, after which it will be exercised in double time.

The scholar will be practised in changing the pace, without halting, from quick to double, on the caution *Break into Double Time*, followed by the command *Double*, and from double to quick. In breaking from double into quick time, on the word *Quick* the arms will be dropped to their usual position.

The teacher should instruct the directing scholar to select two distant points to march on, and before approaching the first to take another in advance on the same line, and so on. By occasionally remaining halted in rear of the scholar directing, and fixing his eyes on the distant objects, the teacher can ascertain if the squad is marching straight to its front.

When a scholar finds himself a little behind, or before, the others of his squad, he must be taught to recover his place in the rank gradually, and not to rush to it, which would make him unsteady and spoil the marching of the rest.

(c)—*In Two Ranks.*

Blank File.—A blank file will always be with the leading rank ; at the halt moving up into his place on the words *About—Turn* : on the march stepping out to take his place in the leading rank when the squad is turned about.

Covering and Distance.—While marching in line, the rear rank must accurately preserve their covering and distance.

(ix.)—**The Quick March.**

Quick—March. { On the word *March*, the squad will step off together with the left foot, in quick time, marking the first pace by a beat with the left foot.

(x.)—**The Halt.**

Squad—Halt. { On the word *Halt*, the moving foot will complete its pace, and the other will be brought smartly up into line with it.

(xi.)—**Stepping Out.**

Step—Out. { When marching, on the word *Out*, the scholar will lengthen the pace, leaning forward a little, but without altering the cadence.

This step is used when a slight increase of speed, without an alteration of cadence, is required ; on the word *Quick—Step* the usual pace will be resumed, with a smart beat of the left foot.

(xii.)—**Stepping Short.**

Step—Short. { On the word *Short*, the foot advancing will finish its pace, and afterwards each scholar will shorten the pace until the word *Quick—Step* is given, when the quick pace will be resumed, with a smart beat of the left foot.

This step is used when a slight check is required.

(xiii.)—Marking Time.

Mark—Time. { On the word *Time*, the foot then advancing will complete its pace, after which the cadence will be continued, without advancing, by raising each foot alternately about four inches, keeping the feet almost parallel with the ground, the knees raised to the front, the arms kept steady at the sides and the body steady. On the word *Forward*, the pace at which the scholars were moving will be resumed, with a smart beat of the left foot.

From the halt, the word of command will be *Quick Mark—Time*.

(xiv.)—Stepping Back.

{ *(One, two, three, or four) Paces,*
Step Back—
March. { In stepping back, the scholars must be taught to take a quick pace straight to the rear, arms close to the sides, shoulders square to the front and bodies erect. In halting, the foot in front will be brought back square with the other.

The step back should never exceed four paces.

The length of pace and the cadence are the same as in quick time.

(xv.)—Changing Step.

Change—Step. { To change step in marching, the advancing foot will complete its pace, and the ball of the rear foot will be brought up to the heel of the advanced one, which will make another step forward, so that the cadence will not be lost, two successive steps being taken with the same foot.

This may be required when any part of a squad, or a single scholar, is stepping with a different foot from the rest.

To change step when marking time, beat twice with the same foot

(xvi.)—Double March.

Double—March { The scholars step off with the left foot in double time, running lightly on the toes with as little noise as possible, care being taken that the heels do not touch the ground. At the same time they will raise their hands as high as the waists, fists clenched, flat part of the wrist inwards. The arms must move with freedom at the shoulder and close to the sides, with the action of the legs. The head must be kept erect and the shoulders square to the front. There must be no stiffness in the movement of the legs; thigh, knee, and ankle joints should all work freely. The feet must be picked up cleanly from the ground at each pace, which should not be less than 30 inches for the older scholars. The body should incline slightly forward. As the foot leaves the ground it should be carried straight to the front, care being taken that the heels are not raised behind.

Squad—Halt. - As in (x.), at the same time dropping and partly opening the hands.

(xvii.)—The Side Step.

Caution.—*Right (or left) close.*

Right Close,
Quick—March
or (Four, etc.)
Paces,
Right Close,
Quick—March, { On the word *March*, each scholar will carry his right foot direct to the right, and instantly close his left foot to it, thus completing the pace; he will proceed to take the next pace in the same manner: shoulders to be kept square, arms close to the sides and knees not bent. The direction must be kept in a straight line to the flank.

Squad—Halt. { On the word *Halt*, which will be used when the number of paces has not been specified, the scholars will complete the pace they are taking, and remain steady.

A squad should not be moved to a flank by the side step more than twelve paces.

(xviii.)—Turning on the March.

Right—Turn. { 1. *Turning to the right, and back into Squad.*—On the word *Turn*, which should be given as the *left* foot is coming to the ground, each scholar will turn in the direction named, and move on at once, without checking his pace.

Left—Turn. { On the word *Turn*, which should be given as the *right* foot is coming to the ground, each scholar will turn again to the left, and move on without checking his pace.

Left—Turn. { 2. *Turning to the left, and back into Squad.*—Scholars will turn to the left in like manner, the word *Turn* being given as the *right* foot is coming to the ground.
Right—Turn. { They will turn again to the right, the word *Turn* being given as the left foot is coming to the ground.

A scholar will always turn to the right on the left foot; and to the left on the right foot. If the word *Turn* is not given as the proper foot is coming to the ground, he will move on one pace and then turn.

3. *Making a half turn to the right, or left.*—Scholars will also be practised in making a half turn to the right or left on the word *Right* (or *Left*) *In—cline*, and then moving on (without checking their pace) in a diagonal direction, taking up fresh points, at once, to march on, and turning in the original direction on the word *Advance*.

4. *Turning about.*—They will also be taught to turn about, which must be done by each scholar on his own ground, in *three* paces, without losing the time. Having completed the turn about, the scholar will at once move forward, marking the fourth pace, which must be a full pace.

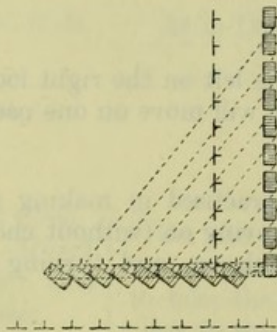
N.B.—After *all* turns on the march a smart beat should be given with the advancing foot, to mark the time.

DIAGONAL MARCH.

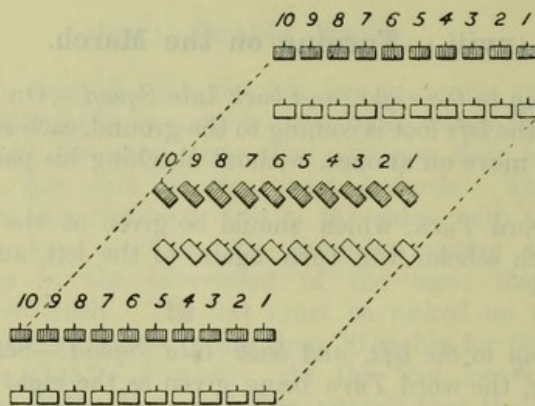
A Squad in Single Rank acts as
Front Rank.

CHANGING DIRECTION.

At the Halt. Right Form.



If the Squad is in two Ranks the
Rear Rank (—) will not turn on the
word "Form" but on the word
"March" will conform to the move-
ments of the Front Rank.



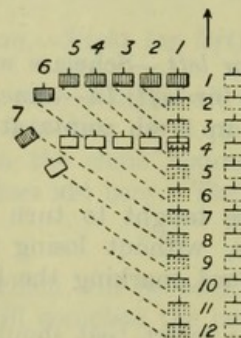
Second Position
"Advance."

In Movement
"Right incline."

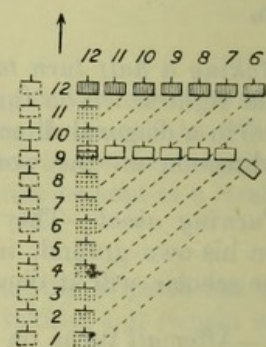
First Position.

FORMING UP.

On the Left
Form Squad.



On the Right
Form Squad.



A Squad in Single Rank will "form Squad" as the Front Rank.

(xix.)—The Diagonal March. (Plate 5.)

*Right
In—cline.*

When the squad is marching in line, and is required to move in a diagonal direction to the right, the word *Right Incline* will be given, upon which the scholars will turn half right, and move diagonally in that direction, each regulating his pace so that his own shoulders are parallel with the shoulders of the scholar on his right, whose head should hide the heads of the others to the right. The scholar on the right hand will direct, and must therefore pay particular attention to the direction and pace.

Advance.

When it is intended to resume the original direction the word *Advance* will be given, on which every scholar will turn in the original direction, and move forward without checking his pace.

If the squad is in *two ranks*, then in addition to the instructions already given, the rear rank must be cautioned to preserve their relative positions with the front rank, in order that they may cover correctly when they are halted in line.

If the diagonal march has been properly performed, the squad, when halted, or after the word *Advance*, will be found to be in a line parallel to its original position.

The diagonal march will also be practised in double time.

(xx.)—A Squad in Line.

Changing Direction.

At the Halt.
Right—Form
(or *Half Right*
—Form).

1. *At the Halt*.—On the word *Form*, the right-hand scholar will make a full turn, and the remainder a partial turn in the required direction.

Quick—March.

On the word *March*, all except the right-hand scholar will step off; and, glancing to the right, will move by the shortest line to their places on the new alignment, halt, and take up their dressing independently.

2. The squad will also practice forming at any angle. In this case the instructor will indicate the exact direction by signal.

3. When it is intended to move forward in the new direction after forming, the words *At the Halt* will be omitted, and the scholars will mark time when formed, and the word *Forward* will follow.

4. *On the March*.—On the word *Form*, the right-hand scholar will turn in the required direction, and mark time, while the remainder will make a partial turn, and move by the shortest line to their places on the new alignment. As each scholar arrives in his place he will mark time and take up his dressing independently.

As soon as the squad is formed, the command *Forward* or *Halt* will be given.

If the squad is in *two ranks* it will form according to the instructions given above, but the rank in the rear will not turn on the word *Form*, but will conform to the movement of the rank in front.

(xxi.)—**A Squad in File Marching and Changing Direction.** (Plate 5.)

1. *A Single Rank Marching as in File.*

- | | | |
|--|---|--|
| <p><i>Right (or Left)</i>
—<i>Turn</i>.</p> | } | <p>1. <i>From the Halt</i>.—Scholars, when standing as in file, must be instructed to cover each other exactly. The head of the scholar immediately in front of each scholar, when he is correctly covered, will conceal the heads of all the others before him.</p> |
| <p><i>Quick—March</i>.</p> | { | <p>On the word <i>March</i>, the whole will step off together, and will continue to step a full pace, without increasing or diminishing the distance between each other. No looking down, nor leaning back is to be allowed. The leader is to be directed to march straight forward on some distant object, the remainder covering correctly during the march.</p> |
| <p><i>Squad—Halt,</i>
<i>Left (or Right)</i>
—<i>Turn</i>.</p> | { | <p>On the words <i>Halt, Left (or Right) Turn</i>, the scholars will halt, and turn in the required direction. If the marching has been properly performed, their dressing will be found correct.</p> |
| <p><i>Right—Turn</i>.</p> | { | <p>2. <i>On the March</i>.—On the word <i>Turn</i>, the scholars will turn to the right, and move on as in file.</p> |
| <p><i>Left—Turn</i>.</p> | { | <p>On the word <i>Right (or Left) Turn</i>, the scholar will turn in the required direction, and then move on steadily in line.</p> |

2. A Squad in Single Rank changing Direction as in File.

Right (or Left) —Wheel. { The squad, when marching as in file, will be taught to change its direction by wheeling to the right or to the left. The leader will move round a quarter of the circumference of a circle having a radius of three feet. The other scholars, in succession, will follow on his footsteps without increasing or diminishing their distances from each other or altering the time, but shortening the pace a little with the inner foot, as they wheel.

The squad may be wheeled at any angle by the command *Right (or Left)—Wheel*, the teacher indicating the direction by signal.

If a squad is ordered to halt or mark time or step short when a part only has wheeled into the new direction, the remainder should be instructed to cover off, if required, by the diagonal march on the command *Rear Files—Cover*.

3. A Squad of Two Ranks will practice marching and changing direction in file in the same manner, care being taken that the rear rank dress correctly by the front rank.

(xxii.)—A Squad Marching as in File, forming Squad. (Plate 5.)

On the Left (or Right) Form —Squad. { 1. When the squad, marching as in file to the right (or left), is ordered to form up on the left (or right), the leader will mark time, the remainder will make a half turn in the named direction, and form upon him, marking time as they come into alignment, and taking up their dressing.

Squad—Forward. { As soon as the squad is formed, the command *Forward* will be given.

2. If it is intended to halt at the place where the movement is commenced, the caution *At the Halt* will be given, and the leading man will halt instead of marking time, the remainder doing the same as they reach their places, and taking up their dressing.

3. If the squad is of *two ranks* marching in file the scholars of the front rank will act as above described, those of the rear rank conforming to the movement of their front rank scholars and covering correctly.

FORMATION OF FOURS.

☐ FRONT RANK. ☐ REAR RANK.

1A. WITH EVEN FILES.

10 9 8 7 6 5 4 3 2 1
 ☐☐☐☐☐☐☐☐☐ 9☐ 7☐ 5☐ 3☐ 1☐
 10☐ 8☐ 6☐ 4☐ 2☐
 ☐☐☐☐☐☐☐☐☐ 9☐ 7☐ 5☐ 3☐ 1☐
 10☐ 8☐ 6☐ 4☐ 2☐

1B. WITH A BLANK FILE.

10 9 8 7 6 5 4 3 2 1
 ☐☐☐☐☐☐☐☐☐ 9☐ 7☐ ☐☐ ☐☐
 10☐ 8☐ ☐☐ ☐☐
 ☐☐ ☐☐☐☐☐☐☐ 9☐ ☐☐ ☐☐ ☐☐
 10☐ 7☐ ☐☐ ☐☐

2A. WITH ODD FILES.

9 8 7 6 5 4 3 2 1
 ☐☐☐☐☐☐☐☐☐ 8☐☐ 7☐ ☐☐ ☐☐
 9☐ ☐☐ ☐☐ ☐☐
 ☐☐☐☐☐☐☐☐☐ 8☐ ☐☐ ☐☐ ☐☐
 9☐☐ 7☐ ☐☐ ☐☐

2B. WITH A BLANK FILE.

9 8 7 6 5 4 3 2 1
 ☐☐☐☐☐☐☐☐☐ 8☐☐ 7☐ 5☐ 3☐ 1☐
 9☐☐ 6☐☐ 4☐☐ 2☐☐
 ☐☐ ☐☐☐☐☐☐☐ 8☐ 5☐ 3☐ 1☐
 9☐ 6☐ 4☐ 2☐

3. WHEN TURNED ABOUT.

9 8 6 5 4 3 2 1
 ☐☐☐ ☐☐☐☐☐☐☐ 9☐☐ 6☐☐ 4☐☐ 2☐☐
 8☐☐ 5☐☐ 3☐☐ 1☐☐
 7
 ☐☐☐☐☐☐☐☐☐ 9☐☐ 6☐☐ 4☐☐ 2☐☐
 ☐☐☐ 5☐☐ 3☐☐ 1☐☐
 8 7

(xxiii.)—The Formation of Fours. (Plate 6.)

Fours are the ordinary marching formation, and the greatest attention should be paid to training the scholars to keep the prescribed distance from those in front. Order and comfort, and the reduction of fatigue, all depend on the maintenance of their exact distance by each section of fours.

Test of marching.—The test of marching in fours is the position of the scholars when they turn into line. If there are no gaps or irregularities in the line, and the squad occupies the same frontage as before it formed fours, the marching is good. This test should be frequently applied during the instruction, and the slightest carelessness as regards the maintenance of the exact distance should be checked at once.

It must be explained to the squad that odd numbers are right files, and even numbers left files.

But, in order that the extreme left four may always be complete, the file on the left of a squad will always move back, and the second file from the left always stand fast, in forming fours.

Form—Fours. { 1. *When in line at the halt.*—On the word *Fours*, the left files will take a pace back, and then a side pace so as to cover their right files, the first pace being taken with the foot furthest from the right files. In this formation the squad will stand in fours.

Re-form two { On the word *Deep* the left files will move to their original position in line by
—Deep. { taking a side pace and a pace forward; or if the squad has been turned about while in fours, a side pace and a pace back.

2. *Forming Fours to a Flank.*

Form—Fours. { As already described.
Right (or Left). { The squad will turn as ordered
Left (or Right) { The squad will turn as ordered, and then re-form two-deep, as already described.
—Turn. }

If it is required to remain in fours, the word of command will be *In Fours. Left (or Right)—Turn.* The same commands apply to a squad marching to a flank in fours.

3. *On the march.*—A squad marching in line, or by the diagonal march, will be taught to form fours precisely as when forming from the halt; the right files marking time two paces whilst the

left files are moving to their places. Should the word *Right* or *Left* follow, the squad will turn in the direction ordered.

4. *When in file.*—Fours will be formed by the left files, moving forward or back into their position in *Fours*, right files if on the move marking time two paces.

5. When moving in line or to a flank in fours, the squad may be turned in any direction, diagonal or otherwise.

6. When moving forward, or to a flank in fours, the squad may be ordered to form two-deep; on the command, *Re-form Two—Deep*, the left files will step up or fall back into their places in two-deep formation, the right files marking time two paces.

7. When moving to a flank in fours, a flank will be ordered to direct, and each section of fours will dress by that flank.

8. When a squad, moving to a flank in fours, has been ordered to incline to the right or left, on the word *Advance* the scholars will make a half turn either to the right or left, re-form two-deep, and move on in line.

(xxiv.)—Fours changing Direction and Forming Squad.

1. *Changing direction.*—A squad moving to a flank in fours will change direction to the right, in the same manner as in file; each four wheeling successively round the same point.

If the squad be ordered to halt, or mark time, when a part of the fours only have wheeled, the remainder should be instructed to cover off, if required, by the diagonal [march on the command *Rear fours—Cover*.

2. *Forming Squad.*—When a squad moving in fours to a flank is ordered to form squad, it will re-form two-deep, and then proceed as in xxii., the scholars taking up their proper places as they come up to the alignment.

(xxv.)—Marching with Staves or Barbells.

Squads with staves will be practised in the different marches, and variations of step, described in the foregoing sections. During these practices, the closest attention must be paid to the position of each individual scholar. The disengaged arm will be allowed to swing naturally.

(xxvi.)—Dismissing a Squad.

Dis—miss. { On the word *Dismiss*, the squad will turn to the right and, after a pause equivalent to two paces in quick time, will break off quietly.

PART II.

Preliminary Directions.

1. For the performance of the following exercises the clothing should be as light and loose as possible. Hats and cloaks and mufflers interfere much with the freedom of the movements, and should be dispensed with as a rule.

2. The work should be so arranged as to be always changing, in order that the groups of muscles that are used in one exercise may be rested in the next, and that no muscles in the body may be either neglected or unduly tired. A good general rule for a teacher to bear in mind is that exercises for the legs and exercises for the arms should alternate with one another. Exercises for upper and lower limbs, and body, may be roughly divided into those that bend and those that straighten.

The teacher must never lose sight of the fact that his aim is the development and consequent strengthening of the *whole* of the body, and not of one particular part.

3. It is most important that *the position laid down for each exercise should be rigidly and precisely adhered to*. This especially holds good in "free gymnastics," where, unless the correct position is maintained, the exercise is useless, requiring little or no muscular exertion; for instance, in bending and stretching the arms with the hands on the ground (*below iii., o*) if the body or legs are relaxed and allowed to bend, very little muscular exertion is thrown on the arms, shoulders, and chest, and the value of the exercise is lost.

4. When standing at "attention," the correct position must always be observed, as it accustoms the scholar to that erect attitude which is best for him, since it tends greatly to the free and full action of the heart and lungs, and the consequent development of the whole body.

5. Great attention must be paid by the teacher to developing the mobility of the chest walls of the scholars. For this purpose, the "Deep Breathing Exercise" must be frequently practised.

6. All exercises with staves or dumb-bells will be preceded by marching, free gymnastics, hopping, or similar work, so as to warm the body by increasing the circulation.

7. All apparatus (dumb-bells, bar bells, etc.) should be as light as possible. The value of dumb-bells is not in their weight but in their having to be gripped. Disused carbines are entirely unsuitable for use in Elementary Schools.

N.B.—In all exercises where the hands are carried above the head, either with or without staves or dumb-bells, the teacher must insist on the head being well thrown back.

(i.)—Deep Breathing Exercise.

One. { From the position of "Attention," slowly exhale the air from the lungs, bringing the head and shoulders well forward whilst doing so in order to contract the chest.

Two. { From this position slowly make a deep inspiration, gradually throwing back the head and shoulders and assuming an erect position, the air being inhaled through the nostrils, and not through the mouth, until the chest has been fully expanded, and the air held in the lungs for one or two seconds.

This exercise should be repeated at least six times.

(ii.)—Leg Exercises.

The squad will be formed in two ranks; before commencing the exercises it will be turned into file.

N.B.—In all changes of time and step the *executive* word must be given as *the right foot comes to the ground*.

(a)—Marching.

Quick—March. As laid down in Part I.

On the Toes—
Rise. { With a slight bend of the knees, rise on the toes, and at the same time place the hands smartly on the hips, fingers together, thumbs and elbows to the rear, and the wrist well bent down, the cadence remaining the same, but the length of the pace reduced to about 12 inches.

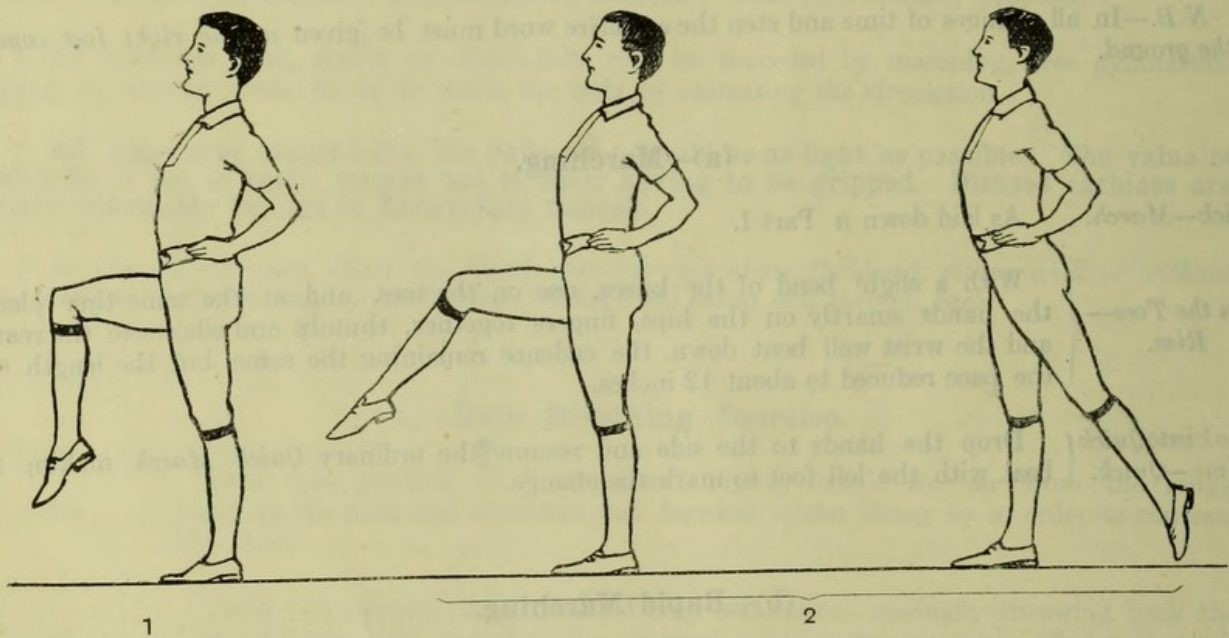
Break into Quick { Drop the hands to the side and resume the ordinary *Quick March* making a
Time—Quick. { beat with the left foot to mark the change.

(b)—Rapid Marching.

Rapid March— { Step well out, and gradually quicken the cadence until the utmost possible
Commence. { speed is attained.

Break into Quick { Resume the *Quick March*, making a beat with the left foot to mark the change,
Time—Quick. {

GYMNASTIC MARCH.

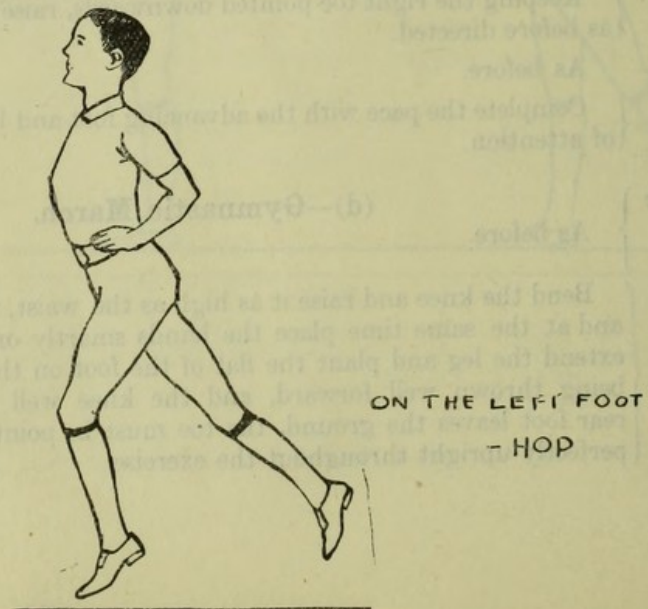
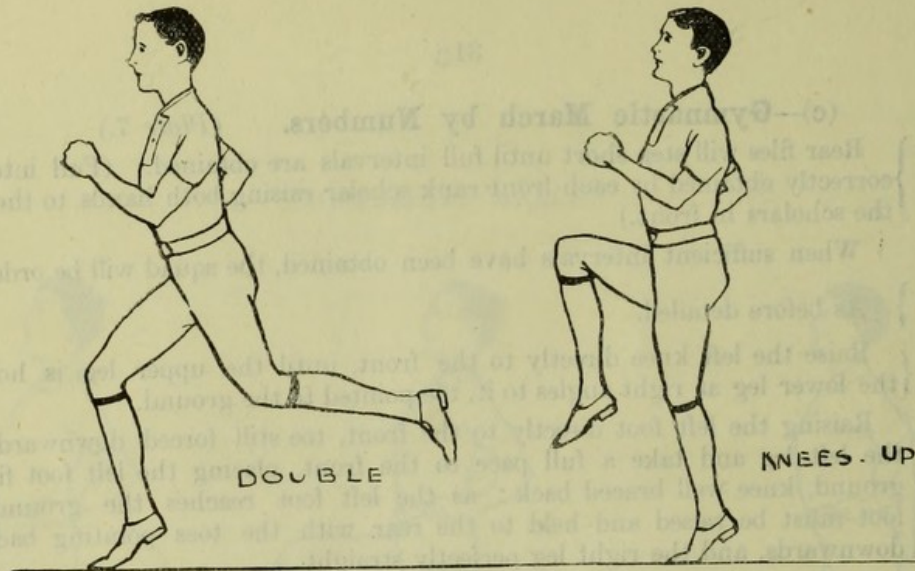


(c)—Gymnastic March by Numbers. (Plate 7.)

- For Gymnastic March* } Rear files will step short until full intervals are obtained. (Full interval may be
Open—out. } correctly obtained by each front rank scholar raising both hands to the shoulders of
the scholars in front.)
- Halt.* When sufficient intervals have been obtained, the squad will be ordered to halt.
- Hands on the* }
—Hips. } As before detailed.
- One.* { Raise the left knee directly to the front, until the upper leg is horizontal and
the lower leg at right angles to it, toe pointed to the ground.
- Two.* { Raising the left foot directly to the front, toe still forced downwards, straighten
the left leg and take a full pace to the front, placing the left foot firmly on the
ground, knee well braced back: as the left foot reaches the ground the right
foot must be raised and held to the rear with the toes pointing backwards and
downwards, and the right leg perfectly straight.
- One.* { Keeping the right toe pointed downwards, raise the right knee directly to the front
as before directed.
- Two.* As before.
- Attention.* { Complete the pace with the advancing foot and bring the rear foot up to the position
of attention.

For Gymnastic March } (d)—Gymnastic March.
Open—out. } As before.

In Slow Time— { Bend the knee and raise it as high as the waist, with the toe pointed downwards,
March. } and at the same time place the hands smartly on the hips, and without any pause
extend the leg and plant the flat of the foot on the ground, the weight of the body
being thrown well forward, and the knee well braced back. Immediately the
rear foot leaves the ground, the toe must be pointed downwards, and the body kept
perfectly upright throughout the exercise.



- Break into Quick Time—Quick.* { Resume the ordinary *Quick March*, making a beat with the left foot to mark the change, and at the same time drop the hands smartly to the sides.
- On the Leading File—Close.* { The leading file will step short, and the remainder close to the correct distance the word *Forward* will then be given, when the quick pace will be resumed.

(e)—**Double March.** (Plate 8.)

Double—March. As 'n Part I., xvi.

Knees—Up. { Check the pace at once, but not the cadence, and without throwing the feet to the front raise the knees well up in line with the waist, body and head erect, chest well advanced.

As you—were. Resume the *Double March*.

Break into Quick Time—Quick. { Resume the *Quick March* making a strong beat with the left foot and dropping the hands smartly to the sides.

N.B.—During the above exercises the squad should be frequently halted, fronted, and practised taking up their dressing with the utmost quickness and precision.

(f)—**Hopping.** (Plate 8.)

On the Left Foot—Hop. { Place the hands smartly on the hips and hop forward on the toes of the left foot, covering about 12 inches, head erect, chest thrown well to the front, elbows and shoulders forced backwards and downwards; the right leg perfectly straight and kept well to the rear, toe pointed back. Repeat the practice not less than 6 times.

Change—Feet. As above, but hopping on the right foot.

Break into Quick Time—Quick. { As before.

(g)—Hopping on the Left and Right Foot alternately.

On the Left { Hop as before, changing feet at each hop, the intermediate stride being a pace of
Foot—Hop. { full length.

Break into Quick }
Time—Quick. } As before.

N.B.—The scholars should always be made to hop as *high* as possible, and the heel never allowed to touch the ground. The upright position of the head and body must be maintained, and the shoulders kept square to the front.

(h)—Jumping off the Left and Right Foot.

Take a pace to the front with the left foot, followed by a forward swing of the right leg, and jump off the left foot, landing on the fore part of the feet body and head erect, knees bent and forced outwards. Without any pause sink on the heels and then resume the position of attention.

This exercise should be carried out with the left and right foot alternately.

The length of the jump should be at least 36 inches with the older children.

(i)—Jumping.

The squad will be formed up in two ranks in front of, and about ten paces from the Jumping Standards* and will *Stand at ease*.

Caution.—*Jumping,*

First—File. First file will come to *Attention*

No. 1—Ready. { No. 1 front rank will step out smartly and place himself one pace in front of
 { the centre of the squad.

* Two boys holding a string or bar extended between them may take the place of Standards. The string in the first instance should be not more than two feet from the ground, but can be raised at discretion. Girls are not required to perform this exercise.

Go.

No. 1 front rank will slowly commence running and gradually increase the pace. When about two feet from the jump he will bend his knees, spring off the forepart of his feet (bringing his knees as high as possible and keeping his body and head erect), and clear the jump, dropping on the forepart of his feet, bending his knees and turning them well out. He will then, without a pause, spring smartly to attention. At the same time No. 1 rear rank will place himself in front of the squad.

Next—Go.

No. 1 front rank will turn to the right, double back to his place by the rear of the squad, and stand at ease; at the same time No. 1 rear rank will act as detailed above. No. 2 front rank will move out in front of the squad, and so on until the whole squad has performed the exercise.

Caution.—*Jumping by files.*

*First File
—Ready*

{ As before, but the rear rank boy will place himself on the right of his front rank boy at full interval.

Go.

{ As before; the boys retaining their interval, and jumping together, and the next file taking post in front of the squad

Next—Go.

{ Each boy will turn to the right and double back to his place by the rear of the squad and stand at ease; at the same time the next file will act as above, and the third file move out in front of the squad, and so on.

Jumping may further be practised by fours if desired, on the same method.

OPENING THE RANKS.

1.—NUMBER.

12 // 10 9 8 7 6 5 4 3 2 1

II.—FULL INTERVAL FROM THE LEFT. RIGHT CLOSE—MARCH.

III.—FOR FREE GYMNASTICS—PREPARE.

} 2 PACES.

IV.—MARCH.

} 4 PACES.

} 4 PACES.

(iii.)—Free Gymnastics. (Plate 9.)

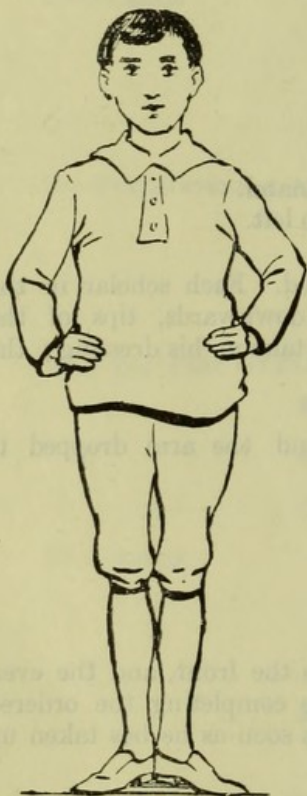
All movements in free gymnastics must be performed by word of command.
The squad will be formed in two ranks and be numbered from right to left.

Full interval { The whole, except the file named, will close as ordered. Each scholar in the
from the Left. front rank will raise the left arm, palm of the hand downwards, tips of the
Right Close— fingers touching the shoulders of the next scholar, and will take up his dressing; the
March. rear rank must cover correctly.

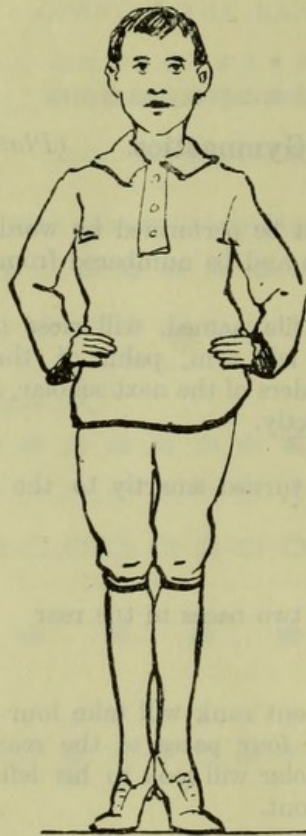
Eyes—Front. { Head and eyes will be turned smartly to the front, and the arm dropped to
the side.

For Free {
Gymnastics— { The rear rank will take two paces to the rear
Prepare. }

March. { Odd numbers of the front rank will take four paces to the front, and the even
numbers of the rear rank four paces to the rear. After completing the ordered
number of paces, each scholar will look to his left, and as soon as he has taken up
his dressing, look to his front.



HANDS ON-HIPS



ON THE TOES - RISE



DOUBLE KNEE - BEND

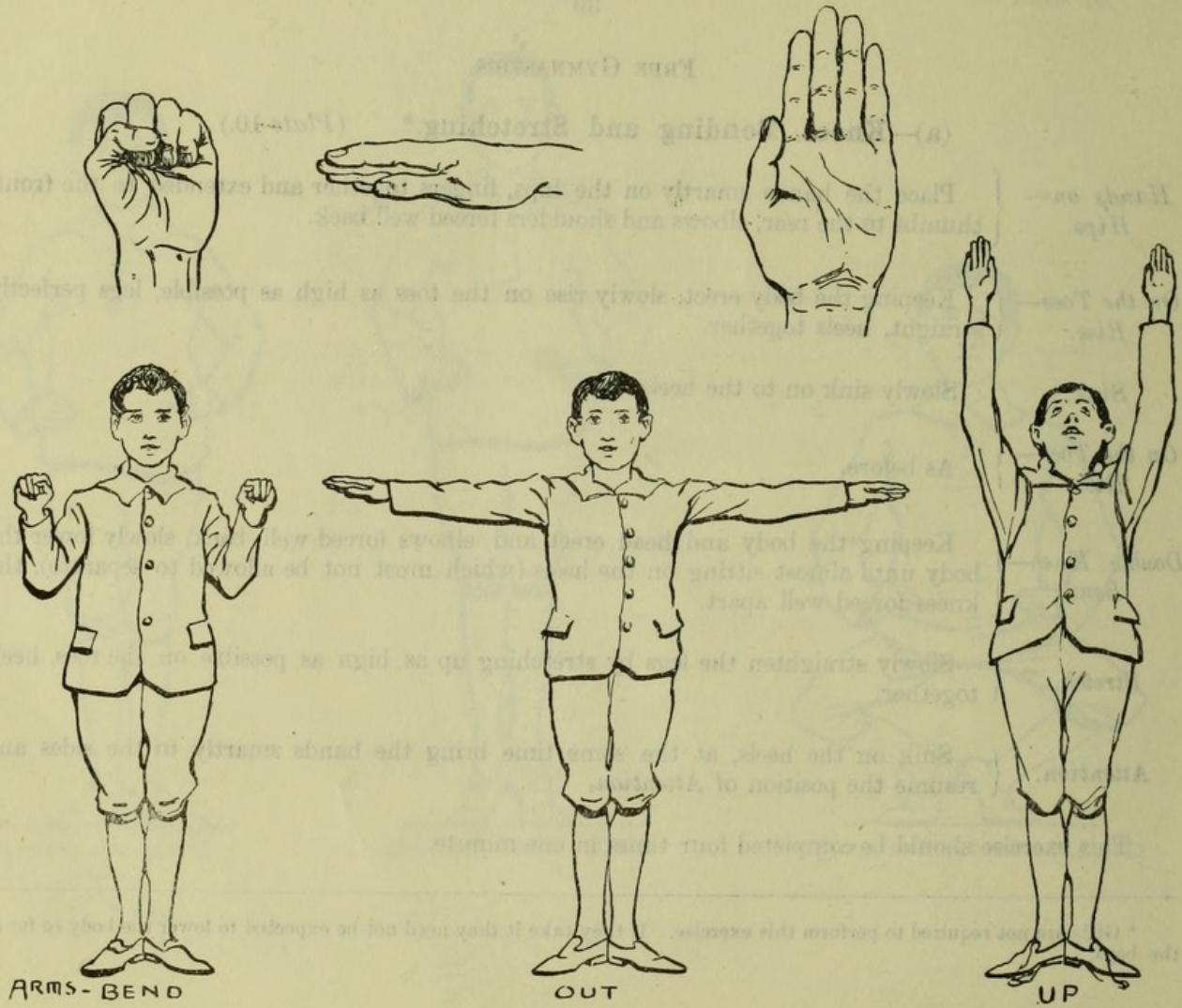
FREE GYMNASTICS.

(a)—**Knees, Bending and Stretching.*** (Plate 10.)

- Hands on—* { Place the hands smartly on the hips, fingers together and extended to the front,
Hips. { thumbs to the rear, elbows and shoulders forced well back.
- On the Toes—* { Keeping the body erect, slowly rise on the toes as high as possible, legs perfectly
Rise. { straight, heels together.
- Sink.* { Slowly sink on to the heels
- On the Toes—* {
Rise. { As before.
- Double Knee—* { Keeping the body and head erect and elbows forced well back, slowly lower the
Bend. { body until almost sitting on the heels (which must not be allowed to separate), the
{knees forced well apart.
- Stretch.* { Slowly straighten the legs by stretching up as high as possible on the toes, heels
{ together.
- Attention.* { Sink on the heels, at the same time bring the hands smartly to the sides and
{ resume the position of *Attention*.

This exercise should be completed four times in one minute.

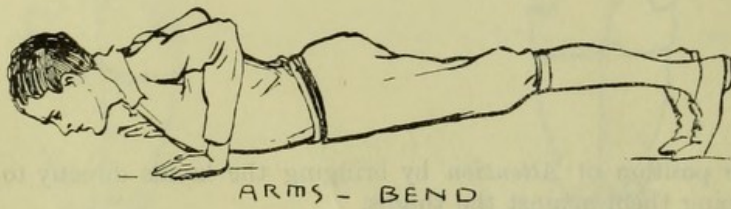
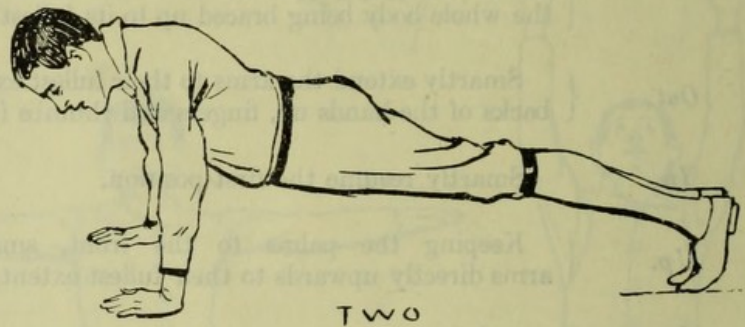
* Girls are not required to perform this exercise. If they take it they need not be expected to lower the body so far as the boys.



FREE GYMNASTICS.

(b)—Arms, Bending and Stretching. (Plate 11.)

- Arms—Bend.* { Raise the hands, fists clenched, finger nails to the front, and with an upward and downward semi-circular motion, force the shoulders backwards and downwards until the shoulder-blades almost meet behind. The arms to be bent at the elbows, fist and forearm perpendicular. Hands in line with the outer sides of the shoulders, the whole body being braced up to its fullest extent.
- Out.* { Smartly extend the arms to their fullest extent in line and level with the shoulders, backs of the hands up, fingers and thumbs fully extended and close together.
- In.* Smartly resume the first position.
- Up.* { Keeping the palms to the front, smartly stretch the thumbs, fingers and arms directly upwards to their fullest extent, head thrown back as far as possible,
- In.* As before,
- Out.* As before,
- In.* As before,
- Attention.* { Smartly resume the position of *Attention* by bringing the hands directly to the sides and without slapping them against the thighs.



FREE GYMNASTICS.

*(c)—Pressing from the Ground. (Plate 12.)

On the Hands { Lower the body by bending the knees outwards, place the palms of the hands,
 —Down. { fingers to the front, on the ground, 6 inches in front of the feet, and the width
 of the shoulders apart; eyes on the ground.

Two. { Keeping the arms perpendicular, shoot the legs to the rear, the head, body, and
 legs assuming a rigid and straight line, and the weight of the body resting on the
 hands and toes only.

Arms—Bend. { Keeping the head, body, and legs rigid, and in a straight line, slowly bend the
 arms until the chest almost touches the ground, elbows close to the body.

Stretch. By slowly straightening the arms resume the position as in *Two*.

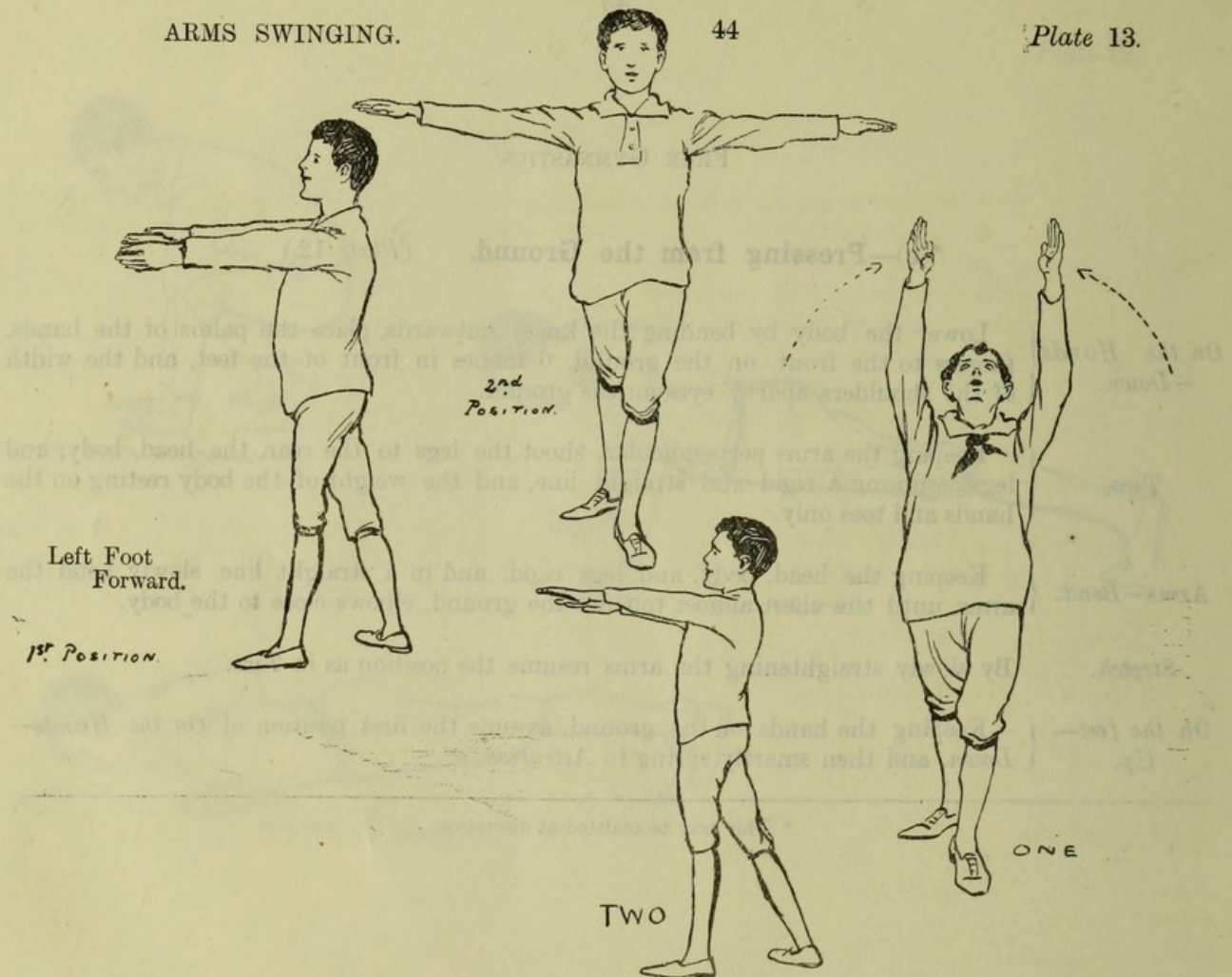
On the feet— { Keeping the hands on the ground, assume the first position of *On the Hands—*
 Up. { *Down*, and then smartly spring to *Attention*.

* This may be omitted at discretion.

ARMS SWINGING.

44

Plate 13.



FREE GYMNASTICS.

(d)—Arms Swinging. (Plate 13.)

By Numbers.

Arms Swinging
By Numbers,
Left (or Right)
Foot—
Forward. { Advance the named foot about 8 inches, keeping both feet flat on the ground, at the same time without bending the arms, raise them smartly in front of the body, and without any pause force them back in line with the shoulders as far as possible, backs of the hands uppermost, fingers extended, and thumb close to the forefinger. The knees should be well braced back, the head erect, the chest expanded, and the weight of the body thrown chiefly on the advanced foot.

One. { Keeping the arms extended, raise them smartly by a semi-circular motion to the front above the head, palms inwards, and hands the width of the shoulders apart. At the same time throw the head well back, and direct the eyes to the hands.

Two. { Bring the hands down smartly in line with the mouth, palms inwards, width of the shoulders apart, arms fully extended, and without any pause force them back right and left in line with the shoulders as far as possible, turning the backs of the hands upwards in doing so.

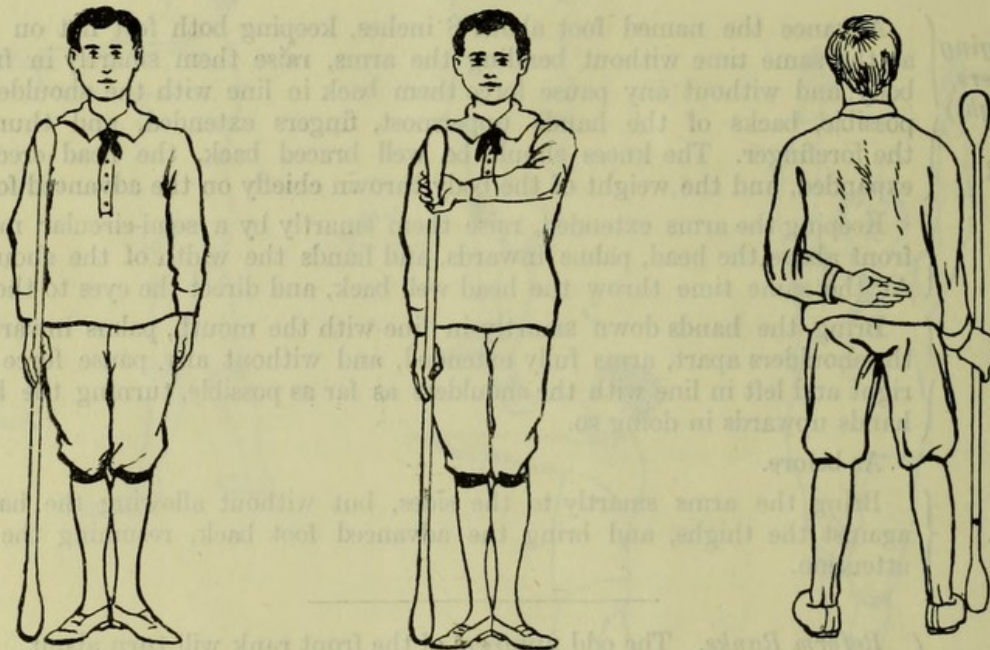
One. As before.

Steady. { Bring the arms smartly to the sides, but without allowing the hands to slap against the thighs, and bring the advanced foot back, resuming the position of attention.

Reform—Ranks { *Reform Ranks.* The odd numbers of the front rank will turn about.
—March { *March.* The odd numbers of the front rank will take four paces, halt and turn about. The odd numbers of the rear rank will take two, and the even numbers of the rear rank will take six paces to the front and halt.

On the Left, Close {
Quick—March. { The left file will stand fast, and the remainder will close.

EXERCISES WITH STAVES.—(b)



AT THE ORDER

READY
(ONE.)

STAND AT EASE.

(iv.)—Exercises with Staves. (Plate 14.)

Bar-bells or light dummy rifles may also be used.

It is unnecessary that all the following exercises should be performed on each occasion.

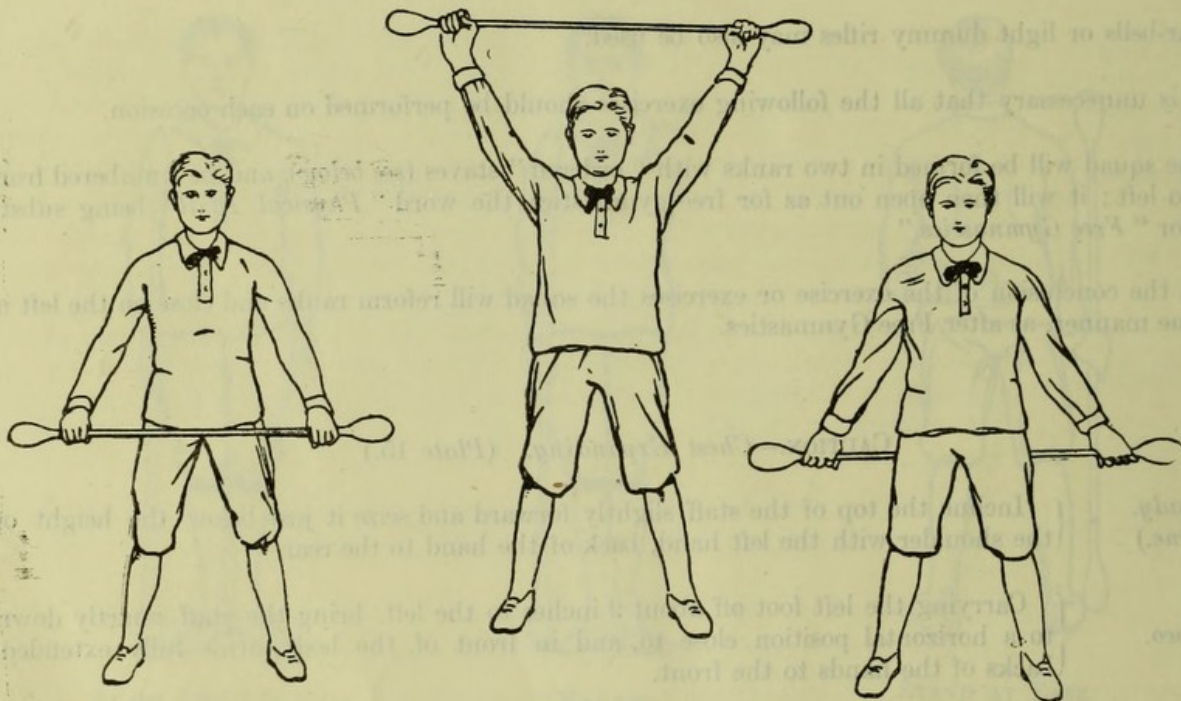
The squad will be formed in two ranks with "ordered" staves (*see below*), and be numbered from right to left; it will then open out as for free gymnastics, the word "*Physical Drill*" being substituted for "*Free Gymnastics*."

At the conclusion of the exercise or exercises the squad will reform ranks and close on the left in the same manner, as after Free Gymnastics.

CAUTION.—Chest Expanding. (Plate 15.)

- | | |
|----------------------------------|---|
| <i>Ready.</i>
(<i>One.</i>) | { Incline the top of the staff slightly forward and seize it just below the height of the shoulder with the left hand, back of the hand to the rear. |
| <i>Two.</i> | { Carrying the left foot off about 9 inches to the left, bring the staff smartly down to a horizontal position close to, and in front of, the body, arms fully extended, backs of the hands to the front. |
| <i>Hands to—Distance.</i> | { Slide both hands outwards until sufficient distance is obtained to admit of the staff being passed over the head and behind the back with straight arms. |

CHEST EXPANDING.



ONE

CHEST EXPANDING.

(Plate 15.)

One. { Keeping the arms straight, slowly raise the staff above the head and continue the motion over the head without any pause until the staff rests in the small of the back. Throughout this exercise the head and body must be kept erect and motionless, the chest forced well forward, the grasp unrelaxed, the arms rigidly straight, and the weight of the body balanced on the fore part of the feet. (Plate 15).

Two. { Slowly raise the staff behind the head and continue the motion over the head until the *To Distance* position is resumed, head, body, chest, and arms as in *One*.

Order—Arms. { Bring back the left heel to the right and at the same time bring the staff to a perpendicular position at the right side, left hand close to right shoulder, and seize the middle of the staff with the right hand.

Two. { Place the butt of the staff quietly on the ground by the right foot, and carry back the left hand to the side.

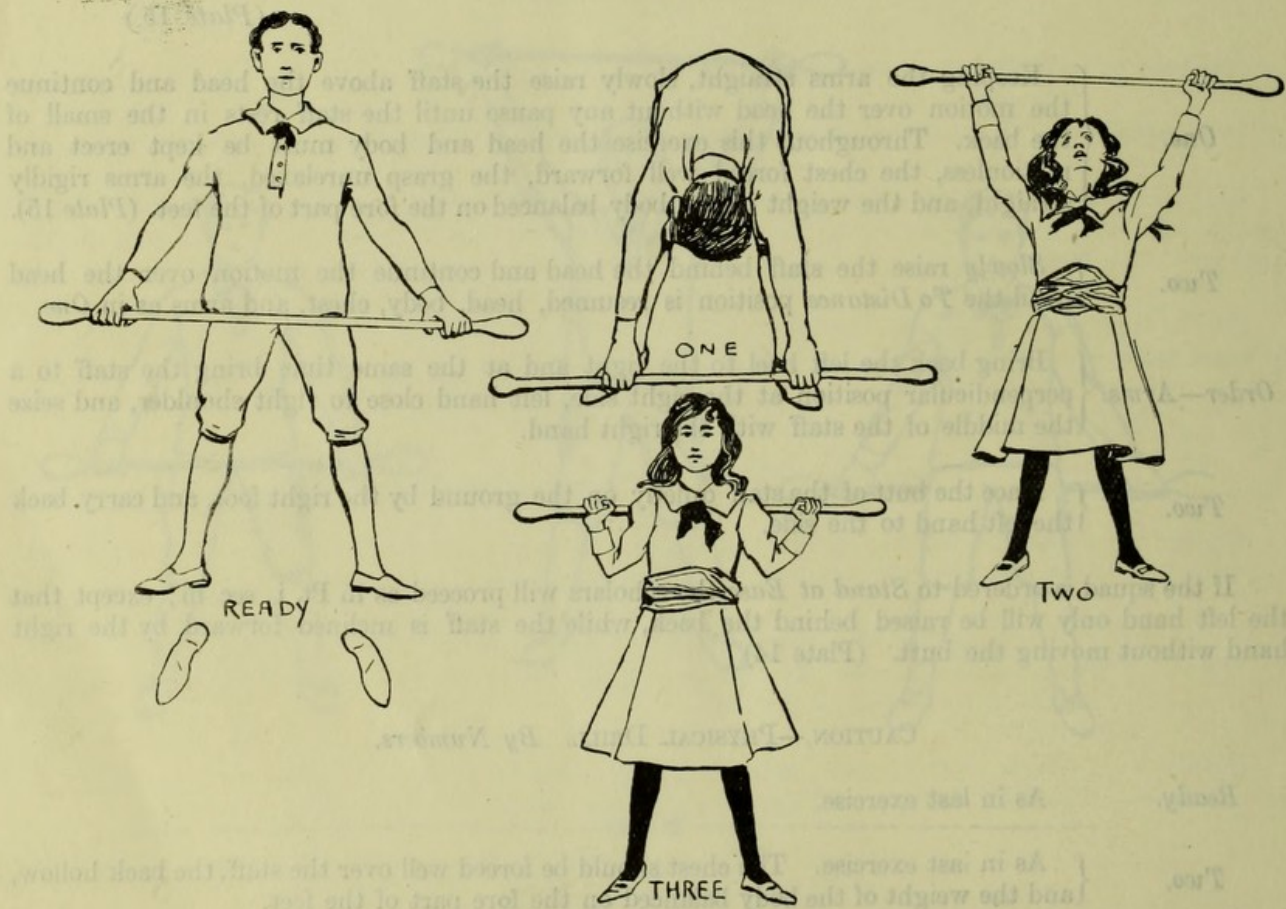
If the squad is ordered to *Stand at Ease* the scholars will proceed as in Pt. i., sec. iii., except that the left hand only will be raised behind the back, while the staff is inclined forward by the right hand without moving the butt. (Plate 14).

CAUTION.—PHYSICAL DRILL. *By Numbers.*

Ready. As in last exercise.

Two. { As in last exercise. The chest should be forced well over the staff, the back hollow, and the weight of the body balanced on the fore part of the feet.

PHYSICAL DRILL.—1ST PRACTICE.



PHYSICAL DRILL.

CAUTION.—*First Practice. By Numbers. (Plate 16.)*

One. { With the arms and knees straight, bend quickly over, lowering the staff to the insteps, head forced down.

Two. { Swing the staff above the head, with the arms and knees straight, reaching well out to the front in doing so; eyes directed towards the staff and head thrown well back.

Three. { Bend the arms, and pull the staff well down behind the shoulders, forcing the chest well forward, eyes directed to the front, head erect.

Four. Resume the second position smartly.

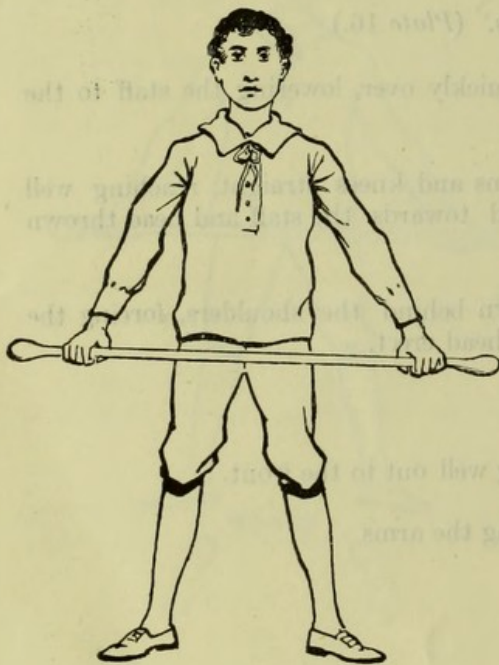
One. Swing the staff to the first position, reaching well out to the front.

or
Steady. Bring the staff to the *Ready* position by bending the arms

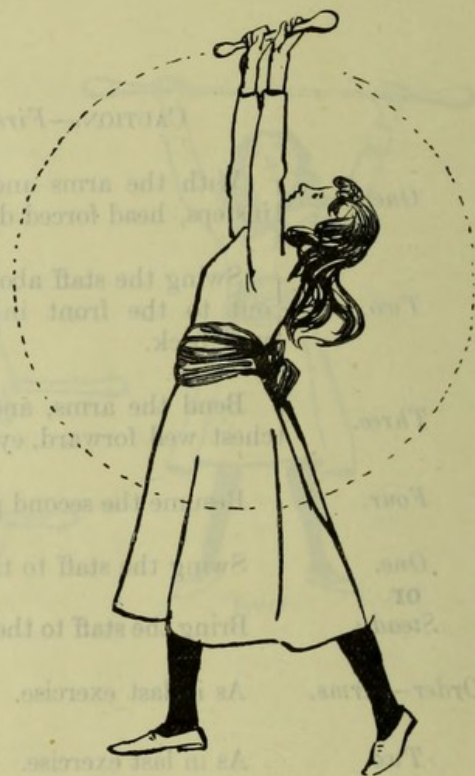
Order—Arms. As in last exercise.

Two. As in last exercise.

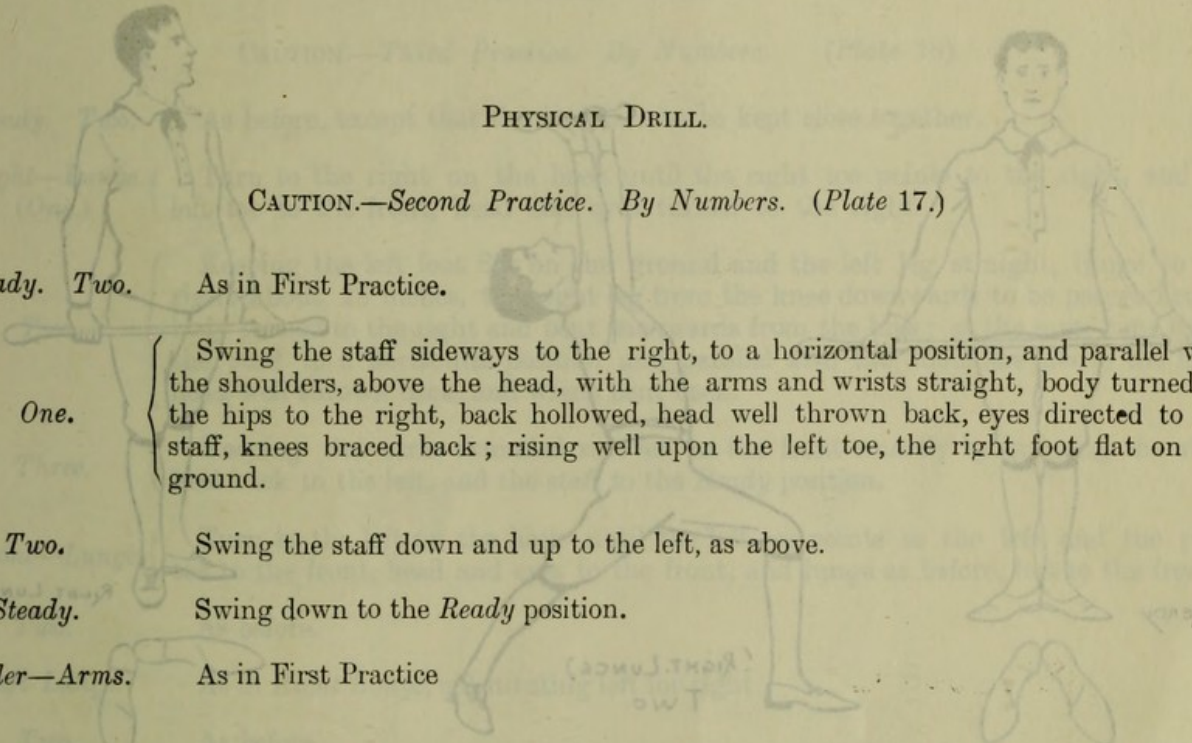
PHYSICAL DRILL.—2ND PRACTICE.



READY



ONE



PHYSICAL DRILL.

CAUTION.—*Second Practice. By Numbers. (Plate 17.)*

Ready. Two. As in First Practice.

One.

Swing the staff sideways to the right, to a horizontal position, and parallel with the shoulders, above the head, with the arms and wrists straight, body turned on the hips to the right, back hollowed, head well thrown back, eyes directed to the staff, knees braced back; rising well upon the left toe, the right foot flat on the ground.

Two.

Swing the staff down and up to the left, as above.

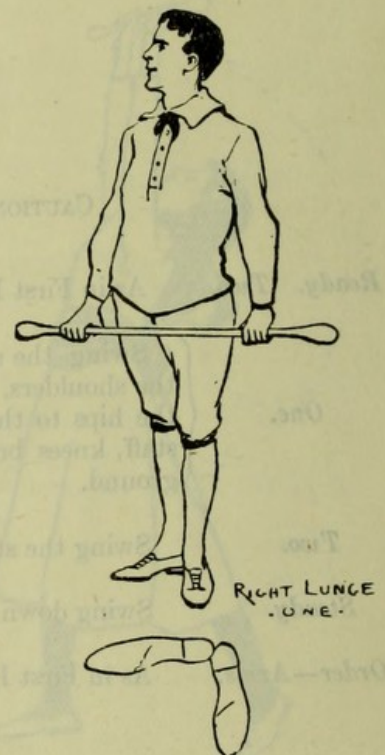
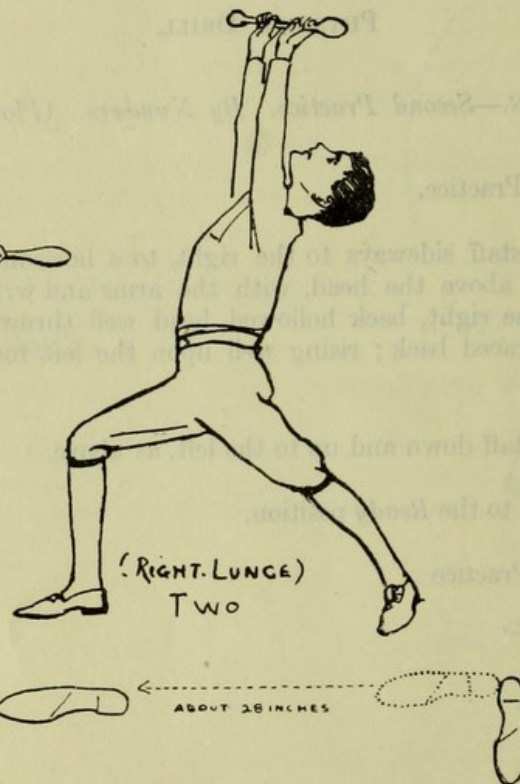
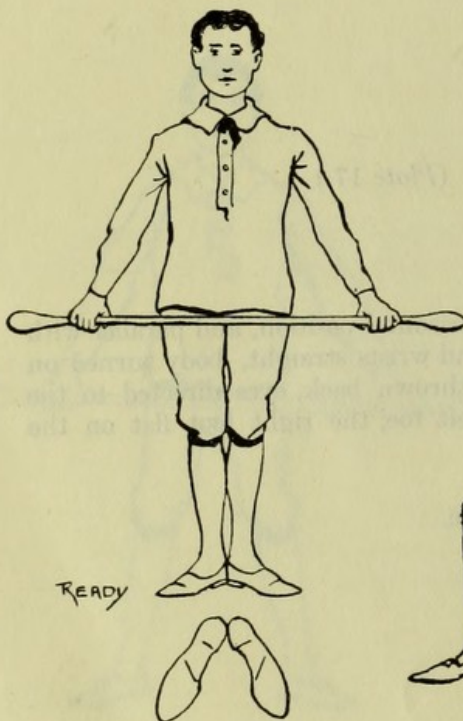
Steady.

Swing down to the *Ready* position.

Order—Arms.

As in First Practice

PHYSICAL DRILL.—3RD PRACTICE.



PHYSICAL DRILL.

CAUTION.—*Third Practice. By Numbers. (Plate 18).*

Ready. Two. As before, except that the heels are to be kept close together.

Right—Lunge. (One.) { Turn to the right on the heels until the right toe points to the right, and the left toe to the front, head and eyes turned to the right.

Two. { Keeping the left foot flat on the ground and the left leg straight, lunge to the right about 28 inches, the right leg from the knee downwards to be perpendicular, body turned to the right and bent backwards from the hips; at the same time throw the staff to a horizontal position and parallel with the shoulders above the head, head well thrown back, and wrists bent back.

Three. { Keeping the arms extended recover to the front smartly by bringing the right heel back to the left, and the staff to the *Ready* position.

Front—Lunge. { Turn to the left on the heels until the left toe points to the left, and the right toe to the front, head and eyes to the front, and lunge as before, but to the front.

Two. As before.

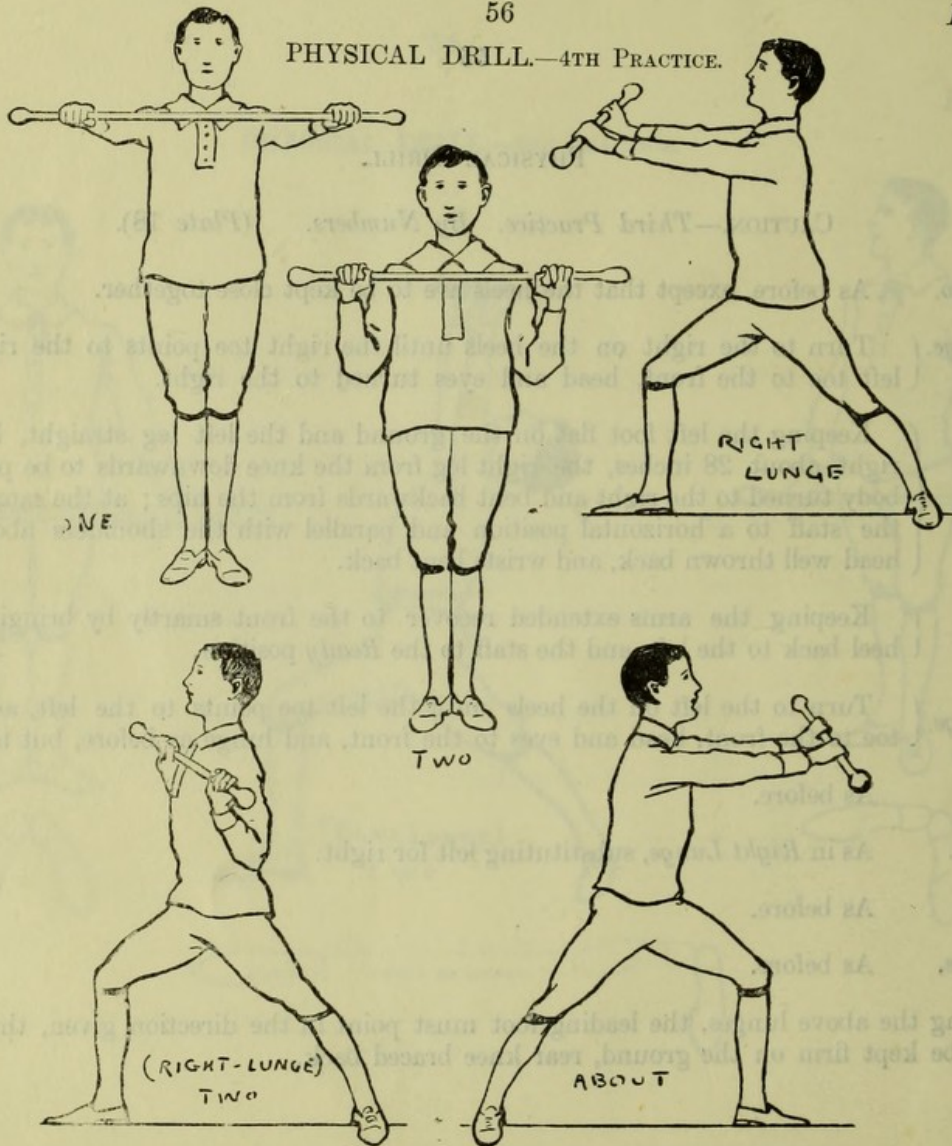
Left Lunge. As in *Right Lunge*, substituting left for right.

Two. As before.

Order—Arms. As before.

In making the above lunges, the leading foot must point in the direction given, the heel of the rear foot to be kept firm on the ground, rear knee braced back.

PHYSICAL DRILL.—4TH PRACTICE.

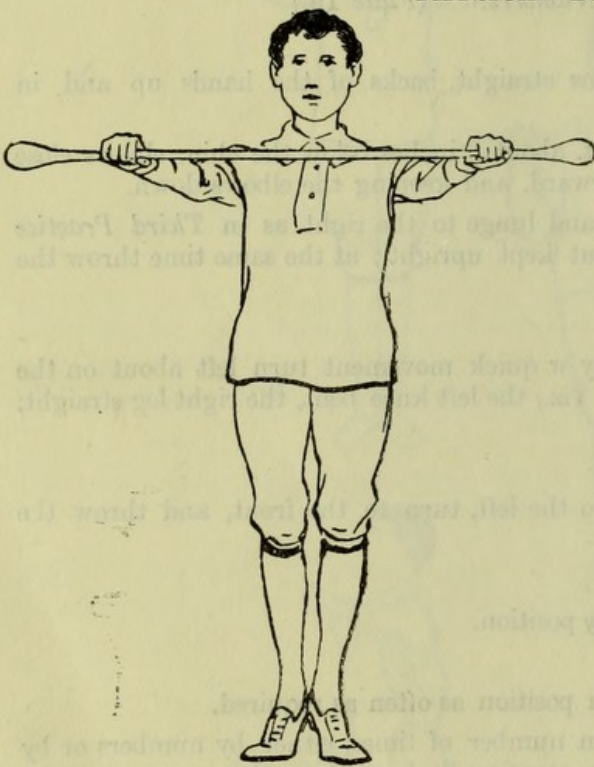


PHYSICAL DRILL.

CAUTION.—*Fourth Practice. By Numbers. (Plate 19.)**Ready. Two.* As in *Third Practice*.*One.* { Throw the staff out to the front, arms straight, backs of the hands up and in line with the shoulders.*Two.* { Bring the staff smartly to the breast, about 6 inches below the chin, elbows close to the sides, forcing the chest well forward, and keeping the elbows down.*Right—Lunge.* { While at *Two* make a partial turn and lunge to the right as in *Third Practice* body and head turned to the right, but kept upright; at the same time throw the staff out to the front.*Two.* As before.*About.* { While at *Two* raise the toes, and by a quick movement turn left about on the heels, reversing the position of the legs, viz., the left knee bent, the right leg straight; and throw the staff out as before.*Two.* As before.*Recover.* { While at *Two* bring the right heel to the left, turn to the front, and throw the staff out as before.*Two.* As before.*Steady.* From *Two* drop the staff to the *Ready* position.*Order—Arms.* As before.In this Practice *One, Two* will be repeated in each position as often as required.

Each of the above Practices will be repeated a certain number of times, either by numbers or by the command *Judging the Time—Commence*. They may occasionally be performed to music, but the habitual use of music is not recommended. In any case the scholars actually performing the exercise should not be allowed to sing, as they require all their energy for the performance of the exercise. Any Slow March will be applicable to the first, second, and third Practices; any Quick March to the fourth Practice.

PHYSICAL DRILL.—5TH PRACTICE.



Two



THREE

PHYSICAL DRILL.

CAUTION.—*Fifth Practice.* By Numbers. (Plate 20.)*

- Ready.* As in *Third Practice*.
- One.* Throw the staff out to the front as in *One, Fourth Practice*.
- On the Toes* }
—Rise. } Rise on the toes as high as possible.
- Knees—Bend.* { Gradually lower the body as far as possible, by bending the knees, forcing them
 well apart, body and head erect, eyes directed to the front, heels pressed together.
- Stretch.* Resume the second position by slowly straightening the knees.
- On the Heels* }
—Sink. } Lower the heels to the ground.
- Steady.* Smartly resume the *Ready* position.
- Order—Arms.* As before.

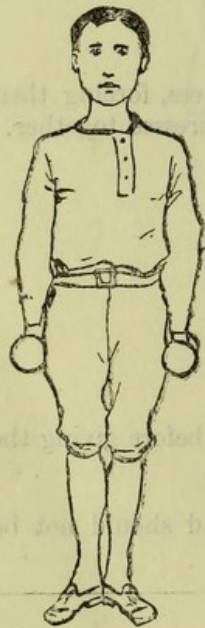
In this practice repeat *Rise* and the three following motions as often as required, before giving the word *Steady*.

These four movements should take not less than 10 seconds to complete, and should not be performed to music.

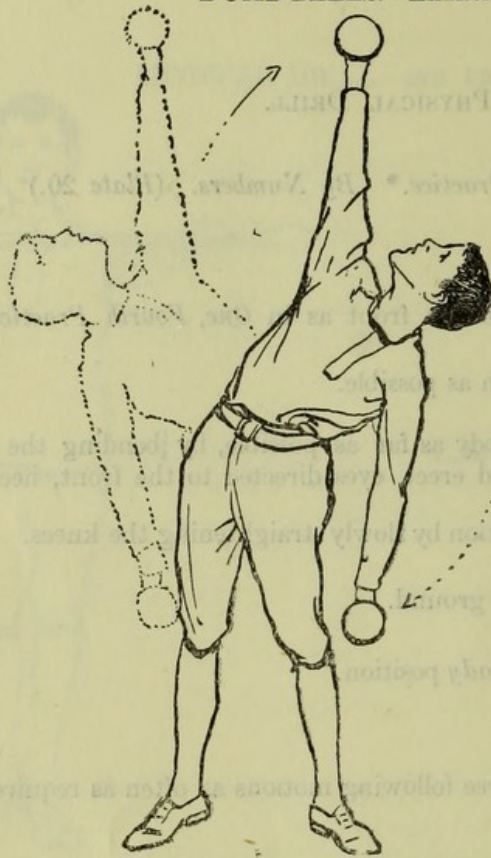
* See footnote to iii. (a.)

DUMB-BELLS.—EXERCISE 1.

Plate 21.



ATTENTION



1ST PRACTICE
ONE



2ND PRACTICE
CHANGE

(v.)—Dumb-bell Exercises.

The squad, having fallen in two deep with a bell in each hand, will be opened out, and closed, as for Free Gymnastics, the words "*Dumb-bell Exercises*" being substituted for *Free Gymnastics*.

1st Exercise. (Plate 21.)

Caution.—*Bending and Stretching the body.*

1st Practice. }
Right—Incline. } The squad will turn half right.

Ready. The whole will carry their left feet off about 9 inches to the left.

One. { Keeping the shoulders square to the front and the right arm straight, raise the hand sideways above the head, and reach down as far as possible with the left, head well thrown back, and the eyes directed towards the bell.

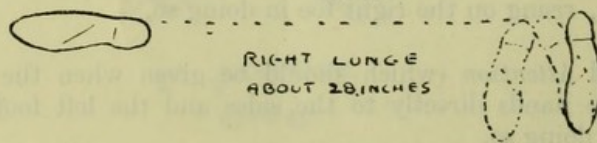
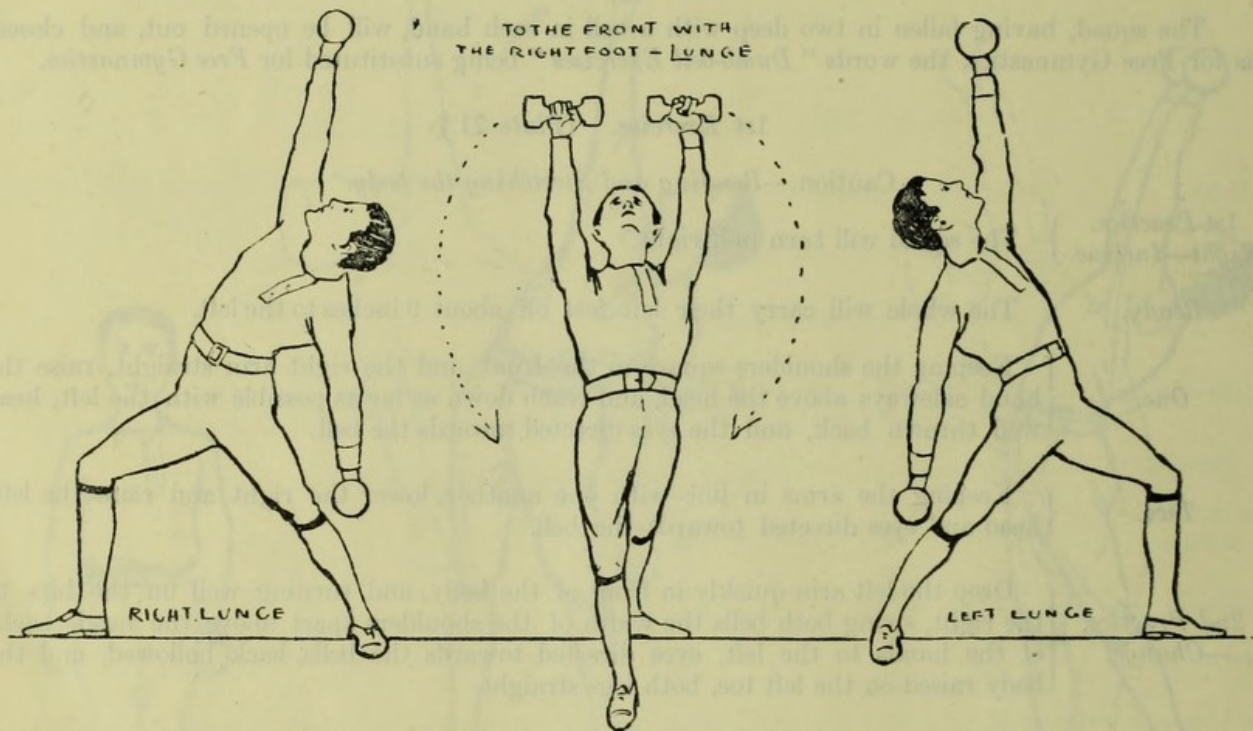
Two. { Keeping the arms in line with one another, lower the right and raise the left, head and eyes directed towards the bell.

2nd Practice, { Drop the left arm quickly in front of the body, and turning well on the hips to
—Change. { the right, swing both bells the width of the shoulders apart above the head, backs of the hands to the left, eyes directed towards the bells, back hollowed, and the body raised on the left toe, both legs straight.

Two. { Keeping the back hollowed, swing both arms down in front of the body and up to the left, rising on the right toe in doing so.

Attention. { On the word *Attention* (which should be given when the hands are up to the left), bring the hands directly to the sides and the left foot to the right, turning to the front in doing so.

DUMB-BELLS.—EXERCISE 2.



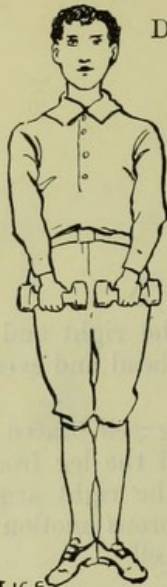
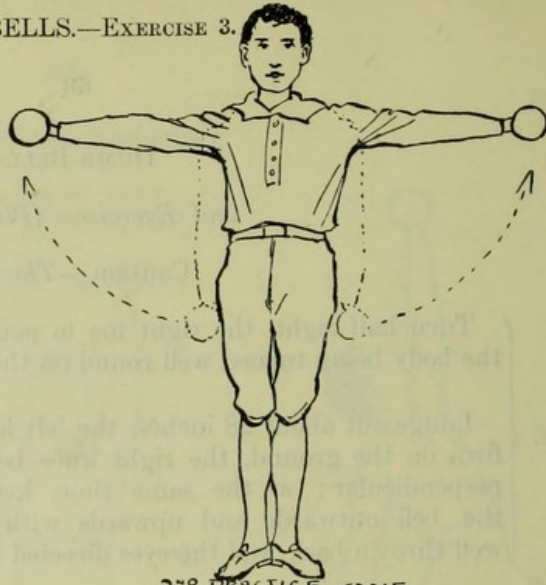
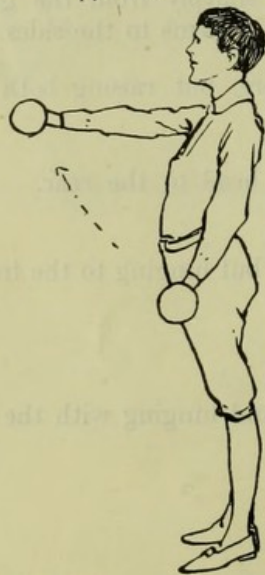
DUMB-BELLS.

2nd Exercise. (Plate 22.)

Caution.—*The Lunge.*

- Right—Lunge.* { Turn half right, the right toe to point to the right and the left to the front, the body being turned well round on the hips, head and eyes turned to the right.
- { Lunge out about 28 inches, the left leg being well braced back and the foot kept firm on the ground, the right knee bent, and the leg from the knee downwards perpendicular; at the same time, keeping the right arm perfectly rigid, throw the bell outwards and upwards with a vigorous motion above the head, head well thrown back, and the eyes directed to the bell.
- Two.* { Keeping the left leg straight, press sharply from the ground with the right foot, and recover to the front, dropping the arms to the sides.
-] *To the Front with the Right Foot—Lunge.* { Turn half left, and proceed as before, but raising both bells above the head, width of the shoulders apart.
- Two.* As before, circling the bells over the head to the rear.
- To the Front with the Left Foot—Lunge.* { Turn half right, and proceed as before, but lunging to the front with the left foot.
- Two.* As before.
- Left—Lunge.* As in the *Right Lunge* but *vice versa*, and lunging with the left foot to the left.
- Two.* As in the *Right Lunge*.

DUMB-BELLS.—EXERCISE 3.

1st PRACTICE READY2nd PRACTICE, ONE1st PRACTICE ONE2nd PRACTICE . CHANGE

DUMB-BELLS.

3rd Exercise. (Plate 23.)

Caution.—*Pectorals, Front, Side and Back Muscles of the Shoulders.*

Right—Incline. The squad will turn half right.

1st Practice— { Without contracting the chest, carry the bells in front of the thighs, arms straight,
Ready. { back of the hands to the front.

One. { Preserving the squareness of the shoulders and keeping the right arm straight,
raise the bell slowly to the front as high as the point of the shoulder, reaching
well forward in doing so.

Two. { Still preserving the squareness of the body, slowly raise the left hand and at
the same time lower the right.

Attention. As usual.

2nd Practice— { Slowly raise both arms outwards in line with the shoulders, forcing them well
One. { back, backs of the hands upwards.

Two. Slowly lower the arms to the sides and force the chest well forward.

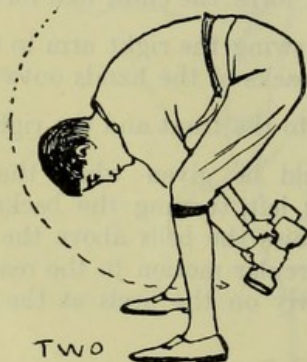
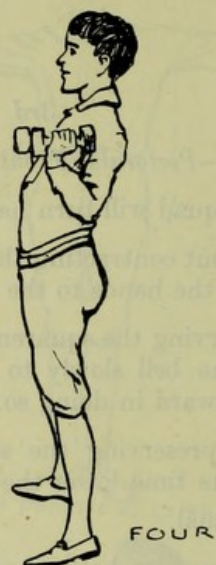
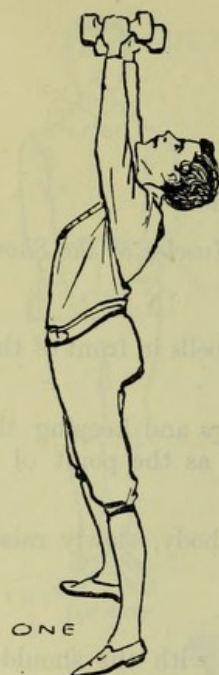
Change. { Keeping the body square to the front, swing the right arm to the front as high
as the shoulders and the left to the rear, backs of the hands outwards.

Two. By a vigorous motion swing the left bell to the front and the right to the rear.

Change. { On the command *Change* (which should be given when the left bell is in
front) bring the the right hand out to the left, turning the backs of both hands
upwards, and without any pause slowly raise the bells above the head, rising on
the toes in doing so, and then with a circular motion to the rear carry the bells
again to the position of *Change*, sink slowly on the heels at the same time.

Attention. As usual.

DUMB-BELLS.—4TH EXERCISE.



DUMB-BELLS.

4th Exercise. (Plate 24.)

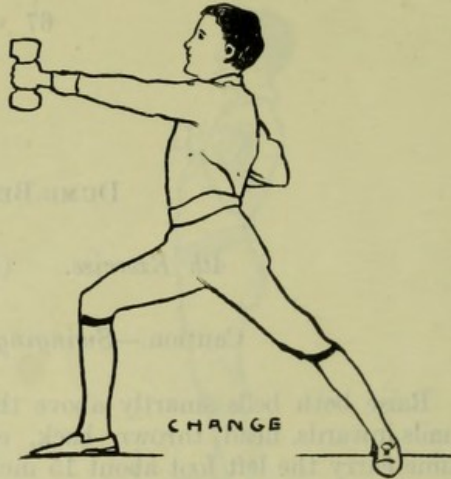
Caution.—*Swinging the Bells.*

- One.* { Raise both bells smartly above the head, the width of the shoulders apart, finger nails inwards, head thrown back, eyes directed towards the bells; at the same time carry the left foot about 15 inches to the left.
- Two.* { Bend the back, and slightly bending the knees, swing the bells down between the legs, forcing the head well down. Girls should swing the bells down to their toes.
- Three.* Swing the bells above the head to the position of *One*.
- Four.* Bring the bells smartly to the shoulders, the elbows close to the sides.
- Attention.* { Bring the left foot back to the right, and drop the hands to the sides, turning to the front in doing so.

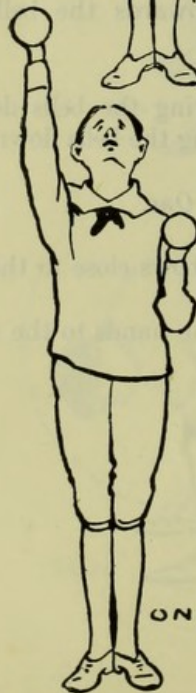
DUMB-BELLS.—5TH EXERCISE.



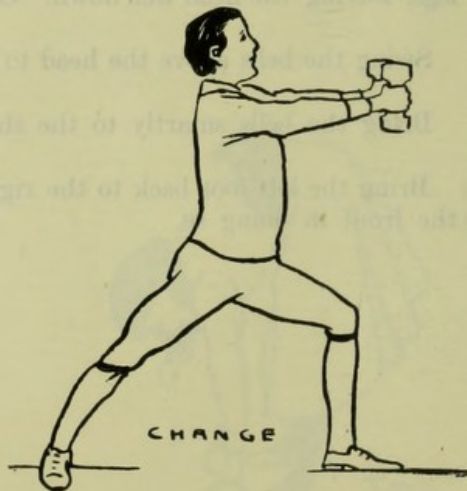
READY



CHANGE



ONE



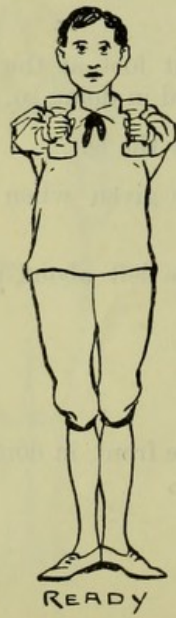
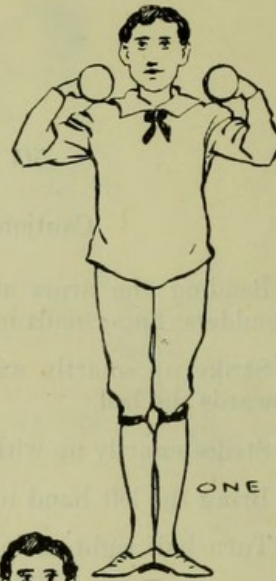
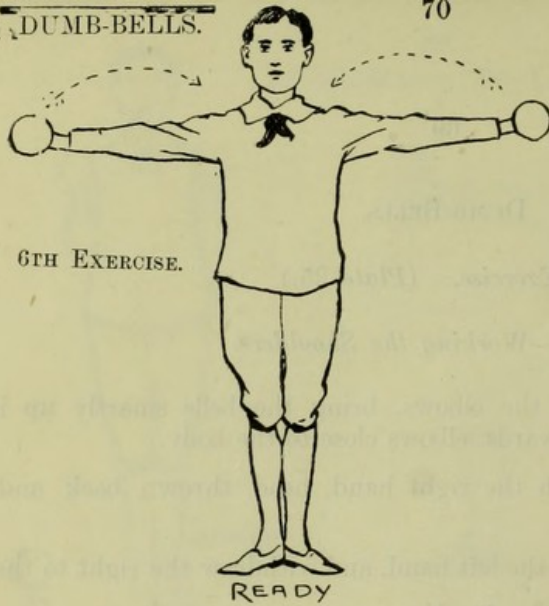
CHANGE

DUMB-BELLS.

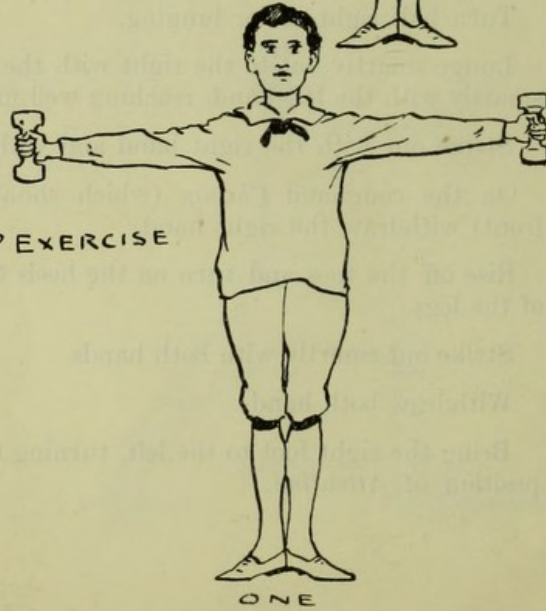
5th Exercise. (Plate 25.)

Caution.—Working the Shoulders.

- Ready.* { Bending the arms at the elbows, bring the bells smartly up in front of the shoulders, finger nails inwards, elbows close to the body.
- One.* { Strike up smartly with the right hand, head thrown back and eyes directed towards the bell.
- Two.* Strike smartly up with the left hand, and withdraw the right to the *Ready*.
- Change.* { Bring the left hand to the *Ready*.
Turn half right as for lunging.
Lunge smartly out to the right with the right foot, at the same time strike out smartly with the left hand, reaching well forward in doing so.
- Two.* Strike out with the right hand and withdraw the left.
- Change.* { On the command *Change* (which should be given when the right bell is in front) withdraw the right hand.
Rise off the toes and turn on the heels to the left about, reversing the position of the legs.
- Two.* { Strike out smartly with both hands.
Withdraw both hands.
- Attention.* { Bring the right foot to the left, turning to the front in doing so, and resume the position of *Attention*.



7TH EXERCISE



DUMB-BELLS.

6th Exercise. (Plate 26.)

Caution.--*Bending and Stretching the Arms.**Right In—cline.* As before.*Ready.* { Keeping the arms extended, raise them right and left in line with the shoulders, backs of the hands downwards.*One.* { Grasping the bells firmly, and without lowering the elbows, slowly bend the arms until the bells are over the shoulders.*Two.* Slowly extend the arms to the *Ready*.*Attention.* Drop both arms to the sides.

7th Exercise. (Plate 26.)

Caution.—*Chest Expanding.**Ready.* { Keeping both arms straight, smartly raise the bells to the front, level with the point of the shoulders, backs of the hands outwards.*One.* Without lowering the arms, force them smartly backwards as far as possible.*Two.* Resume the *Ready*.*Attention.* Drop the arms to the sides, turning to the front in doing so.*Reform—*
Ranks, &c. } As in Free Gymnastics.

PRACTICAL SUGGESTIONS

Principally for Rural Schools.

THE Board of Education hope that the following suggestions may be of service to School Managers and teachers in carrying out the requirements of Schedule III. of the Code, and in meeting some of the difficulties which are said to have arisen, especially in small country schools.

1. INSTRUCTION.

(a) As a general rule physical training should be carried on by the teachers forming the ordinary school staff rather than by outside instructors, and this for reasons which all teachers will appreciate. They must, however, first *learn* to instruct. For this purpose, groups of Schools can combine to secure the services of a qualified instructor, who should, if possible, have been trained in the Army gymnastic course. The instructor should hold central classes for 20 or 30 teachers, and may also be usefully employed to pay visits to the Schools themselves from time to time. The War Office have recently issued instructions to all General Officers Commanding Districts, providing for the employment, by voluntary arrangement, of qualified Non-commissioned Officers as instructors of teachers' classes. Managers desiring to avail themselves of these facilities should apply direct to the General Officer Commanding the District in which the School is situate, or to the Officer Commanding the nearest Depôt. A copy of the War Office letter, with a list of Commanding Officers, is subjoined.

In addition to the assistance thus given by the War Office, it has been decided by a private society—the Lads' Drill Association—to issue a certificate of competency to teachers who satisfy their tests as instructors in the "Model Course."

(b) It is undesirable that the principal teacher only should instruct in this subject. *Each* teacher should learn to drill his or her own class, and should be primarily responsible for its physical training as for any other branch of its instruction. The requirements of the "Illustrated Model

Course" are not of an advanced character, and should be easily mastered by any adult teacher. In many districts they are efficiently carried out in their classes by teachers under Article 68, and even by pupil teachers.

(c) The number of teachers incapable of *directing* the physical training of their scholars cannot be large. Even those who from age or infirmity are physically incapable of *performing* the exercises themselves, can by attending drill classes and by careful study of the "Model Course" obtain a knowledge of what ought to be done and of the points needing attention. They can then, if necessary, select a child to stand out before the class and exemplify the exercises under their direction.

2. SPACE.

Drill should be an open-air exercise. Nearly all playgrounds can be used for the purpose if occupied by the different classes in turn. If a playground is too rough or too muddy it is H.M. Inspector's duty to report the defect in order that it may at once be removed.

Here and there it may be necessary to secure privacy by erecting a close wooden fence, but the curiosity of loungers will soon disappear when the subject is no longer a novelty. If a playground is too small even for a single class, leave can generally be obtained to use some neighbouring field or yard.

Only in bad weather, or in the absence of any possible outdoor space, should the drill be taken indoors. Simple transpositions of the lessons shown on the Time Table will generally enable the teachers to utilise the first fine days of the week for this work. If bad weather is continuous, and the school itself affords no space for drill indoors, it is possible in almost every neighbourhood to obtain the use of town halls, village institutes, parish rooms, barns, or other suitable buildings.

But in a very large number of schools it would be possible to dispense entirely with some of the desks in use, and so provide an open space available for the oral lessons of each class in turn, and also occasionally for drill. In many cases, also, moveable desks might be substituted for immovable, or existing moveable desks might be so rearranged as to reduce considerably the labour of moving them.

3. APPARATUS.

No expensive apparatus is required. Staves and wooden dumb-bells are very cheap, the former from 1*d.* to 1½*d.* each, the latter 2½*d.* a pair. Broomsticks cost from 1*s.* 6*d.* to 2*s.* a dozen, and a piece cut off the end makes an excellent dumb-bell. Dumb-bells cannot well be too light, indeed any piece of cork or wood to grasp with the hand is quite sufficient.

4. OVER FATIGUE OF CHILDREN AND TEACHERS.

In those schools in which drill has long been habitual this is not found to be a practical difficulty. Country children think little of the walk to and from school, and those who live at the greater distances generally stop at school for dinner. Inquiry in typical country schools has failed to show that children coming some distance are either disinclined for the exercises or overtaxed by them, or that they should, as a class, be exempted. Exceptional cases no doubt exist, and should be dealt with as they arise by the responsible teacher.

In the same way every care should be taken not to overtax the strength of the young women on the staff. But it should be borne in mind that where teachers live so far from their work as to be incapable of properly performing their duties, the school organisation is to that extent defective.

5. WEAKLY AND DELICATE CHILDREN.

The number of children wholly unfit for physical training is extremely small, and after examination of a number of ordinary schools is found to be about 1 per cent. of those in attendance. They can easily be occupied with practice in writing, arithmetic, or other silent study (under a monitor, if necessary) while the others drill.

Children only partially unfit can with advantage join in some of the simpler exercises and observe the more difficult ones.

It is well to obtain a medical opinion before assuming that a child should be wholly exempted. For many weakly children regular physical training is highly desirable.

6. CLASSIFICATION FOR PHYSICAL TRAINING.

Boys and girls can be drilled together, the girls being placed behind the boys while performing the exercises. A mixed school is generally better divided into a senior and a junior squad than into a boys' squad and a girls' squad.

In schools with a single teacher, if lack of space prevents the whole number being drilled at one time, two squads may be taken in alternate spells of seven or eight minutes, the one drilling and the other looking on or singing in time to the movements executed. Each squad would thus have two spells of work and two spells of observation in half an hour. Such an arrangement ought, however, to be rarely necessary.

Another plan is to drill one squad for 15 minutes during the recreation time (Art. 12 (e)) of the other, and *vice versa*, each morning.

Where there is no separate teacher for the infants, their daily recreation time may be used for drilling the older scholars, or as an alternative the infants can be allowed to work or play under the supervision of a monitor during the half-hour devoted to the drill of the older scholars on any day.

Speaking generally, the less the usual organisation of the school is broken up for drill purposes the better.

7. IMPORTANCE OF PHYSICAL TRAINING.

Games, however valuable in themselves, do not properly fill the place of organised physical exercises even in country schools. Organised games, such as cricket and football, can generally be played only by a minority of the children, and almost necessarily exclude or fail to reach those most in need of development.

The only way of reaching *all* the children, and making the greatest use of the small space generally available, is by some form of regular combined exercise, such as that proposed in the "Model Course."

Country children profit by regular bodily training quite as much as town children. They are fully as liable to stoop, to be round-shouldered, and to be slovenly in gait and carriage, while they are

specially apt to lack mental and bodily alertness. And all children alike, during their school life, spend many hours with little change of position, and not always at well made desks, or in the purest air.

It is important therefore that the short time claimed for physical training should be devoted *wholly to useful exercises*. No part of that time should be wasted on what is merely spectacular or entertaining, but every exercise should have its peculiar purpose and value in a complete system framed to develop duly all parts of the body.

The following is the War Office Letter to General Officers Commanding Districts referred to above (§ 1 (a)) page 72:—

WAR OFFICE, LONDON, S.W.,
2nd July, 1902.

SIR,

I am directed by the Commander-in-Chief to inform you that a "Model Course of Physical Training" has, after consultation with this Office, been proposed for use at Schools under the jurisdiction of the Board of Education.

2. It is highly desirable that men and women teachers at these Schools should be trained to impart instruction in the proposed Course of Physical Training.

3. Lord Roberts has approved of facilities being afforded to all local Educational Authorities or School Managers who desire to employ competent Non-commissioned Officers (qualified at the Army School of Gymnastics), provided that the employment of these Non-commissioned Officers is voluntary, *and that it in no way interferes with their military duties*.

4. Subject to the above conditions, Classes of Instruction for Teachers at Schools, who may apply to attend, may be formed either at any of the established or modified gymnasia in your district, or at any centre which may be selected by arrangement between yourself and Educational Authorities or Teachers. Each Class should consist of about 20 or 30 members, and be held in the evenings, preferably Saturday evenings, or on Saturday morning, which would usually be most convenient to Teachers.

5. No expense to Army Funds will be incurred, but each Instructor employed will make his own agreement in regard to remuneration and repayment of expenses. In order that a uniform scale may, as far as possible, be adopted, 3d. per head per lesson of one hour, with a fixed minimum for each lesson, is suggested.

6. I am to request you to make the necessary arrangements for the formation of the above Classes. It has been suggested by the Board of Education that Managers of Schools should communicate on the subject direct with you, or with the Officers Commanding Regimental Depôts.

7. If necessary, you will correspond direct with the Secretary, Board of Education, Whitehall, London, S.W.,

I am, Sir,
Your obedient Servant,

T. K. KENNY,
Adjutant-General to the Forces.

The General Officer Commanding.

List of addresses of Commanding Officers to whom application may be made under § 1 (a) of the Memorandum :—

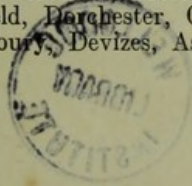
GENERAL OFFICERS COMMANDING 1st Army Corps, Aldershot ; 2nd Army Corps, Salisbury ; Eastern District, Colchester ; Home, District, 23, Carlton House Terrace, S.W. ; North Eastern District, York ; North Western District, Chester ; Scottish District, Edinburgh ; Thames District, Chatham ; Woolwich.

OFFICERS COMMANDING Cavalry Depôt Canterbury ; Depôt 18th Hussars, Aldershot.

OFFICERS COMMANDING No. 1 Depôt, Royal Garrison Artillery, Dover ; No. 2, Fort Rowner, Gosport ; No. 3, Citadel, Plymouth ; No. 4, Seaforth Barracks, Liverpool ; No. 5, Scarborough ; No. 6, Great Yarmouth ; No. 1 Depôt Royal Field Artillery, Woolwich ; No. 2, Glasgow ; No. 3, Weedon ; No. 4, Newport, Mon. ; No. 6, Seaforth ; No. 7, Preston.

OFFICER COMMANDING Troops and Companies, Royal Engineers, Aldershot. The Commandant, School of Military Engineering, Chatham.

OFFICERS COMMANDING Regimental Depôt, Glencorse, Guildford, Canterbury, Lancaster, Newcastle-on-Tyne, Warwick, Hounslow, Warrington, Norwich, Lincoln, Exeter, Bury St. Edmunds, Taunton, York, Beverley, Bedford, Leicester, Richmond (Yorkshire), Bury. Ayr. Chester, Wrexham, Brecon, Berwick-on-Tweed, Hamilton, Bristol, Worcester, Preston, Kingston-on-Thames, Bodmin, Halifax (Yorkshire), Carlisle, Chichester, Winchester, Lichfield, Barchester, Cardiff, Perth, Oxford, Warley, Derby, Northampton, Reading, Maidstone, Pontefract, Shrewsbury, Devizes, Ashton-under-Lyne, Fort George, Aberdeen, Inverness, Stirling.



FURTHER PHYSICAL TRAINING.

Most large schools will be ready to undertake further Physical Training for their upper classes than is provided in this Model Course.

Schools in which it is desired to proceed to military drill are referred to "Infantry Training, 1902" published by the War Office. In this publication will also be found full instructions in "skirmishing," which should be attractive to boys in country schools.

Girls' schools, and those Boys' schools in which it is not desired to undertake military drill, may make use of the great variety of free gymnastic exercises (including gymnastic dancing and skipping for girls, Swedish drill, swimming drill, exercises with dumb-bells, bars, bar-bells, Indian clubs, etc.), which are to be found in the numerous well-known text-books of Physical Exercises now used in schools under the larger School Boards.



